

Exhibit 3:

Teaching Activities, Awards, Evaluations & Observations

Paige Haber-Curran, Ph.D.

This exhibit highlights some of the innovative, hands-on, and student-centered teaching activities that I use in the classroom. Additionally, it includes evidence of the impact and quality of these teaching activities through the presentation of awards, student evaluations, and peer observations.



Engaging Students Through Critical Thinking, Integration, and Application

I seek to develop students who are critical consumers of knowledge and who are able to take content and successfully apply it to student affairs practice. Rather than have students memorize content, I push them grapple with the content and find ways to critically examine it, integrate it with other information, and apply it to practice. I do this in the classroom through individual reflection, small group discussion, and large group discussion.



I also intentionally design course assignments to reflect these outcomes. The next two pages include examples of course assignments that encourage critical thinking, integration, and application.

Engaging Students Through Critical Thinking, Integration, and Application (Cont.)

Sample Take-Home Exam Questions- SAHE 5390- Student Affairs Functions & Professional Orientation

Q 1. Describe a key area of growth or development that you experienced while you were an undergraduate college student. Apply two of the following student development theories to your growth or development: Chickering and Reisser's Vectors of Development, Perry's Scheme, Kohlberg's States of Moral Reasoning, Gilligan's Theory of Moral Development, Baxter Magolda's Self-Authorship Theory, or any of the social identity theories covered in Chapter 10. You will want to focus on how your growth or development can be understood through the lenses of these different theories (such as at what stages you may have been operating or what the theory may say about your developmental process) and what conclusions/ insights these theories may suggest to shed light onto your experience.

Q 2. Based off of the course readings, but in your own words, what does being an intentional student affairs practitioner entail? Identify a student service or program that you work with in your assistantship (or could potentially work with in the future) that could be more intentionally examined. What does *intentionality* in the context of this program or service mean to you? Based on the discussion of intentional practice provided in the text, identify and discuss two informal and/ or formal strategies or methods you could use to more intentionally approach this program or service and how you could assess these two strategies or methods.

Engaging Students Through Critical Thinking, Integration, and Application (Cont.)

Virtual Project- COUN 5378 – Gender & Sexuality in Higher Education

Students were tasked with creating a virtual project to examine (1) society's depictions of gender and sexuality, (2) messages behind these depictions and how this has affected them as people or professionals, and (3) implications for student affairs practice.

implications for STU-DENT AF-FAIRS?

As student affairs professional I believe it is imperative that we create an environment where students are able to process the messages that society continuously feeds them. Creating a **safe and comfortable space** for our students to come to us and providing them with the **tools** necessary to process this in a **positive and constructive** way is **vital**. While many of these negative messages can be deeply rooted in ignorance, education is the key to creating societal change.

As student affairs professionals we should work with our students to provide them with the resources, understanding of language, and security to dispel some of these stereotypes, accept the levels of truth behind them and own them in a positive manner, and simply share their positivity with others.

Spending a short and very important time of their lives within our institutions, these students will go on to be the educators, business women and men, inventors, and leaders within our society. That notion allows me to understand our roles as student affairs and educators even more.

Students used webpages, videos, blogs, twitter handles, pinterest boards, and other virtual tools in this assignment. Their learning through this project was incredible, and many students described this assignment as the most impactful assignment they have ever done and that it changed their lives.

project. gender. sexuality.

This is for a Graduate Student Virtual Project on Gender and Sexuality in society and in social media.

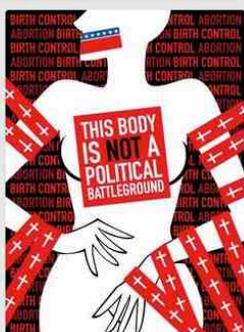
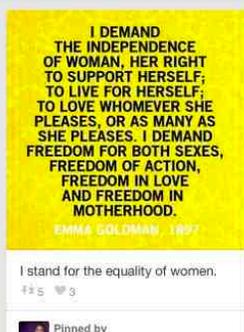
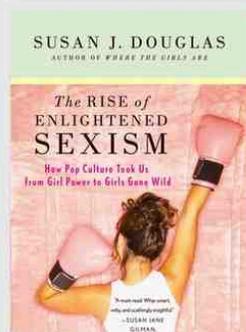


