

Faculty Relations

Point of the Assignment: To help you see that your individual behavior will directly impact how your instructors will treat you.

Section 1: Faculty Relations Role Play Reflection:

A) Roleplay Observation:

1) What did you observe in this role-play demonstration? What were the students doing, and how did the speaker respond to the students?

2) Since there was so much going on, did it impact your ability to hear what the teacher was trying to teach? Test your knowledge. Describe what the speaker tried to discuss during the lecture.

3) What do you think caused the all the activity?

4) The speaker had an agenda (teach the material) and the students also each had their own agendas going on. How did these differing agendas impact the learning experience?

5) Who was your character? _____

6) What was your character's agenda? _____

7) **How did your character’s agenda affect what was happening?**

8) **Your character should have been different from your observed behavior in this class. How did the speaker treat your character? How was the speaker’s attitude different from how you are normally treated by teachers?**

Section 2: Your Classroom Behavior

1) **When you are in a classroom, what is your agenda? (Why are you there?)**

2) **How does your agenda affect your typical classroom attitude?**

3) **How does your agenda affect your typical classroom behavior?**

Your Classroom Behavior (From a Teacher’s Perspective):

Answer each of the following questions with either:

1 = Always, 2 = Usually, 3 = Sometimes, 4 = Seldom, 5 = Never

When my teacher (<i>or the institution</i>) expects me to follow rules meant for everybody, I cooperate with a respectful attitude. I understand that I am not too important to need to follow the rules.	1	2	3	4	5
I have the academic skill level (<i>reading, writing, note taking, critical thinking, computers, researching, and knowing how to learn</i>) I need to succeed in the class I am taking.	1	2	3	4	5
I go to class every day, even when I have other commitments, responsibilities, or interests that want to compete for my time.	1	2	3	4	5
When I do need to miss a class, I check the syllabus or ask a classmate for what I missed instead of expecting the teacher to take time out of their busy schedule to catch me up to speed.	1	2	3	4	5
I consistently arrive to class on time.	1	2	3	4	5
I am consistently ready to get down to business when the teacher begins class.	1	2	3	4	5

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I participate in class discussions in a thoughtful, meaningful way that is also respectful of other people and others' opinions.	1	2	3	4	5
When trying to identify what assignments are due, I take the time to read the syllabus and the Assignment List to determine due dates rather than asking my professor what is due.	1	2	3	4	5
When doing my assignments, I first read all instructions, and take the time to make sure I understand and follow them.	1	2	3	4	5
I consistently turn in my homework on time.	1	2	3	4	5
I do my work to the best of my ability.	1	2	3	4	5
When reading instructions, I read them carefully and follow them exactly – giving the teacher exactly what s/he asks for – nothing more and nothing less.	1	2	3	4	5
I take the initiative to find out what is expected of me, then I assume responsibility for making sure it gets done.	1	2	3	4	5
I read instructions, directions and the class syllabus before asking my teacher what I need to do.	1	2	3	4	5
I understand that my teacher is an authority figure in my life and therefore treat him/her with the respect that this position deserves.	1	2	3	4	5
I approach my teacher with any questions/problems/concerns related to class assignments that could potentially affect by ability to get my work done before it is due.	1	2	3	4	5
I accept constructive criticism from my instructors with grace and maturity because I understand s/he is trying to help me improve.	1	2	3	4	5
I come to class unprepared and therefore do not know what to expect each day.	1	2	3	4	5
When my teacher gives me constructive criticism I get hurt, mad, defensive, argumentative, or make excuses.	1	2	3	4	5
Instead of giving the teacher what s/he asks for, I give excuses for why my work is not done.	1	2	3	4	5
I expect my instructor to tell me what to do instead of taking the time to read instructions.	1	2	3	4	5
I tend to resist following my teachers' instructions on assignments because I feel he or she is trying to "put me in a box."	1	2	3	4	5
I tend to resist following my teachers' instructions on assignments because I want to do things my way.	1	2	3	4	5
I tend to resist following my teachers' instructions on assignments because I think I know what is best.	1	2	3	4	5
I tend to resist following my teachers' instructions on assignments because I think they are too hard.	1	2	3	4	5
I tend to resist following my teachers' instructions on assignments because reading instructions requires too much effort/work.	1	2	3	4	5
I tend to resist following my teachers' instructions on assignments because I don't want to be bothered following the rules.	1	2	3	4	5
I confuse my instructor's role in my life with that of a counselor by unloading my personal problems onto him/her.	1	2	3	4	5

