

Adjuncts Versus Full-Time Faculty

By Amanda Teeter ↴ September 24, 2012

In the small Fontbonne community, professors are known by name and reputation, if not by face. They can be found mingling among the student body in line at the Ryan Hall cafeteria, rushing from class to class, and during office hours they can more than likely be found in the office with their name plaqued above the door.

There exists, however, a group of teachers with the ability to be slightly more elusive: adjunct faculty. Gather a group of students and mention a name, and it is unlikely that more than a few may not recognize it, but ask them what the aforementioned adjunct does in those odd hours when he or she is not on campus and the best these students could likely do is look to each other questioningly.

Adjuncts are just as much a part of the community as the full-time faculty, and it is not until attention is drawn to them that their unique situation may be considered. Does who they are outside of Fontbonne affect the way they teach? This group of scholarly secret-identities have become as important to Fontbonne as its full-time professors, so what is the difference? Why are mathematical Bruce Waynes helping us solve the riddles in our textbooks, and scientifically inclined Peter Parkers grading our lab work if there are full-time professors around to take these positions?

The truth is, there are pros and cons to both adjunct and full-time professors. As mentioned before, it is often more difficult to get in touch with adjuncts outside of class, as they spend much less time on campus than full-time faculty. Because their outside careers and responsibilities often need to be shared with their obligations to Fontbonne, there is the possibility that it might take longer to receive assignments back from adjunct professors, or to make arrangements to meet with one on short notice.

"I find that if you make an appointment instead of just dropping in, it helps a lot," says Melanie Baker, a student who claims that she does not see much of a difference between adjunct and full-time professors. Erika van Buren says, "It takes [adjunct professors] a longer time to get graded papers back".

Many students don't seem to feel like this is a problem at all. "I've been in my own little world lately and haven't really needed to get ahold of them," says Ashley Baldwin, a Pre-Law student who finds that both types of professors are equally capable of giving Fontbonne students the attention they require. She continues, "I haven't even noticed, to be honest. I always seem to be able to get ahold of them either way when I have a question." While others feel that more open availability is one of the major benefits of having a full-time professor over an adjunct. Junior Elizabeth Fernandez says, "Most of my professors are full time professors, and I always have an easy time reaching them if I have an issue with something, or need help."

There is also the possibility that when hiring a teacher whose degree and career focus is not on teaching, he or she may simply not possess a talent for teaching. "Having a teacher that might not have

any teaching experience can be a drawback" says Baker, though she maintains that it varies. "I have had more negative experiences with adjunct professors," says Jasmine Owens, an honors student and Alpha Lambda Delta member. "I felt that they just weren't as able to effectively teach, and answer questions clearly."

"I personally prefer full time professors," says Fernandez, "Some of the adjuncts I've had seem very clueless to things going on at Fontbonne, and the things going on at Fontbonne greatly affect me because I go to day class, night class, and live on campus... I think it really depends on the teacher and how balanced their time is between communities. I feel like we as students, because we put in so much of our time and effort into school and we are paying quite a lot to go here, should be the main priority for the professor- not just a side thought. "

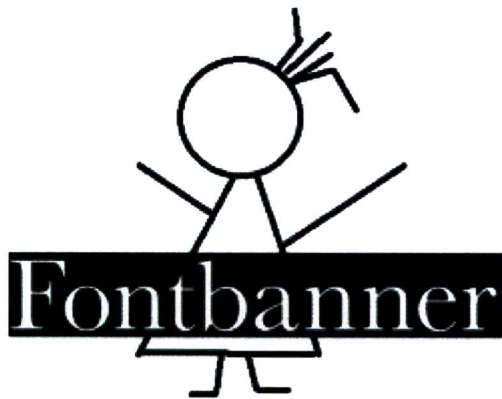
Many students do not feel this way, though. Most of the students surveyed find that teaching style is indistinguishable between the two types of professors. "I couldn't even tell you who is full time," admits one student, while another says, "I've never noticed a difference in the performance of the teachers themselves." Several students claim to be unable to notice any difference at all.