Follow Board

Send Board

18 Pins

224 Followers



Student-Centered Innovative Pedagogical Approaches

My philosophy of teaching reflects constructivist and humanistic approaches to adult education. I recognize the classroom as a system in which the students and instructor play vital roles in the learning process; each have valuable knowledge, experience, and perspectives that can contribute to the learning of everyone in the classroom. Thus, one tool I use in each course I teach is a **reading note card**. For each reading students complete a notecard that includes: (1) identification of 3 key points from the reading, (2) a significant sentence/ quote from the reading that they could talk about in class, and (3) a critical thought or question regarding the reading. We then base our class discussions off of these note cards, and I supplement with “mini-lecturettes” to reinforce content and help push students further. An example of a completed reading notecard is below:

NICK PUSCHER; 3/25 Power of Reframing BOLIVIAN + DEAL

① "Reframing" - an ability to look at a situation from multiple perspectives

② frame - set of ideas + assumptions

③ four frames - Structural (factory), human resources (families), political (jungles), + Symbolic (temples + carnivals)

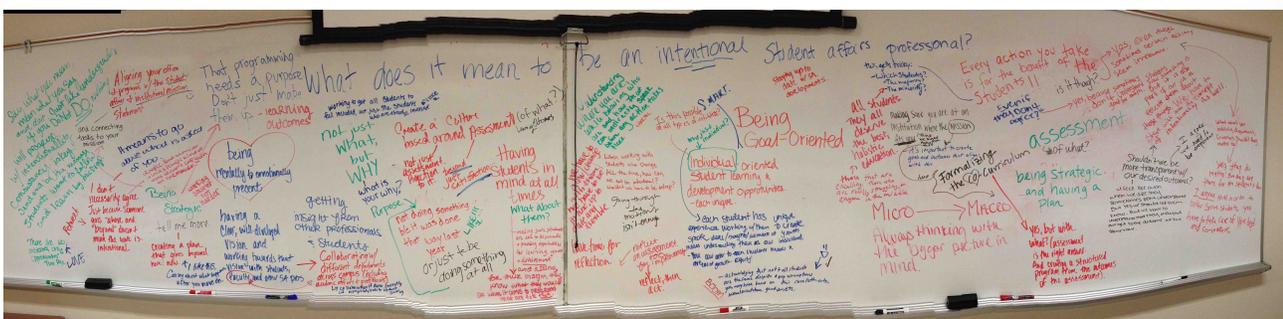
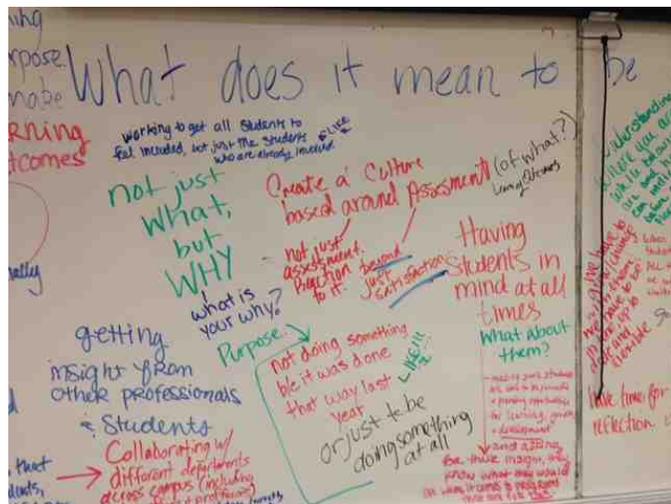
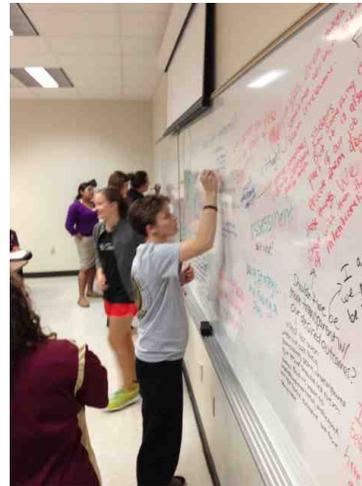
"Modern organizations often rely too much on engineering + too little on art in searching for quality, commitment, + creativity."