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I expect my instructor to do things for me that are beyond the scope of his/her job.	1	2	3	4	5
I expect the instructor and others to tell me what to do, what to think, and to just give me the “right answers” rather than teaching me how to think for myself and expecting me to assume responsibility for my actions.	1	2	3	4	5
I expect my teacher to entertain me more than I expect him/her to educate me.	1	2	3	4	5
I engage in side-bar conversations or other behaviors that are distracting and therefore communicate the message that I am not interested in the class.	1	2	3	4	5
I engage in text-messaging, play video games, and/or wear ear plugs during class; and therefore communicate the message that I am tuned out and do not care about learning or my education.	1	2	3	4	5
I let my phone ring in class, leave the room to answer it, or otherwise communicate through my behavior that I am too distracted by my personal life to give school the attention it requires.	1	2	3	4	5
I lay my head down on my desk, fall asleep, or otherwise communicate through my non-verbal behavior that I am not interested in the class.	1	2	3	4	5
I ridicule, harass, criticize, or complain to/about my teacher either in front of him/her or behind his/her back.	1	2	3	4	5
When I want to vent about my frustrations, I talk or joke about doing harm to myself or others; thereby causing others to wonder if I am mentally unstable.	1	2	3	4	5
When my classmates ridicule, harass, criticize, or complain to/about my teacher either in front of him/her or behind his/her back, I join or them.	1	2	3	4	5

Go back and review your answers to the questions in this section and ask yourself what your responses reveal about your typical classroom behavior?

Section 3: Your Prior Experience Relating with Teachers:

1. Describe a time when you had a conflict or problem with one of your teachers.

If you can't recall having a conflict with a teacher, consider some additional options: 1) A time when a teacher offended you. 2) Refer back to elementary school. 3) If you still can't recall a personal experience with teacher conflict, think of a time when you observed someone else having a conflict with a teacher. (Then answer the following questions from that student's perspective.)

2. Keeping this situation you just described above in mind, take the time to consider what that teacher’s agenda might have been. When it comes to teachers and how they treat you, you want to consider that most teachers will have some sort of goal/agenda that they have for their students. Depending on what they teach, and who is their audience, instructors could have any combination of the following agendas, which will impact how they behave towards you. **Therefore, consider the following agenda(s), that this teacher with whom you had the conflict, have had with you:**

Teacher knows what it takes to “make it in the real world” and is trying to prepare you for it.	Yes	No	Somewhat	Maybe
Instructor values education as a means to personal and professional growth.	Yes	No	Somewhat	Maybe
Instructor believes that education is a ticket to a better way of life, and therefore wants to see anyone who is willing and able to give it what it takes an opportunity to succeed.	Yes	No	Somewhat	Maybe
Instructor understands the skill s/he is teaching will only be achieved through diligence and discipline.	Yes	No	Somewhat	Maybe
Instructor understands that personal character is as important as knowledge and skill in this job. Therefore, the instructor is trying to promote character growth in addition to competency in skill base.	Yes	No	Somewhat	Maybe
Teacher knows s/he is preparing individuals for positions of great responsibility where incompetent people in the real world can cause great harm to the general public.	Yes	No	Somewhat	Maybe
Teacher understands that the students likely don’t understand the “rules of the game” of the particular environment and therefore tries to help the student know what is expected of them.	Yes	No	Somewhat	Maybe
Teacher knows that many people come into the program with wrong motives and/or unrealistic expectations about what their educational program can do for them. Therefore, the instructor wants to weed out those who don’t belong.	Yes	No	Somewhat	Maybe
Instructor does not want to graduate “incompetents” and allow them in the real world because “incompetent graduates” will make their institution/ program look bad.	Yes	No	Somewhat	Maybe
Teacher has no patience for individuals who do not take their school work seriously.	Yes	No	Somewhat	Maybe

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Teacher knows that if s/he tolerates even the slightest amount of inappropriate behavior, then the classroom will get out of hand and become unmanageable, so s/he will “nip things in the butt” at the slightest hint that trouble is about to begin.	Yes	No	Somewhat	Maybe
Teacher has no patience for students who give excuses for not producing results.	Yes	No	Somewhat	Maybe
Teacher has no patience for students who argue with him/her when s/he is trying to give constructive criticism.	Yes	No	Somewhat	Maybe

3. **With the situation you described in Item #1 above, how do you think that the teacher’s agenda(s) may have contributed to the conflict situation?**