Often with adjunct professors, we get the benefit of learning from someone with in-field experience. For this reason they are often familiar with the latest news in their field, sometimes more up-to-date information than that found in the latest edition of your textbook. "It is wonderful and extremely beneficial to have teachers that have the experience and aren't solely basing their teaching on theories," says Fernandez. Darren Releford, a fan of adjunct teachers, says that, "It's all about the teaching style that sets them apart. I say this because a lot of the adjunct professors have other jobs such as clinical psychologist, or social workers. Because they teach only part time, they are able to relate what they impede from first-hand experience, thus making the class easy at times. They pass [their experience] onto us."

Kristen Burchard, another advocate for adjunct professors, states, "I do think their experience is helpful when it comes to explaining concepts. Last semester my developmental psychology teacher would give examples of how the material we were covering related to some of her former patients. She kept her patients anonymous of course." Baldwin agrees: "I really like my business law teacher, who is an actual lawyer, because she knows what she is talking about and has [given] me advice and helped me gain knowledge in the field that I want to go in so I really like that and think it brings something into the classroom."

Bonnie Font Explains the Fontbanner

By Bonnie Font 🕒 September 24, 2012



The Fontbanner has a new, online format, as you, the astute and snappy-dressing reader who knew the paper back when it was printed on the archaic medium of paper, have surely noticed. (I'd assure you that this guide is not intended to insult your intelligence, but such words would fall on deaf ears - after all, I'm writing under a pseudonym, and who would take the intentions of a pseudonym-user as honest and purely kind-hearted? Even Mark Twain wouldn't expect to be taken seriously under a pseudonym, that's for sure. The pseudonym, by the way, is a clever permutation of the syllables in "Fontbonne," in case you hadn't noticed.)

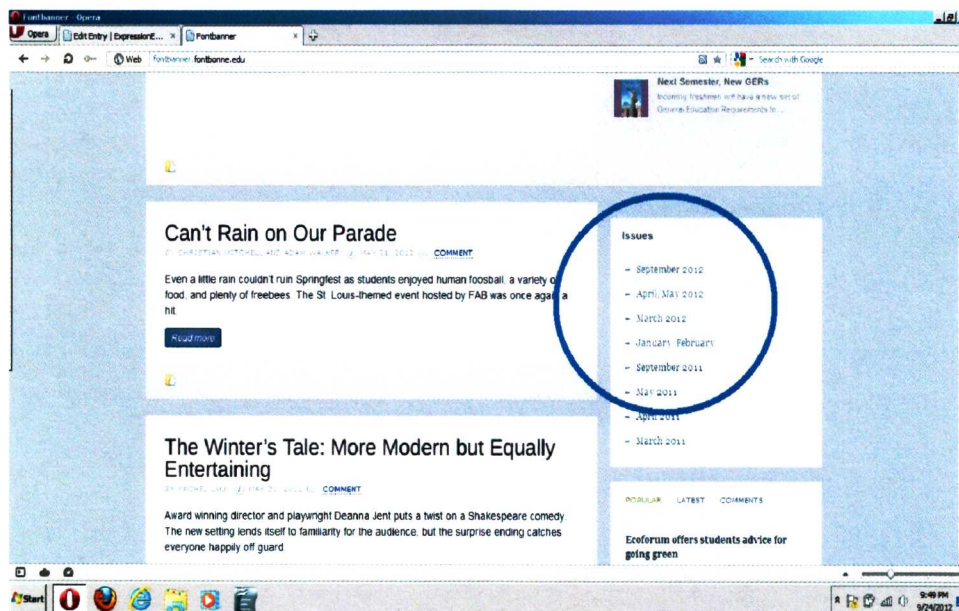
To business, then. The online form of the Fontbanner is divided into issues (and trust me, does the Fontbanner have issues, in addition to the three publications we put out per semester.) We, as a generous and conscientious newspaper, offer ye a simple way to view the most current news on sports, campus life, and Legit University Business (affectionately known as LUB).

"How might we access this most current news?" you ask. Simply traverse the World Wide Web to fontbanner.fontbonne.edu, and fix your gaze upon the "Featured" window, i.e. smack in the middle of the page. This has the special-est of the special stories from the latest, freshest, hot-off-the-presses-est edition of the paper. If you scroll down further, you'll see a bunch of other non-featured-but-equally-contemporary pieces of journalistic excellence.