↳ how can we ensure that our orgs. are not being run in this way

Student-Centered Innovative Pedagogical Approaches (Cont.)

In-class activities to engage students

Here are pictures of an activity that I call “Chalk Talk”, whereby we have a silent discussion, through writing, on the whiteboard. The question posed in this Chalk Talk below is *What does it mean to be an intentional student affairs professional?* This activity allows for multiple conversations to be happening at the same time and for students to engage in a different way- this has been particularly effective for capturing the voices of the quieter students in the class.



Career Development and Preparation

Career development and preparation is a key focus of my advising and of the second Student Affairs Internship Course (SAHE 5388). I will highlight here the strategies I use in SAHE 5388 to help students explore their own vocational interests as well as coach them for a successful job search and meaningful career.

Resume and Cover Letter Development and Review

Students select 2 job descriptions and develop a resume and cover letter specifically tailored for each position. They then get 3 rounds of feedback, with edits after each round- one from their peers, one from me, and one from two different professionals in the field with whom I pair them.

SAHE PREP: Prepare, Reflect, Engage, Practice

In Fall 2013 I piloted this networking and mock interview event. Over 20 student affairs professionals from 6 institutions in the region participated in the event. Each student was paired with two different professionals, and they sent the professionals the job descriptions and their resumes and cover letters prior to the event. Then, the event included a ½ hour networking session, and each student had two 45-minute mock interview and coaching sessions with the professionals- one for each of the two positions they selected.

Career Development and Preparation (Cont.)

SAHE PREP Pictures



Career Development and Preparation (Cont.)

SAHE PREP Evaluation and Feedback

SAHE PREP was an excellent event- particularly for its first year. The students felt it was an extremely helpful program and that it has prepared them for their job search. Professionals who volunteered to serve as mock interviewers completed a survey. The results were very positive, and I received excellent feedback on how to continue to improve the program and help prepare the students even more so than I did this year. The results of the survey are included in Appendix A of this Exhibit.



Revamping the SAHE Internship Program

Students complete 2 internships while in the program, and prior to my arrival nearly all internships took place at Texas State. In a field such as Student Affairs it is important to get experiences in a variety of institutional settings and types. Thus, I have expanded the internship program and highly encourage students to pursue internships at institutions in the region. Internship sites now include placement at:

Trinity University	St. Edward's University
University of Texas at Austin	Huston Tillotson University
Texas Lutheran University	San Antonio College
Southwestern University	Texas State University

Students Excelling at Internship Sites



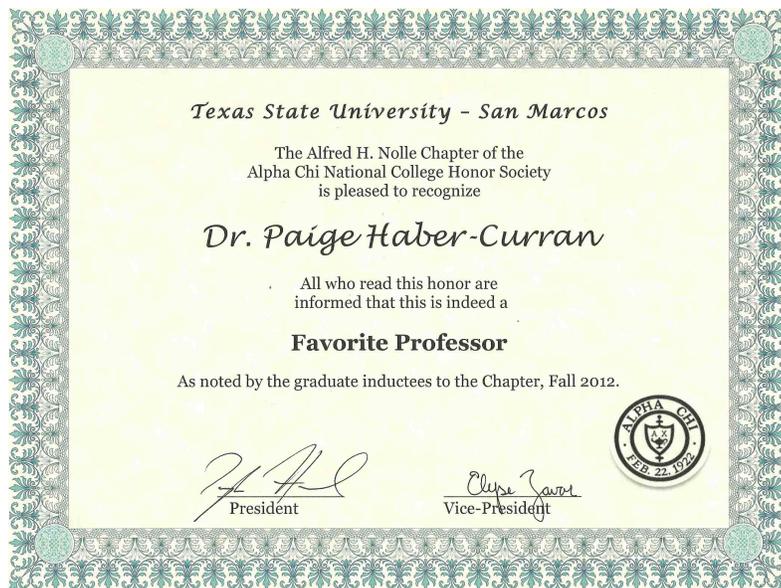
Internship supervisor feedback has been overwhelmingly positive, and students express a great deal of learning at their internship sites through reflective assignments and activities.