4. **Thinking about your experience with this teacher, try to imagine where he/she rated on a scale of Eager to Burned Out? Many teachers start off their career like Teacher Terry/Teri, but after many years of bureaucracy, being overworked underpaid, and underappreciated, and dealing with difficult students they eventually wind up like Evaluator Edgar/Eva. If these two characters are opposite extremes on the same scale, how would you compare this teacher you are considering to this continuum of “eager” to “burned out”?**

5. **Remember that you have no control over what the teacher does or thinks. You can only control yourself and your own behavior. What could you have done differently to affect how your teacher responded to you?**

B) Personal Application:

1. **Think about your typical classroom behavior. Based on the characters provided on the following pages, how do you see yourself? (You may list more than one character if appropriate). Give the example(s) that describe you.**

<i>Name</i>	<i>Adjective (descriptive word)</i>	<i>Example</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. **Think about your typical classroom behavior. Based on the characters provided on the following pages, how do think your teachers see you? (You may list more than one character if appropriate). Give the example(s) that describes how they see you.**

<i>Name</i>	<i>Adjective (descriptive word)</i>	<i>Example</i>

3. **If you were a teacher, how would you respond to the student you just described in Question #2? (In other words, if you were a teacher, how would you respond to you as a student?)**

4. **Based on the characters provided on the following pages, which of the characters do you WANT to be? (You may list more than one character if appropriate). Give the example(s) that describes how you want other people to see you.**

<i>Name</i>	<i>Adjective (descriptive word)</i>	<i>Example</i>

5. **If you were a teacher, how would you respond to the student you just described in Question #4? (In other words, if you were a teacher, how would you respond to you as your ideal student student?)**

6. **What can you do to make sure teachers see you the way you want to be seen?**

Test your understanding:

What is the main point of this assignment?

Why were you expected to do this exercise?

What type of person would need to do this exercise?

How well do you fit the profile of the person for whom this assignment was created?

Reflection: *(Write down your response after completing this assignment.)*

Characters:

Teacher – Terry/Teri

You are a graduate student who is studying for your final exams to receive your master's degree in three months. You are working three part-time jobs to put yourself through graduate school. You are feeling a lot of pressure to finish this term because your wife (or you) is six months pregnant.

However, you know it will all be worth it because you are so passionate about what you teach. You think that this stuff is so important that everybody needs to know it. It has changed your life for the better, and you decided you wanted to teach because you want to be able to change peoples' lives by giving them this information.

This is the first time you have ever taught, and you are trying to develop your reputation as a teacher. Since it is your first semester, you are going to be evaluated today by a senior faculty member. Edgar/Eva is watching how you manage the classroom; see how you interact with the students (do you treat them respectfully); determine if you integrate multiple learning styles, and see if you can get all of them actively involved in the learning process.

Evaluator – Edgar/Eva

You are a tenured faculty member who as been teaching for 30 years. When you started out as a teacher, you were very idealistic – just like Terry/Teri. You thought you were going to change lives as well. However, 30 years of students' complaints, excuses, and blaming you for their lack of efforts have caused you to become very judgmental of students. Your years of trying to fight the bureaucratic school system have caused you to think trying to bring about change is a losing battle and a waste of time. Consequently,

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you have become very cynical. Your cynicism and bad attitude is reflected in the way you treat your students. You like Terry/Teri, but pity his/her naiveté and know that s/he will have to learn some lessons the hard way.

Your job is to evaluate the Terry/Teri on his/her ability to do the following:

1. Manage the classroom environment
2. Interacts with the students
3. Does s/he treat them respectfully?
4. Determine if s/he integrates multiple learning styles and technology into the lesson plan
5. Can get all of them actively involved in the learning process

Be sure to take notes while you observe. Note how well Terry/Teri does on the above items.

Student Characters

Absent – Albert/Annie

You are the kind of student who just can't be bothered going to school. If your friends want to party – you're "outa here!" If it's too hot, you won't come. If it's too cold, you won't come either. You won't take classes before noon because that is too early; and you can't take night classes because that interferes with partying. Since this school doesn't offer very many afternoon classes, this was the only one you could get.

This is now Week 6 and you've already missed three classes – including the last two. Since you miss class so much, you are not in class enough to know what is going on. However, your parents have threatened that if you don't shape up, and get above B grades this semester, they will kick you out of the house. Your teacher is getting tired of your flippant attitude towards class, and has threatened to kick you out of class if you don't get an "A" on next week's test. However, you don't know what the test will cover because you haven't been here. So you need to constantly ask the teacher and your classmates what you've missed last time.

