

Our second contributor is a senior faculty member and the former chair of the Communication Disorders and Sciences Department, **Regina B. Grantham**. In addition to being a recipient of the *Chancellor's Award for Excellence in Faculty Service*, an *ASHA Fellow*, and one of the architects her department's undergraduate and graduate programs, Professor Grantham is a highly respected and much-loved instructor. We think that you will see why when you read her thoughts below.

Thank you so much for asking me to participate in your project. I am honored. I don't know if I do anything special. I love the profession of speech-language pathology and audiology and of course, I want my students to love it too. Most students are concerned because it is a field that includes the sciences and students say that is too hard. This profession demands a master's degree before you are able to practice and it is a long journey from undergraduate school to practice. Thus, I want to give them encouragement and support along the way.

So, what do I do? I don't think I have any new or special techniques. I always invite students to visit me during my office hours no matter how they are doing in the class. If my office hours are not convenient for their schedule, I offer to make special appointments. In some of my classes, I ask that students come to my office to see their quiz/exam (grades posted on Blackboard). I go over their quizzes/tests with them and this gives me an opportunity to understand their learning style and make certain my quizzes/tests are geared toward all.

I really want to get to know my students and I want them to get to know me. In class and during my office hours, I present a positive, smiling, accepting and non-accusatory environment (with chocolate and hard candy, although sometimes I do run out). Having students share their thoughts about the subject matter is important to me. I ask such questions as —tell me what you are thinking, ok I see where you are, what happens if we look at it this way or I never thought of it from that perspective, tell me more. In my one on one talks, (so there is no embarrassment) I ask students if they have the book for the course. Many do not and I have loaned them my book until they are able to obtain one. I also suggest that they try to obtain the book in the library if the cost is too prohibitive. I have students describe how they study and when they start to study for a test/quiz. Of course, I think it should be every day but that is not realistic so in my lectures, my PowerPoints, I repeat, and repeat and repeat with real life examples. Considering the reading of the text, the PowerPoints, their notes, my constant repetition and class examples there should be some learning and retention.

I feel I treat my students with respect. I know they are very complex individuals who are here to learn, who have hopes and dreams they wish to fulfill, and who are going to make mistakes. I try to listen intensely with understanding and when appropriate, I share some of my life. How one makes mistakes or faces difficult issues but one learns from them, and to quote Mya Angelou "and still I rise" and they will too. But, sometimes those difficult moments require silence and tissues. I hope I am able to provide the right balance. I try to.

I recommend to all students, even those performing at a very high level, that they make an appointment at The Learning Center (TLC). TLC has great general techniques such as note taking (from text & lecture) study and test taking skills, and time management to mention a few. These skills transfer to all courses. I emphasize when I talk about time-management that it not only includes study time but self-help skills and positive social skills. I emphasize the importance of all of these strategies in academic and professional success, regardless of the major.

Sometimes this is not the course for them or not the major for them—not the right fit. I then talk about what they like, what their skills are, and how these wonderful skills match with the course or major. Sometimes I recommend that they go to Career Services to make certain their skills and talents are matched with their profession. Sometimes I have to let go because, I am not the right person to help at this time but I direct them to the counseling center, or other important people in their lives.

I keep trying to find the best strategies. If one fails, I try another. Students in my mind are the most important part of my profession. Students who are good... no, not good... excellent, and happy in our profession are my legacy. And, may I say, these students in the field of speech-language pathology and audiology will be my speech-language pathologists or audiologist when I am in the nursing home so I am very vested in their success from the undergraduate through the graduate level.