Last year 2 students were hiring for full-time positions at their internship sites, 2 were hired for paid internships to extend beyond the course requirements of the internship, and many students continue to be involved with the office post-internship.



Teaching Awards

In 2012 and 2013 I was recognized as an Alpha Chi Favorite Professor at Texas State.



Teaching Recognition

Each year I receive a number of letters from the *Graduating Student Recognition of Campus Support Program* through Texas State's Retention Management & Planning office. The students note how I have helped contribute to their success at Texas State.

Congratulations! You were named by the following graduate as a person at Texas State University-San Marcos who made a contribution to their academic career:

Hope Herrington's comment:

Paige, I know that our cohort was so blessed to have the opportunity to be the first graduating class of SAHE students and to also have the benefit of your instruction for a year. I learned so much from you and I am so impressed with your organization, professionalism, dedication, teaching style, and commitment to the SAHE students and to the student affairs profession. Thank you so much for being such a great SAHE advisor, for listening to us when we had concerns, and for talking us through possible solutions to our dilemmas. You really made us feel valued as students and young professionals and you helped make the transition from one faculty member/advisor to another as seamless as possible. Thank you for taking care of the Wolfpack and please know that you have our support and admiration. I hope to keep in contact with you in the years to come and I know you will build the SAHE program into a nationally recognized student affairs program while you are at Texas State. I look forward to seeing the progress, hopefully from Texas State! God Bless and thank you again for everything Paige! Warmly, Hope Herrington, M.Ed.

Congratulations! You were named by the following graduate as a person at Texas State University-San Marcos who made a contribution to their academic career:

Chanell Goodright's Comment:

You have been such a great influence for me. I have learned more about myself and my future working with you over the last two years than in any period in my memory. Thank you for taking a personal interest in all of your students' success. You are such an authentic person and professional. Thank you and I wish you all the best!

Teaching Evaluations

My Teaching Evaluations are very strong and demonstrate the quality of my teaching and commitment to excellence. In the following pages you will see a summary of my quantitative and qualitative evaluations.

Additionally, Appendix B of this exhibit includes copies of the actual evaluations for a few courses.

Summary of Quantitative Evaluations

Paige Haber-Curran, Ph.D.

Below is an overview of the quantitative scores for my teaching evaluations. Mean scores across my courses each semester were higher than departmental averages for nearly all categories each semester. The only exceptions were in two categories in my first year.

Scale is 1 (strongly agree) to 6 (strongly disagree), meaning that 1.00 is the highest score possible for each category.

FALL 2011					
	SAHE 5390	SAHE 5388	Course Avg	Dept Avg	
Overall	1.27	1.31	1.29	1.37	
Organization	1.29	1.33	1.31	1.43	
Interaction	1.19	1.43	1.31	1.27	
Assessment	1.20	1.22	1.21	1.47	
SPRING 2012					
	SAHE 5388	SAHE 7335	Course Avg	Dept Avg	
Overall	1.38	1.17	1.28	1.39	
Organization	1.43	1.17	1.30	1.35	
Interaction	1.27	1.11	1.19	1.22	
Assessment	1.50	1.27	1.39	1.39	
FALL 2012					
	SAHE 5390	SAHE 5388	Course Avg	Dept Avg	
Overall	1.14	1.28	1.21	1.40	
Organization	1.15	1.33	1.24	1.46	
Interaction	1.08	1.14	1.11	1.27	
Assessment	1.22	1.46	1.34	1.52	
SPRING 2013					
	SAHE 5388	SAHE 5388	SAHE 7335	Course Avg	Dept Avg
Overall	1.19	1.17	1.26	1.21	1.34
Organization	1.34	1.20	1.27	1.27	1.40
Interaction	1.10	1.06	1.20	1.12	1.25
Assessment	1.09	1.34	1.37	1.27	1.46

Summary of Quantitative Evaluations

Paige Haber-Curran, Ph.D.