Angelic -- Angie/Andy

You are every teacher's dream student. The opportunity to teach to students like you is why they come to work everyday. You are pleasant and genuinely interested in the subject. You know why you are in the class and what you hope to get out of it. Therefore you always sit in the front row so you can make sure you get everything that the teacher says. You cooperate willingly and respectfully and do everything the teacher ever asks of you. You have perfect attendance. You always do your homework on time, and it is neat, complete, thorough, and shows a depth of understanding of the material. You are alert in class, and speak up when appropriate with very intelligent questions and feedback. You are not afraid to tell the teacher when you don't understand. You are not afraid to ask for help when you need it.

Attentive -- Anthony/Antoinette

When you are in class, your eyes and body language consistently communicate that you are fully paying attention to what is going on in the class – the lectures, discussions, and class activities. You focus exclusively on the teacher, except of course when a classmate is speaking. Then you show them the courtesy and respect by giving them your undivided attention as well. You never engage in side-bar conversations, because you know that would be distracting to you and everyone else. When someone tries to engage you in side-bar conversations, you stop them immediately, and tell them that the two of you can discuss it on break or after class.

Avoidant -- Averil/Avary

When you are in class, your eyes and body language consistently communicate “I don’t want you to talk to me.” As the teacher scans the room to make eye contact and looks at you, you look away. If s/he asks you a question, you respond with a “non-answer”. In fact, anyone’s attempt to get to know you is met with avoidance. Since you never turn in your homework, the teacher doesn’t know whether you are not interested, don’t understand, or too distracted to get it done. If the teacher asks to speak to you after class, you are sure to be the first one out the door. If the teacher tries to call you or email you to request an appointment you never respond. Since s/he can’t make contact with you, s/he has no idea what is going on, and therefore doesn’t know how to help you succeed.

Bored – Bonnie/Ben

“I’m bored,” is your motto in life. You expect to be entertained 24 hours a day/7 days a week. If your circumstances don’t provide constant visual and physical stimulation, you become bored, restless and irritable. Consequently, you can’t handle sitting still for more than five minutes – in a classroom, work meeting, or other place where you are required to wait your turn. Consequently, you will sit and mope, looking as if you were in pain; you start to fidget; you start to doodle/play games, or even throw things. Since misery loves company, you are determined to “take someone down with you,” so you start to distract your fellow classmates as well. Of course under these circumstances, sitting still and listening to the instructor so that you do not distract others is out of the question. It is very hard for you to register that it is not someone else’s responsibility to entertain you; but rather your responsibility to find something to hold your interest in everything you do. So be sure to let everyone know just how bored and miserable you are.

Chatty – Cathy/Charlie

“Social butterfly” is your game. If the average person talks 120 words per minute, then you talk 300 words per minute (when your tired!) You just love to talk to people, and can’t get enough of it – in class, at work, at home, in the car, while you exercise, during homework – whatever! You’re the only person on earth who can, and does carry, on a conversation while you are swimming underwater.

For you, the sole purpose for going to school is to have a social life. You have plenty of friends to talk to; but that is still not enough. Your goal is to just make your social circle as wide as you can. Class is no fun, because someone else gets to talk instead of you. You sit in the middle so you can talk to as many people as possible.

Cheater – Chester/Chelsea

You don't believe in working for what you want because you want everything in life to come easy to you. So you always try to find a short cut or an easy way out of any expectations that get put on you. You assume you can graduate from college without working for it. You are one of the unusual students who likes group work because you can excuse your way out of doing the work; and then you can show up at the end to take credit for work that your classmates did. Instead of learning material for yourself, you try to get your classmates to give you the answers. You are always looking over someone else's shoulder so you can copy from them. You are such a cheater, you won't even offer to pay people to do your work or write your papers. Instead, you will find a way to get them to give it to you for free. On the rare occasion that you write a paper, all you do is "copy/paste" information you found on the internet and don't bother to indicate that you used someone else's work, and just claim it as your own work. When the instructor asks you a question in class, you simply repeat what the person before you said because you are too lazy to think up your own answer to the question.

Chime-In – Chad/Clarrissa

You pay attention to everything irrelevant around you, and you NEED to comment on EVERYTHING: The white walls, color of the carpet, what people are wearing, doing and saying, how people look, and their sobriety. You make fun of their names. You will comment on anything that is politically incorrect just for the sake of having an opinion. You have no filter on your tongue and say anything that comes to mind. After all, you just can't help it, because if you're not talking, your brain is talking to you. So you need to keep up.