Hint: If you click the "Next" button at the bottom of the page, you'll get even MORE stories!

Because we're accomodating, we offer an option for those who want a little Fontbonne nostalgia, too. After making the arduous journey to fontbanner.fontbonne.edu, direct your attention to the left - no, actually, it's the right, so, direct your attention to the right side of the screen, where you will discover a magical variety of entries consisting of a month-year text concatenation à la the Gregorian calendar. Select the most recent of these if you want the latest, freshest, hot-off-the-presses-est edition; select other ones if you want to pretend you live in the past.

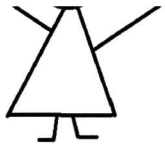


Why are you still reading this??? There's so much stuff for you to see on the site! Get out there, tiger! Happy reading!

Lots of Griffin Love,

Bonnie Font





Fontbonne Student Wins National Beauty Contest

By Matthew Russo 🕒 September 24, 2012



“I’ve had a really good time competing in pageants, and I would encourage people to find something that’s a performing art or something that they may have thought they weren’t interested in and try to get involved in it because you never know.”

– Alicia Lee

Maybe it is her slender frame or maybe it is her dazzlingly white smile, but Alicia Lee looks exactly how one would expect a beauty queen to look.

Lee, a twenty-two year old English major here at Fontbonne, recently won America’s US Miss, a national beauty pageant held in Chicago, Illinois, from August 1st to the 5th. She walked away with a host of fabulous prizes: “I won a four foot trophy, a custom crown and banner, a cruise to the Bahamas, and a scholarship.” In addition to winning the National Miss Title, the overall title, Lee also won two “optionals”: the National Photogenic and National Actress Titles. The latter involved making a thirty second mock commercial. In hers, Lee chose to express excitement over the McDonald’s Dollar Menu. “I did a little dance in it, and it was really goofy.” Besides creating this commercial, the competition involved an interview portion and modeling of evening gowns and casual wear. Winners were chosen by judges. In this particular competition, the judges were from modeling agencies. “I actually got an email from one,” Lee said, “and she’s interested in representing me.”

Ironically, Lee started doing pageants, at her mother's suggestion, after being rejected by a modeling agency. Since then, she has won multiple beauty pageant titles at various competitions, such as Dream Girls USA, Miss American Co-ed, and Miss World Rose.

"I just like competing and being on stage," Lee said, explaining why she participates in these contests, "and, I mean, there are a lot of great opportunities with pageants. I get to meet a lot of interesting people from a lot of different places."

At one point, she planned on this being her last year competing, but, after talking with her mother, she may be participating in three competitions next year.

"I may go back to Dream Girls USA, I may do Co-ed again because I want the national title and not just the state, and there's another pageant called USA National Miss."

Three competitions in one year is a huge commitment. Lee admits that if she does three pageants in a year, she will be "constantly practicing." She said that it takes six months to prepare for just one pageant. This preparation includes dieting, exercising, creating a routine, checking up on her dress, and making photo appointments.

"It takes a lot of patience and a lot of dedication."

After she graduates this year, Lee, who has a concentration in journalism, wants to work in broadcast journalism, starting behind the scenes and eventually moving into an on-camera role. She explains how pageants prime her for her chosen career:

"We do a lot of public speaking, a lot of volunteer work, and it just gets you comfortable meeting new people and being creative because we come up with our own routines and everything."

Alicia Lee is a busy young woman. In addition to competing in pageants and finishing her schoolwork, she is also working on a documentary about pageants. The idea came from her senior thesis, which was about her "life in pageantry." Written in the Spring 2012 semester, this work contained a section in which Lee wrote about a pageant from the perspective of an observer. Enthusiasm for this section caused her to take on the documentary project. She will be interviewing pageant contestants, but for now, she is "learning how to edit film" and is researching "a lot of books and a lot of documentaries" in order to create the piece. According to her timeline, the documentary may be completed in December.

