



## HCC FACULTY MENTOR FIRST YEAR TRANSITION

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HCC Mentor Mission:  
*Encourage, Coach, Guide & Advise*

### Organize Your Life!

Jana Bielecki, Ybor City Campus Mentor

If you're anything like me, you're tired, your brain is frazzled, and your memory is shot. Microsoft Outlook may not be answer to *all* your prayers, but its calendar feature can help you keep track of meetings, appointments, and everything else in your schedule. At the beginning of each semester, enter your recurring events like classes and office hours. As events come up during the semester, add them. Then you will have all your appointments in one place. You can even view and sync Outlook calendar on some smartphones so that your calendar is with you wherever you go. Plus, other HCC employees can see if you might be available at the time they want to hold a meeting, necessitating fewer back-and-forth calls and e-mails just to schedule something.



Outlook Tutorials from Microsoft: <http://office.microsoft.com/en-us/outlook-help/training-courses-for-outlook-2013-HA104032127.aspx>



### Task Overload?

Janet Willman, SouthShore  
Faculty Mentor

Say NO to nonessential tasks: Consider your goals and schedule before agreeing to take on additional work.

Tips from the Mayo Clinic:

<http://www.mayoclinic.com/health/time-management/WL0048>

### Your feedback is needed!

We are gathering information about your first semester Faculty Mentor Program experience. Your feedback is part of a continuous improvement process and will facilitate the program's success.

Click on the following link to access and complete the New Faculty Mentor Program survey:

<https://www.surveymonkey.com/s/NewFacultyMentorProgram>



## Classroom Management...

Dr. Barbara Goldstein, Dale Mabry Campus Mentor



How do you deal with mildly disruptive students? You know—the ones who sit and chat while you are lecturing, the ones who come in late and make a racket while they are getting situated, the ones who surf the web on their laptops or text on their smart phones? They aren't quite noisy enough that you need to stop the class, but they are certainly distracting to the people around them and to you, the instructor. Halting the class to say something creates its own issues. You are interrupting the flow of the class, creating hostility in the distractors, often losing your own train of thought. And sometimes getting attention—even negative attention—is a bonus for some of our more immature students. But ignoring the problem is never a good idea because problems escalate when you don't have control of your classroom. A good first step is to ask to see the disrupter before or after class. Do it with a smile so the student doesn't feel threatened or challenged. Make it sound like some crazy administrative problem—almost an afterthought. When you get some private time, let the student know that although you are sure he/she isn't aware of it, his/her (name the behavior) is making it hard to some of the folks who sit near him to focus in class. Enlist the student's help. Become partners in creating a more learning-friendly atmosphere. Most students are happy to comply.

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