Clueless – Carl/Carry

Nobody can figure out why you are in school. You don't care about it, or what you are doing. The only reason you are in school is because you just graduated from high school and decided to follow the leader. You don't know what classes you should be taking. You don't know why you are in this class – it just magically appeared on your schedule of classes. You don't know what you want out of life. You don't know what you like or don't like. You are just doing what you are told. You are a perfect of example of someone who is just "jumping through the hoops."

Since you are so completely clueless as to what is going on outside of the world, and inside your own head, you are also completely clueless about what is going on inside the classroom as well. So you just sit in the back of the classroom and go to sleep.

Complaining – Connie/Conner

You are the most miserable person on earth. No matter what happens around you – good or bad – you manage to find something negative to complain about. Nothing is ever good enough for you. Your teacher is the most miserable and incompetent of all teachers that ever existed (of course they have ALL been the most miserable and incompetent). The room is always too hot or too cold. There was too much traffic on the way in. Your homework is too much and too hard. Basically, life is too hard!

Crabby Chris/Christy

You are a grump, and always walk around with a frown on your face. You have been “blessed” with the gift of ‘negativity’, and feel it is your duty to spread your “sunny disposition” around the globe. For you the glass is always half empty. When people try to wish you a “good morning”, you respond, “What’s so good about it!” If someone smiles and makes eye-contact with you, you snarl at them – How dare they act so happy! Some people light up the room when they walk in; but not you – you light up the room when you walk out! Because you are so crabby, most people try to avoid talking to you.

Dominating Dominic/Dominique

You NEED to be in charge of everything and everybody. You are unaware and unconcerned about other peoples’ needs and interests. Before, during, and after class you tell people what to do and how to breathe – even when you don’t know what you are talking about. You constantly tell people what to do (including the teacher), even when it is not your place to do so. You take charge of every group, discussion, and activity. You don’t believe in boundaries, so you have no problem “getting into peoples’ faces” as you order them around. You don’t listen, because you are too busy trying to be in control and you shut people out before they can talk. When someone tries to disagree with you, you become even more belligerent and aggressive. You always need to jump in and be first at everything you do so you can make all the decisions.

Dysfunctional Denise/Dennis

You’ve got “issues” (Addictions, problems, inabilities, and every “syndrome” known to man) – and you need to let everyone to know about them. You talk about them all the time. You are a poster-child for every “Syndrome” known to man. In fact, you introduce your “syndromes” to your teachers and class on the first day of class because they just NEED TO KNOW THIS ABOUT YOU. They need to know this because your “syndromes” define you and will determine your performance in class. Since this is the first day of class, be sure to go up to Teacher Terry/Teri and inform him/her of all of your issues – and be sure to let the entire class hear you!

Emergency-Ridden Emory/Emma

Your life is one crisis after another: You run out of gas, then the car breaks down, then you have an accident on your way to class, and then it gets stolen (with your books inside)! The kid(s) are totally out of control, and consequently had yet another late-night trip to the Emergency Room last night. However, you don’t have the money or insurance to pay the bill. Your brother just got arrested. The family cat got sick and had to go to the vet, and the dog ran away. Because there is so much stress at home, your marriage is on the verge of collapse, and your spouse has threatened to leave you if there is one more fight in the house. Since there is never enough money to make ends meet, you run around every month, at the last minute, paying all your bills in person to avoid having your utilities turned off. Your work calls you constantly when you are off work to have you come in and take care of a problem or else the company will shut down. In fact, everyone you know is living their life in a state of emergency right now, and therefore expects you to come to their rescue. Your cell phone never stops ringing, and you just can’t seem to

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turn it off because you are expecting yet another “urgent” call. You are a “poster child” for Covey’s Quadrant I – Urgent and Important mode. Because you spend your life “putting out fires”, you have absolutely no time to do what it takes to prevent them from starting in the first place.

Since you are always so stressed, you can never find time to get your homework done or take care of yourself. On the rare occasion that you do try to sit down to do your homework, you can’t focus because you are so stressed over all the fires burning around you. Today is no different – you will get an emergency phone call while in class that requires you “drop everything and go running.” So be sure to let the teacher that you need to leave early because of your “emergency”, and ask him/her to tell you what you are going to miss while you are gone!