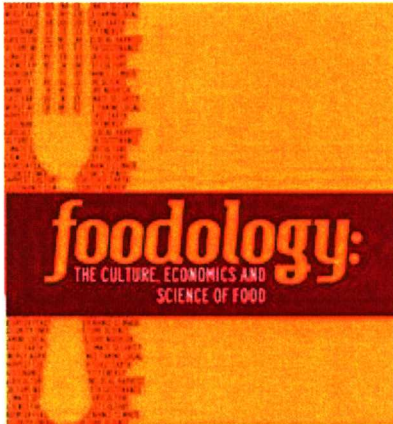
"If it goes well, maybe I'll go into filmmaking."

The biggest problem Lee faces is simply finding the time to do all the things she wants, and in the case of schoolwork needs, to do. Between finishing her degree, making a documentary, and preparing for pageants, she has a lot on her plate. However, she seems to have no problem with hard work. Thanks to her beauty pageant experience, she is used to it. Even with this workload, this beauty queen has other ambitions on her mind besides journalism and possibly filmmaking:

"I would really like to be a children's book author."

“King Corn” at Convocation

By Elizabeth A. Brennan ↗ September 24, 2012



The University celebrated Convocation Day on August 29, closing office buildings and canceling classes for a few hours to welcome the new academic year. Two Convocation ceremonies were held, one in the morning and one in the evening, with keynote speaker Curtis Ellis, known for his role as co-star and creator of the 2007 documentary “King Corn.” The day’s festivities also included a Mass of the Holy Spirit in Doeer Chapel, and a barbeque lunch.

After a procession of faculty members in full academic garb into the Dunham Student Activity Center gymnasium, the Convocation ceremony opened with a prayer and remarks from University Vice-President Greg Taylor. Convocation Day “highlights our commitment to academic excellence, our search for truth, and our Catholic identity,” said Taylor. He presented in absentia the 2011 Dedicated Semester Award to Kerri Morgan, the speaker at last year’s Convocation ceremony. Morgan could not attend the event due to another engagement – her involvement in the London Paralympic Games, in which she represented the United States in Track and Field events.

In keeping with the 2012 Dedicated Semester theme of “Foodology,” Ellis spoke of his role as creator and co-star of the 2007 documentary “King Corn,” a film that followed Ellis and Ian Cheney, his college roommate, as they move to Iowa and attempt to raise an acre of corn over a summer. Growing the crop was more difficult than the friends expected, and Ellis says learning to drive a combine was similar to “two infants being handed the keys to a nuclear submarine.” According to Ellis, the United States produces thirteen billion bushels of corn per year, with many producers receiving subsidies from the U.S. government. The vegetable and its derivatives such as corn syrup are then used for a variety of products, from soda to hamburgers, making corn “the centerpiece of our food supply.” Studying first-hand the production of corn made them realize “the disconnect between what we eat and where it comes from.”

The “King Corn” experiment and other research endeavors led to the development by Ellis of the not-for-profit organization known as FoodCorps in 2009. The program seeks to “connect children to real food and help them grow up healthy” by bringing fresh food and community gardens to over 300

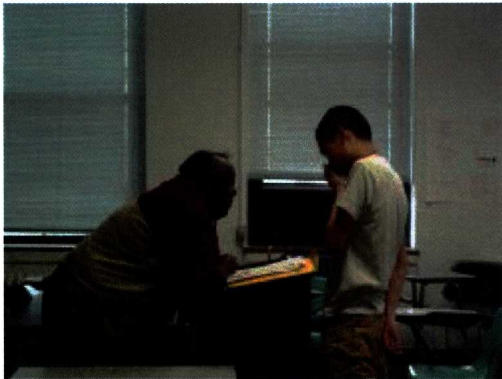
inner-city schools in places such as Philadelphia. Ellis spoke passionately about the necessity of making changes in the way children eat. “I want to know how we can build a food system that doesn’t discriminate,” he said. “I want to know how we can build the kind of country where no child is asked to learn on an empty stomach, or a sugar rush.”

These changes, he believes, will come from the generation that made up most of the audience in the gymnasium. After telling humorous stories about the pranks he and Cheney performed in college to reach out to their peers about food issues, Ellis praised the power of the college student. “I’ve seen the things that people like you are capable of.”

The speech received a standing ovation from the crowd, and in his closing remarks, University President Dr. Dennis Golden spoke of “the power of one” in making change. “This is a man with the power of one,” Golden said as he pointed to Ellis. Students such as senior Kelia Hamilton had positive reactions to Ellis’ speech, as well. “I really liked the speaker this year. I looked up his organization, FoodCorps, afterwards, because I wanted to join,” she said. “I thought it was really great.”