SUMMER 2012					
	COUN 5378	Dept Avg			
Overall	1.05	1.32			
Organization	1.08	1.35			
Interaction	1.00	1.21			
Assessment	1.08	1.46			
FALL 2013					
	SAHE 5390	SAHE 5388	Course Avg	Dept Avg.	
Overall	1.16	1.18	1.17	1.39	
Organization	1.17	1.24	1.21	1.47	
Interaction	1.14	1.13	1.14	1.25	
Assessment	1.19	1.10	1.15	1.51	

Summary of Qualitative Evaluations

Paige Haber-Curran, Ph.D.

SAHE 5388- Internship	
Wonderful planning and loved the new perspective and use of the blog.	Haber-Curran is always well prepared with thought provoking discussion topics, feedback, and instructions.
The course was structured very well and the assignments were appropriate and helpful. I liked the breaks between classes.	Paige connects wonderfully with her students. I love the general check-ins which let you know she truly cares about the well-being of students.
Dr. Haber always made sure to check in with us each class session to see how we were doing. In one on one interactions she provided useful advice and resources.	Dr. Haber is very well organized. She makes an effort to constantly get feedback on the organization of the course, and how it should be formatted for current and future classes, for our cohort and future cohorts.
I really enjoyed the collaborative nature of class.	Provided very useful feedback
Very approachable and student focused. Recognized our struggles through context clues, and was able to get us to discuss them openly.	Dr. Haber asked for feedback on assignments and structure of the class, since she was always looking for ways to improve the class.
She is a very personal and warm instructor. She had our well being as grad students in mind the whole time.	Very personable. Thanks for being encouraging and a great role model.
Respectful and helpful. Knowledgeable yet approachable.	Available and willing to give good, effective feedback
The course was very helpful to prepare me for job searching and the next step after graduation.	Class environment was great, she encouraged conversation and engagement.
Great class! Loved the flexibility and support	All of your feedback was constructive and helped to get things going in the right direction.
Even though we do miss our old professor, you are a breath of fresh air and I am glad you are here. I hope our cohort has not scared you off. We truly enjoyed you as a professor and I am thankful for the change in curriculum in the class. See you next semester.	Dr. Haber always has a great demeanor and is very approachable. We can propose a class idea and she makes it happen. The class where we all met to discuss TPE and conference proposals really reinforces how she's invested in us.
Paige is very approachable and has a genuine concern for her students.	Dr. Haber is an amazing instructor and has become someone that I admire and respect very much.
Paige did a wonderful job planning and organizing the structure of the class.	She's amazing. I want to be her when I grow up.
Was able to learn a lot about my internship, and applications to assistantship, and life outside work.	Very professional with students and I love the instruction.

Summary of Qualitative Evaluations

Paige Haber-Curran, Ph.D.