Egotistical Eric/Erica

You are convinced that you are God’s gift to the entire human race. You think you are the smartest, “hottest”, richest, most popular, loved and successful, human being that ever walked the face of the earth. You always compare yourself to everyone else, and manage to find a way to see yourself better. While you may think you are the best at everything, in reality, you are only average and do not stand out at all. If asked to do an honest self-evaluation, you would give yourself “Superior” marks on everything. But since you have convinced yourself that there is nothing that can be done to improve on “perfection”, you are not capable of hearing or receiving constructive criticism from your teacher. Because you have such an inflated view of yourself, you are oblivious to how annoying you really are to everyone else.

Excuse Making – Eddie/Edie

“Duh, my dog ate my homework” is your motto. You are never able to get anything done – but it is never your fault. The rest of the world is out to get you or to make your life miserable. However, in reality, you procrastinate and therefore can’t complete your assignments on time. Therefore, every one of your 15 grandparents manages to die this semester – especially on test day. Unfortunately those same 15 grandparents died last semester as well.

Since you are such a victim of life – and your parents have brought you up well in that way – you just honestly can’t comprehend the idea that some people get their work done despite having adversities much greater than your own. You sincerely believe that your excuses will get you out of trouble.

Flirtatious Fred/Frieda

Your radar is always on – in class, on the road, at a funeral, or even while visiting a friend in jail/prison. You don’t care, because you are always on the lookout for your next date with Mr./Ms. Right, or even Mr./Ms. Hottie. Every member of the gender of your choice is fair game – regardless of their looks or suitability. Since you have no concept of appropriate behavior, the concepts of boundaries and sexual harassment are very foreign to you, and consequently, you are genuinely shocked when your behavior gets you in trouble. So you are always flirting – you don’t care if you or that person is married or

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otherwise unavailable because you're so eager, you'll take it anyway you can get it. Of course, you always make sure you look your best because you never know when an opportunity will present itself. When you are in class, you can't be bothered paying attention to the lecture/discussion because you are too busy flirting with everyone around you because you are looking for your next date.

Helpless – Henry/Hillary

You are not capable of doing anything by yourself. Consequently, you even need to have someone go to the bathroom with you. You always ask someone for help – not because you value their knowledge and feedback; but because you actually expect them to solve your problems for you. When people do respond to your requests for “information”, you counter them with excuses of why you can't solve your own problems by yourself. The real issue here is that you have unrealistic expectations about who is responsible for solving your problems. So, be sure to find lots of people who are willing to solve your problems for you!

Insecure Ida/Ira

“But I'm afraid to do it.” Is your motto in life. You are the most insecure person on earth. While in reality, you are surprisingly normal, you **assume** that you are stupid, ugly, incompetent, and a failure at everything. You assume you have nothing of value to offer the world. Therefore you are hesitant to make any decision in life because you are convinced it is going to be the wrong one. You are hesitant to even come into the class because you are so convinced that everyone will be staring at you or laughing at you. If someone asks you a question, you assume it is because they think you are stupid or something. Because you are so insecure, you need constant reassurance from the teacher and everyone else. So be sure to ask the teacher and everyone around you how well you are doing.

Jokster Jack/Jackie

To you, life is one big joke. You are always trying to find a way to “pull a fast one” on someone. You think it's funny to ridicule people (including the teacher) in public. You like to put signs such as “kick me” on people's backs. You like to pass around funny jokes in class. You laugh at people who are honestly in pain. You tell inappropriate and offensive jokes. To you, there is no such thing as inappropriate humor or a time and a place to make jokes/humor. So you continue poke fun at inappropriate times, and to try to crack jokes when the teacher is trying to engage in a serious lecture/discussion.

Know-it-all – Nick/Nancy

You have an opinion about everything in life – it is always right. After all, you are the world's expert on every subject ever written. No matter what someone else says, does, or asks, you can top them. You can come up with a better comparison, question, or answer. You are so arrogant that your class mates just can't stand you. You always want to give everyone else, including the teacher, your advice since you are convinced that you have the RIGHT answer for them. Today is no different, so be sure and give everyone your ever so importance advice!

Jumping-to-Conclusions – Justin/Justine

You are a very impatient person and cannot accept the fact that some answers take time to find. So in the absence of an answer being provided, you invent an answer on your own. You have no regard for accuracy of your answer, or whether or not your answer is consistent with the facts. Therefore you are very quick to blurt out any answer because “a wrong answer is better than no answer at all.” When the teacher asks a question that is designed to get people to think, you need to end the conversation with “your right answer”. Your answers are frequently wrong, but because you are in such a hurry to finish the process, you won’t hear that you are wrong. If your teacher asks you to slow down and wait for others, or to just let the thinking process take time, you automatically assume that the teacher is telling you that you are failing the class. – You just don’t get that you are in too much of a hurry. If you see a situation that seems strange and doesn’t make sense, you NEED to provide the conclusion. If someone else wants to ask a legitimate question because they don’t understand you NEED to shut them down because after all – you already KNOW the answer – there is no reason to continue the discussion. You already have the answers, so let’s just move on to the next subject!