Professor Profiles: Lateef Danmole

By Amanda Teeter ↻ September 24, 2012



In class or in conversation, a meeting with Lateef Danmole always begins with a big welcoming smile. The thoroughly likable mathematics and engineering teacher exudes a comforting level of friendliness that is appreciated by his students, especially during the pressure of exam weeks when even his least confident students are boosted up by his unwavering “you can do it” attitude. “My favorite thing [about teaching mathematics] is that I want to make people feel that it’s not as difficult as they think,” explains Lateef “to show them that they can do better than they think they can.”

Letting this goal guide his teaching style, Lateef encourages students to not only challenge themselves to become better mathematicians and engineers, but to give them the confidence to see these challenges more optimistically. “I felt prepared.” Says Erika Van Buren, on recently taking her first exam in Lateef’s Excursions into Modern Mathematics class. She also notes how that friendly demeanor make being his student a more pleasant experience. “I like how he makes himself available,” she says, “He’s not like some teachers who have that unapproachableness about them. He doesn’t have that.”

Perhaps that approachableness has helped him to form connections and lay roots in so many places. Originally from Nigeria, Lateef has made homes for himself in Illinois, Minnesota, and more recently, north Saint Louis county. He says he adjusted very quickly to his initial move to the United States, and now travels frequently back and forth between Saint Louis and Nigeria, sometimes making visits to Europe along the way.

Regardless of his past travels, Lateef has made for himself in the past, he seems content at present to stick with his current home in North County. “I like North County,” he says with a good-natured chuckle “I would like to live in West County because rich people live there! I am not rich enough to live there.” But Lateef’s affection for Saint Louis is not limited to the counties. Lateef says he likes all of Saint Louis, and no one area is his favorite.

Though Lateef grew up in Africa, he notes how easily he adjusted to moving from Nigeria to the United States, first to Chicago, and only a few things struck him as greatly different from the home he was used to. “What surprised me was that people didn’t live together,” he says, “In Chicago, the Spanish live in one area, white people in another... it isn’t like that in Nigeria.”

Our education system in America was another source of shock for him. Lateef tested out of many classes, having covered the material at a much younger age in Nigeria. For this reason, Lateef is critical of the United States' education system. "I think they need more discipline from every angle to achieve what they need to achieve," says Lateef, "especially in junior high and high[school]."

Though he adjusted quickly once he made it here, Lateef had, at first, had his doubts about moving away from Nigeria. "People would be surprised at how nice it is over there. Initially I did not want to come to the U.S." He tells about how when he was a boy, a soccer coach had come from Blackburn College in Carlinville Illinois, and Lateef was offered a scholarship.

"I was good at soccer," Lateef admits when asked how he ended up deciding to come to America. Lateef felt that coming to America would be a good opportunity and accepted the scholarship.

After Chicago, Lateef moved to Minnesota to study at the University of Minnesota, which he liked but it was too cold. After that, to Saint Louis for graduate school at Washington University. And while living here in Saint Louis, Lateef found his job at Fontbonne.

"I just walked in, and it was a coincidence that they needed a mathematics teacher," says Lateef, "and they hired me." And Lateef has worked at Fontbonne for about two years now, sometimes as an adjunct professor and other semesters, such as this one, as a full-time faculty member. On teaching at Fontbonne, Lateef says simply "Oh, I love it!"

“Tower of Terror” is No More

By Elizabeth A. Brennan ↗ September 24, 2012



The traditional initiation rite for new students of experiencing – and surviving – the “Tower of Terror,” otherwise known as the elevator in Medaille Hall, is no more thanks to a \$196,000 capital project that replaced the lift over the summer.

The previous elevator gained notoriety around campus for its stomach-clenching ride. Entering the dingy brown interior from the first floor was only the beginning of a long and interesting trip; the doors would close, and the car would slowly rise with squeals the occasional shudder. “I rode in it once or twice. I pretty much chose to take the stairs after that,” says sophomore Deanna Crowe.