SAHE 5390- Student Affairs Functions and Professional Orientation

Dr. Haber was super approachable and great. I loved her emails, feedback, and willingness to help.	Very approachable, knowledgeable, and receptive to student's concerns and wellbeing.
Really great! I enjoyed her class and her style of teaching. She was great at taking into consideration student needs and suggestions	As a new professor I think Dr. Haber did a great job teaching the course. I was always engaged and critical thinking is encouraged and praised.
Dr. Haber is extremely organized and a wonderful instructor. She provides great insight and expertise.	The syllabus was very well organized. I also appreciated the handout for each assignment.
Dr. Haber's organization was very intentional. She always had certain objectives she wanted us to reach by the end of our discussions. She had an excellent plan that deliberately touched on certain topics. Her instruction style is great because she is approachable and conversational.	I can tell she sincerely cares about us as students. Once I was struggling to find an internship, and she was out of the office due to a conference. She gave me her cell number so we could chat about my career goals. She's fantastic!
I value her feedback on all returned assignments. She not only grades, but provides opportunities to improve and grow.	Provided detailed, constructive feedback on all assignments, which was very helpful and insightful.
Although our coursework is difficult, it challenges us to apply the knowledge to our lives.	This class was one I struggled with, but I had the support of my classmates and instructor. Thanks for believing in me!
I really appreciate Dr. Haber's feedback on my papers. I informed her that I was not a great writer, and she has assessed my ability and given me great resources and advice to help me improve my writing. Truly a shining example of what an educator should be!	The class was organized enough that I always knew what we were talking about, but the professor allowed for us to stray from the syllabus if it was beneficial to the learning process. Paige is an awesome professor. Although she had a late class, I genuinely enjoyed going to her class every week to discuss the content.
Very welcoming and treated every student with respect.	I learned a lot from this class, including your diverse teaching methods.
The class was a great introduction to my career of student affairs. The content was applicable in our every day lives, and I'm really inspired to continue the program with Paige.	Amazing professor! I have never learned so much in my life. I am so excited that Paige will be our professor the entire time we are in the program.
I loved the diversity of the instruction, Example: Silent whiteboard and post it note instruction.	Very personable and makes our comments feel valuable.
I learned more in this class than almost any class I've ever had.	I've learned a lot in this field that has applied to my assistantship.
I enjoyed the variety of assignments offered. I also really enjoyed the feedback, it was very helpful in my growth as a student.	This was my favorite class all semester. Excellent teaching style, professional, perfect mentor.
PHC is great, intentional, knowledgeable about the subject, she maintained integrity while teaching, kept a professional relationship but established great relationships.	I enjoyed the variety of assignments offered. I also really enjoyed the feedback, it was very helpful in my growth as a student.

Summary of Qualitative Evaluations

Paige Haber-Curran, Ph.D.

SAHE 7335- Leadership in Student Affairs

Paige is very organized for every class period. I can tell she put a lot of thought and planning in every in every reading, assignment, and project. Paige's style is so refreshing, instead of lecture. The class structure makes it easy for all students to participate.

Dr. Haber has really exceeded my expectations. She had noticeable intention for every program, assignment, reading, or discussion we had. She stuck to her syllabus and made instructions and expectations clear. I applaud her hands on assignments that introduced us to a variety of people on campus and across the nation. Great balance of lecture and interactive lesson plans.

Dr. Haber is an extremely approachable and professional professor who is admired and respected by the whole class.

I enjoyed how approachable Dr. Haber has been. She was quick to respond to emails. Additionally, she gives off a comfortable vibe.

Paige might be small and have a quiet voice, but she is a great leader in the classroom who demands respect. Paige is personable, approachable, and you can tell that she genuinely cares for her students' growth, development, and overall well-being.

We have been able to provide her feedback throughout the semester. I'd say they check-ins and her flexibility during comps was very much appreciated.

I think Dr. Haber is an asset to the SAHE program and to Texas State as a whole. Personally, it was hard for me to accept all of the structure...But I am glad she did it that way because we needed it. She had to help us catch up so we could bring all we learned together. If it wasn't for Dr. Haber and her methods, there is no way we would be where we are. It is amazing how much she taught us. She saved us from just being okay and led us to being great!

Paige, the Texas State and SAHE program and students are in very capable hands, and I have no doubt in my mind that you'll build it into a nationally recognized program in the years to come. We are fortunate to have you this year as our instructor, and I've really enjoyed getting to know you and learn from you this past year!

Dr. Haber is very personal and approachable. She is very caring about all of her students and really goes the extra mile.

This class was truly informational and engaging because of your knowledge and incredible teaching style. Thank you Dr. Haber for taking our program to the next level.

Dr. Haber-Curran seems to be extremely intentional with her structure and assignments.

She uses assessment really intentionally in all of her classes.

Thank you for continuing to find ways to develop and educate us. I thoroughly enjoyed this course.

Dr. Haber-Curran rocks! She helps us think critically and supports us personally/emotionally. That combination is rare.

Dr. Haber is a wonderful and outstanding professional. She has cultivated authentic bonds with all of her students.

Her grading was fair, constructive and provided in a timely manner.

This course is well organized and planned. Dr. Haber-Curran is an amazing instructor.

I really appreciate the intentionality behind her teaching style.

Teaching Observations

I have been observed by Associate Professors and Professors four times during my time at Texas State. The teaching observations from each of these colleagues are included below.