Late – Larry/Lana

You are biologically incapable of being on time. In fact, you were even born a month late. You couldn’t be on time to save your own life. You set your clocks a half hour ahead; but the problem is that you know you have done that. So you just tell yourself that your clock is a half-hour fast. You have even been fired from virtually every job you have ever had because you could never get to work on time.

Because you are habitually a half hour late, you always miss half the class information. You usually miss the quizzes that your teachers give at the beginning of class. Today is no exception – you walk in late today as well. Don’t forget to ask the teacher what you have missed!

Minimum-Effort Millicent/Miller

You claim you want an education, but you are not willing to give it the time, energy, sacrifice and discipline that it requires to succeed, and you still expect to get all As in your classes. You always do as little (or less) as you can get away with. You will never come to class early to prepare for class. You always leave immediately. You don’t take the time to allow the instructor to allow him/her to get to know you as an individual. You don’t engage in class activities or discussions. You don’t do your homework. When there are in-class assignments, you will put out minimum effort during class. You won’t do anything or any work, unless someone puts you on the spot. If you get assigned to a team project, you will have all kinds of excuses as to why you can’t do your part to help the team complete the project. You would never consider taking advantage of opportunities for extra credit. If your teacher does not require you to be there, you don’t come to class. If there is an attendance policy, you will miss as many classes as you can get away with to pass the class.

Motivated – Molly/Mo

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You are 50 years old. You wanted to go to college right out of high school, but you couldn't because your father died, and you had to help your mother take care of your six younger siblings. Instead of going to college, you went to work in a factory. For the past 25 years, you have steadily worked your way through various promotions to a position of middle management. However, your company just closed down your factory and you were laid off six months ago. You realize that there are thousands of people, who are mid-life just like you, are all competing for the same non-existent jobs that you are.

Your three children are teenagers, and have all kinds of financial needs. Your spouse wants you to be happy, but is very stressed about how you are going to make your house payment next month.

You have got a lot on your mind and are probably dealing with more adversity than anyone else, but you are not going to let that stop you; because, for you, this is a once and a lifetime opportunity to fulfill that dream of getting your college degree and finally pursuing your dream career. Your company provided enough of a severance package so that you could actually do this – for a season. So it is now or never.

Therefore, you did your research – you looked for which school would be right for you. You checked out the class two months before the semester started. You bought the books as soon as they were available. You had the first three chapters read before the semester started. You preview, read, and re-read everything the teacher gives you. You would be willing to write a 10-page paper for one extra credit point. You look up related information on the Internet and in the library. You are so eager, that you just can't wait to share what you learn with the teacher.

Obnoxious – Oliver/Olivia

You are convinced that everyone – especially the teacher – is a moron. No matter what they do, it is because they don't know what they are doing. They are stupid and incompetent. Therefore it is your calling in life to set them straight – God put you on this earth to do them that favor. If they don't appreciate your help, that is their problem. That is just another example of just how stupid and incompetent they are – they just don't get it. They don't understand how much they need you to fix them. In fact, the only reason you are in school is so that you can prove to those “supposed experts” how stupid they are and how competent you are. After all, you don't need to learn anything – because you already know it. Since you think it is your job to fix everyone, you also think you are doing them a favor by ridiculing them in public because you assume that will get the point across.

Over Committed – Oscar/Oprah

The cliché “burning the candle at both ends (and in the middle too!)” was written specifically to describe you. You must work two jobs for a total of 50 hours a week, because you have a nice home and a brand new SUV to pay for. You are carrying 20 units in school. You are a single parent with five children under seven years old at home. You are a soccer mom/dad who coaches for three of your children's sports teams. You

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are actively involved in your church and your community in several activities. The real problem is that you have difficulty knowing where your priorities are. You want to have everything all at once, and cannot imagine giving anything up.

Because you are so busy, you think sleep is a luxury you can't afford. You can never find time for yourself. You cannot get your homework done because there is no time. You even miss school often because your other life roles keep interfering with school.

Playful – Paula/Paul

“Life is just one big party! So have fun!” You don't care that you are an adult. Nor do you care that you're in a college classroom and that such behavior is inappropriate. It's time to play! Any opportunity you can, you're trying to entertain everyone – throwing things, dancing to the beat, drawing on the table, cracking jokes. Hey, whatever it takes! So what if it's test time or lecture time – It's party time!