Those headed to the fourth floor had an amusement park-worthy experience in the last few feet before arrival. Just when the car slowed its ascent and it seemed the top floor had been reached, a sudden drop made riders' hearts skip a beat before the doors finally opened and passengers made a shaky beeline for terra firma.

Reliability was called in question in recent years. “We had it on our list of deferred maintenance for a few years,” says Elmer Schneider, Associate Vice President for Facilities at the University and the Project Manager for the elevator's replacement. “It was at the point where it could no longer be reliably maintained so we decided to do the upgrade.”

The project began in March 2012 with competitive bidding, drawing submittals, and reviews. Once a plan was chosen, the parts were fabricated from March to May, and the actual installation of the elevator was done in the weeks between May 21, following the close of the Spring semester, and August 15, only a few days before Freshman Orientation and Move-In Day. August 16 was the big day, when the elevator first became in-service, and senior Carlos Duran made the first trip upstairs.



With the new elevator in place, a ride to the upper reaches of Medaille Hall is a much calmer trip. “It’s a lot better than the old one,” says Trevor Branson, a sophomore at the University. “It’s not so scary, and the inside looks very classy.” Katherine Schmelzle, also a sophomore, agrees. “It



doesn't bounce like the old one did. It's a lot smoother, and it has a voice that tells you what floor you're on!"

Reviews of the elevator from Physical Plant echo these feelings. "The elevator has performed very well. No problems to date," says Schneider.

Alumnus Returns As New Art Instructor

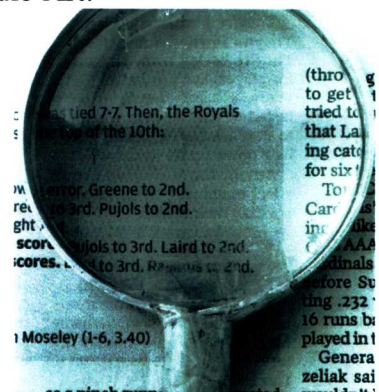
By Rayniesha Lovelace 🕒 September 25, 2012



Schuck has had a goal to become a part of the University by more than just graduating and getting her masters, but by having high hopes of one day teaching at the same university she graduated from. “The second that I stepped foot into the Fine Arts Building I was welcomed with an energy that I had not experienced in any other art department. I felt at home and knew immediately that I wanted to spend the next two years of my life studying in that very building.” Said Schuck.

Growing up, she never anticipated on becoming an art teacher, she said. “I was the science and math-minded girl who would not dare identify herself as an artist.” Some twenty years ago, however, a 35mm film camera changed all of that. “The science of photography brought art into my life,” said Schuck. As an undergrad at Maryville University, she majored in Environmental Studies; her love for photography was not abandoned, however, as she minored in Studio Art.

When talking with Schuck, I asked her what truly inspired her to want to become a part of the faculty here at the University. She stated that, while searching for a graduate program that suited her, she had visited several universities, and none of them remotely came close to being compared to Fontbonne. “Upon graduation, I was saddened that my time at Fontbonne had ended, but hoped that someday I would come back as a faculty member. Luckily, I have been afforded that honor and privilege this semester.” Schuck stated.



Schuck said that following graduation, she was quite sure that she would save the planet single handedly. "I failed rather miserably," she concluded. Searching for a job on a consistent *Photo:One of Schuck's images*



basis for two years in the field that she had studied turned up no leads. Feeling defeated and tired of the waiting tables, she decided to go back to square one and began working on an Associate of Fine Arts at Southwestern Illinois College with the intent to study Environmental Interior Design from there. "The thought of teaching art had still not crossed my mind until I was nearly finished with my A.F.A. During my final semester at Southwestern Illinois College, a part time photography instructor position opened up and I got the job! I have been teaching there for six years now and with the encouragement of my family, my boss and my colleagues, I finally finished my Master of Fine Arts at Fontbonne with an emphasis in Photography in May of 2012." Said Schuck.

In class, she teaches enthusiastically and always has a smile on her face. Schuck is always anxious to get the class's opinion on what they think about a certain artist style of art work, making the class room more interesting, because you get other people's point of view on how they feel. Schuck said that what inspired her to want to become an art instructor when she realized she had enrolled in what was probably her tenth photography class during her final semester working on her Associate of Fine Arts at S.I.C. "I realized then how much I loved helping my fellow students and began looking into what qualifications I needed to begin teaching."