Teaching Observation

Dr. Paige Haber

11-8-11

I observed a graduate level SAHE class on 11-8-11. The class started promptly at 6:30 and included an overview of the class period and quickly transitioned into a review of the midterm exam. I observed the course for approximately 45 minutes.

Areas of Strength

Dr. Haber facilitated the class discussion very well. She balanced in depth explanations with encouraging student feedback and participation. Students voiced their approval of the exam's rigor and openly expressed their appreciation for the quick return time and amount of feedback provided by the professor. Her ability to work with the class and encourage good interaction was a definite strength in her teaching.

The discussion of APA was well structured and facilitated. She made use of student provided examples and typed them directly into the PowerPoint slides. This spontaneous use of content was useful to provide students with "real time" examples of how to utilize the material. The coverage of the material was at a sufficient depth and she consistently demonstrated a comfort with the content.

Questions and/or Areas of Growth

No deficiencies were noted in her teaching. Dr. Haber did an excellent job with the class. I did wonder about the goal of teaching these students APA style. I did not see any of the students with the APA manual, and I thought that might be a good resource for them as the focus could include the practical use of the manual in addition to learning the basic, often used, style applications for their work.

Overall, excellent job and keep up the good work!



Kevin A. Fall, Ph.D

On April 18, 2012, I observed Dr. Paige Haber while teaching teaching SAHE 7335: Research & Assessment on Student Leadership. The class was well attended by students who presented as a cohort. Below is my feedback with regard to her instructional style, classroom management and overall evaluation of course objectives.

Strengths

Dr. Haber was on time for the class. Her students were seated in a horseshoe seating arrangement with Dr. Haber seated at the front of the class. This proved to be conducive to promoting class discussion. Dr. Haber began by welcoming a visitor, acknowledging a birthday and inviting discussion on class activities and assignments. Dr. Haber asked a great deal of process-oriented questions, was engaging and created a relaxed and appealing classroom environment. This led to discussion through the first 30 minutes of class.

During the first portion of the class, Dr. Haber challenged the class with questions they may hear in a job interview. She did this with firmness, support and guidance. Students appreciated the opportunity to learn about a) possible interview questions and b) how class content translates in interviewing for a job. Dr. Haber successfully engaged the students during the first 30 minutes of the class while sitting and was able to maintain a warm, learning atmosphere.

At the turn of the hour, Dr. Haber rose and turned on her powerpoint presentation. She began to lecture and immediately added more energy to the room. She moved about, engaged the students and increased the pace of her lecture. She did this in a very appropriate way, which, in my opinion, indicates skill as a teacher. Her increased energy after the first 30 minutes was welcomed by the students, who continued participating and responding to the continued process questions posed by Dr. Haber. She utilized her powerpoint, which had very appropriate and effective slides, to focus the class on specific content. She then took time to apply that content to a real life situation, using her own research as examples, at times.

Perhaps most importantly, Dr. Haber was able to utilize real situations to demonstrate concepts in her lecture. She used examples from her past experiences at universities and clearly identified the objectives of her lecture. Her lecture was obviously organized and prepared, yet still allowed for spontaneous discussion.

Dr. Haber prepared and presented an organized lecture based on her own experience, content from the field and highlights from the textbook. She explained subject matter clearly gave specific examples, frequently using her own research. This allowed her to convey the meanings of complicated concepts while also sharing real-world experiences. She used class time effectively, spoke respectfully and distinctly, knew each student's name, made regular eye contact, and was very courteous, gave handouts, and tactful at all times when dealing with students. Her ability to change pace was impressive and not typically demonstrated by a beginning professor.

Opportunities for Improvement:

While there were few limitations observed, some notes for consideration are presented. While the class arrangement was appropriate, in the future, Dr. Haber may consider moving her chair closer to the students as she sits and processes with them. There was some distance between her and the students during the first 30 minutes of the class. Also, the chairs and tables between her and the students could have prevented her from moving closer to them as she moved about as she lectured. Setting up the room before class could allow her to create a seating arrangement of her choosing.