Rebellious – Rebecca/Rueben

You've got problems with authority, and have a severe chip on your shoulder. The minute someone tries to set rules or boundaries, you will fight it because you assume they are trying to control you. You will fight every direction and instruction with every ounce of energy you've got. The minute someone tells you what to do, you feel compelled to do the opposite just out of spite or to prove you are in control. You won't sit down in your chair because you know someone expects you to. You refuse to participate in class discussions, and if you are asked for your response to a question, you respond with a sarcastic remark. You refuse to do your homework. On the rare occasion that you do attempt to do your homework, your response to everything is, “I am unique – I don't fit into your mold!” You are unable to receive constructive criticism, so you argue instead. You are not satisfied with being a “Lone Wolf” in your rebellion, so you also try to get others to join you in rebelling.

Sensitive – Susan/Stan

You are the type of person who cries if someone looks at you twice. Everything and everyone hurts your feelings. If someone tries to pay you a compliment, then they gave the wrong one – instead of complimenting you they actually offended you. You are so busy crying and having your feelings hurt that you don't have an opportunity to understand what is actually being said – because, after all, they just hurt your feelings – again! And constructive criticism is just out of the question – you can't handle it, because it would hurt your feelings and make you cry.

Serious – Sarah/Sam

You are very serious and know exactly why you are in school. To receive just one A- is completely unacceptable. You know what your goals are. You had your classes for all four years mapped out before the end of your first semester. You never miss class – even if your car was totaled five minutes before arriving at school. Your world could be crashing around you, but you still get your work done because school is your most important priority in life. You are very serious and become very impatient with people who do not put out as much effort as you do.

Silent – Simon/Sally

You never speak. You sit in the back of the class and don't say a word. Your teachers notice your silence, and try to get you to participate, but you never say anything more than "yes" or "no." Since they can't get you to speak, they can't tell if you are shy, uninterested, uninformed, or whatever.

Tries Hard – Tracy/Trevor

You sincerely want to do well in school. You never miss class, and you always participate. You do everything your teacher tells you to do. Where other people spend a half hour per week on homework, which should take two hours, you spend four hours. Your friends quit asking you to go partying with them because you are always too busy studying. You thoroughly prepare for your tests – preparing for several weeks in advance. However, no matter how hard you try, you just can't seem to get better than a C+ on your tests. You try so hard to succeed, the thought would never occur to you that you are having difficulty or might want to give up.

Tuned Out – Tammy/Tanner

You sit down, and immediately tune out of what is going on in class. You wear your ear buds and listen to music. You send and receive text messages to your friends while the teacher is lecturing. You play with your cell phone and even play video games. You look out the window or the door imagining you weren't there. You smile and whisper to passers-by. You sit there and doodle and draw because that is more interesting. Everyone else is aware of your inattention and wonders why you even bother coming to class in the first place. Since your teacher can tell you can't be bothered paying attention, s/he will frequently call on you in class to keep you focused on the class discussion.

Unprepared – Umberto/Ursula

"I forgot my pencil" is your motto in life. In fact, you never bring anything to class except yourself (and your makeup if you are female) and your cell phone. You don't have paper, a notebook, textbook, and backpack. You lose every piece of paper (including the syllabus) that your teacher gives you. Of course, you didn't have the money to buy the book at the start of class, so you had to buy it three weeks into the term, which put you behind in your homework. If you even bought it at all, you never even open it, let alone read it. So in reality, you just wasted your money on your books. Since you never check your syllabus for upcoming assignments/projects/homework, tests and project due dates always catch you by surprise. Since you never have your supplies with you, you need to constantly borrow them from classmates. – And today is no exception.

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Whiney – Wilber/Wilma

“It’s too hard,” is your motto in life. In fact, everything in life is so unbearably miserable and hard. You hate being asked to do anything because it would be such a burden on you. You complain if you are expected to buy any books, do any homework, or participate in any activities. In fact, even carrying your book is too much work. If your teacher asks you to do anything, it is because s/he is cruel and abusive.

Wasted – Walter/Wanda

You always come to class wasted – drugs, alcohol or both (your choice). You are so wasted that you are oblivious to everything that is going on around you. You have difficulty talking or walking correctly, and can’t even pronounce your name correctly, or remember anyone else’s. Since you’re so out of it, you fall asleep in the class as soon as you sit down.