Photo Credits: Dawn Schuck

Technology Update

By Matthew Russo ↵ September 25, 2012



From updating Blackboard to continuing the implementation of GriffinNet, Fontbonne University's Information Technology Department has been busy working on projects that expand student and faculty resources.

Blackboard, a site most students are familiar with as the home of online classwork, received a routine update shortly before the start of the Fall semester. Although many of the new features are geared toward faculty users, students will be happy to know that one problem that has plagued Blackboard has been, at least partially, fixed. "Sometimes it works better, some features work better with Internet Explorer. Sometimes they work better with Firefox," said Vice President of IT Mark Franz. "So, anything around Blackboard seems to revolve around which browser they're using. Different people have different experiences. So, the vendor has worked hard, at least in this version, to eliminate a lot of those compatibility versions between different browsers."

Franz noted that a licensing change in the mobile version of Blackboard will take place at the end of September that will allow anyone access to the app on a smart phone or Apple device for a small fee of two dollars per year or a one-time fee of six dollars for lifetime access. Franz said that, previously, the app was only available on Sprint plans and on Apple devices connected to a wireless network. Of course, the normal version of Blackboard will still be available for free. The app is just, as Franz puts it, "a convenience feature for those who want it."

Franz shared some of the other upgrades that were applied on August 1st and 2nd: Faculty can now apply themes to their courses on Blackboard. They can change multiple courses at the same time. There is now a quick set-up guide for courses. An automatic regrading function, a "highly requested" feature that allows instructors to change the worth of a test question in all student grades by changing it in one, has been added. Teachers can also view more student activity, such as the number of times students log in and the amount of time they spend in the course.

Professor Margaux Sanchez, from the English Department, has noticed and has used some of the new features. Although the calendar does not allow added events to be linked and the template she used for

courses was not very helpful, Sanchez praises the ease of customization and the “more comprehensive” drop-down menus. “On the whole,” she said, “the layout is easier to understand, and it’s easier to navigate.” The only change that Alicia Lee, a senior student who uses Blackboard “when it’s running,” noticed was that course pages seemed more “cluttered and confusing.” Despite her experience with Blackboard, Lee has not used GriffinNet and was not completely clear on what it is.

Franz explained: GriffinNet is a user-friendly replacement for the Student Information Management system. It has the same information, such as grades and transcripts, but it has “a different look and feel.” The IT Department controls this look, including tab placement, but the actual system is provided by the vendor Jenzabar. Part of the delay in switching completely over to GriffinNet is working with Jenzabar to fix software problems, to correct or add information, and to set up “permissions” for faculty users, especially advisors. Although the system went up two years ago and all new students since Fall 2011 are on GriffinNet, older students are on the old system. The delay has been to make sure the new system works properly. However, Jenzabar has stopped supporting the old system, and the IT Department plans to begin moving everyone over to GriffinNet mid-Fall semester, finishing by Spring.

Professor Sanchez, although she has not used it much, only had positive things to say about GriffinNet. “I like the idea of it. The idea of everything in one place is important.”

Franz mentioned two other big projects for this semester: Microsoft Lync, a phone system with video conferencing, and a help desk ticket system. Lync, Franz suggests, could be useful by allowing guest speakers in classes without travel and by giving online students the opportunity to talk to each other. The system is already in place, and Franz said that faculty training will take place later this semester. He thinks the help desk ticketing, a system in which students who are having IT issues fill out an online “ticket” that is then forwarded to the person within the department who will be most likely to help them, will let IT track problems better. He is hoping for a launch of this system by October.

Lastly, although the more environmentally conscious students will applaud the decision, the more strapped for cash among them will probably be less than excited about Franz’s last project: a paper tracking system for the computer labs. The system will involve students starting with a set amount of prints and having to pay for more after exhausting it, but IT is still testing different ways to do this and has no set date for the implementation of such a system.

While some students may not want to pay for paper, Franz makes a convincing argument, “As an institution, we go through way, way too much paper here, and right now there’s no limit to printing. And that’s not sustainable.”