While Dr. Haber did a wonderful job of referring to her current and past experience both as a practitioner and a researcher, she was unable to take advantage of several opportunities to create a visual representation of discussion points that arose serendipitously. The chalkboard could provide a quick and effective means for visually representing complicated concepts/practices as they spontaneously arise during lecture and discussion. If the chalkboard/dry erase board is unattractive, using the Elmo is another option. This could only enhance her already effective teaching.

General Comments/Perceptions:

I very much enjoyed Dr. Haber's interaction with the students and the opportunities she created for questions and learning. She appeared confident and structured, without being rigid or rushed.

In summary, I was very impressed with Dr. Haber's teaching, classroom management, student interaction and delivery of content. She clearly expressed a passion for teaching and her discipline.

E. A. Schmidt, Ph.D.
Associate Professor
Professional Counseling Program

Teaching Evaluation: Dr. Paige Haber-Curran
Fall 2012

General Comments

I observed Dr. Haber-Curran's course, SAHE 5390: Higher Education and Student Affairs I: Organization, Administration and Functions of Student Affairs on Oct 29, 2012. As the class began Dr. Haber-Curran was clearly prepared and organized. As I entered the classroom she was conducting a general check-in with the students regarding the guest speaker they had the previous week. Students were alert and participating in the discussion. Current projects and upcoming assignments were also addressed as well as student input on the structure of next week's class.

Strengths

Dr. Haber-Curran exhibited many strengths during this observation. She first asked students what they had gleaned from their reading, I was impressed with how quickly students responded with topics that were meaningful to them, it was clear they were prepared and ready to participate. I was even more impressed that Dr. Haber-Curran was able to bring in what she is currently learning from her own research on the topic as well as information she gathered at a recent conference. Students responded by asking follow-up questions and furthering the discussion. It was very evident that Dr. Haber-Curran's students know what is expected of them in this course and are eager to participate in the learning process. As students asked meaningful questions, Dr. Haber-Curran answered them with excellent examples and information that was clearly beyond the scope of what students had read in their textbooks.

Opportunities for improvement

I observed no areas that I could recommend improvement. Dr. Haber-Curran's class was organized, engaging and it is very clear that Dr. Haber-Curran is extremely knowledgeable in this area. In fact I was so engaged in her class that it inspired an interest in student affairs for me.

Perceptions

Dr. Haber-Curran appeared to have excellent rapport with this class, she was personable, relaxed and knowledgeable. Her delivery of the material was engaging as the class worked in small groups and participated in large class discussion. The relationship of this Assistant Professor and her class was comfortable, respectful, and well matched. She provided a powerful blend of knowledge, experience and professionalism as an educator.



Mary Bennett, PhD

Associate Professor

Professional Counseling Program

I observed Dr. Paige Haber-Curran on Wednesday, October 9, 2013 at approximately 8:00pm. I witnessed a wide variety of teaching strategies employed and some of the more pertinent aspects are mentioned below.

- Dr. Haber-Curran does an excellent job integrating class discussion into her teaching approach. During my observation, new topics were always introduced with a generous amount of class interaction and feedback. This allowed for the students to feel connected to the material and all seemed engaged.
- The use of the video to highlight a humorous perspective on the topic of student affairs connections to faculty provided a non-threatening way to explore the issue. I thought Dr. Haber-Curran and the students discussed all issues in depth and it was interesting to listen to their perspectives, questions, and solutions to some of the problems posed.
- The level of content was appropriate and the pacing was good. The instructor was able to convey fairly complex concepts in a way that even I was able to understand. The students had completed the assigned reading and were prepared to provide input on every topic covered. I got the sense that the group was very comfortable with the material and the instructor.
- Within several topics, the students became very passionate about certain issues and there were many diverse and intense observations. At times, the group seemed to temporarily lose its focus and I thought it might be helpful to provide some sort of summary statement to wrap up the main thoughts/themes and then transition to the next topic.

Overall, the class and the instruction were excellent. I thoroughly enjoyed the class and observed that the instructor was passionate and engaged, as were the students.



Kevin A. Fall, Ph.D.

Professor and Program Coordinator

Professional Counseling Program