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Introduction of the interviewee Dr Margaret Mary Markmann, Statement of time and place of the interview which took place on April 8th 2014, Dr Markmann works at the deans of Arts and Sciences office where she works as an advisor and has worked as an adjunct professor in the La Salle History Department

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Asking for permission to conduct the interview with Dr.Markmann, Dr.Markmann responded by giving full verbal consent to allow the interview to take place

Biographical Information

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Dr.Markmann was born April 26, 1948 at the Anderson Hospital in Center City Philadelphia; Dr Markmann has lived in Philadelphia her entire life

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Dr Markmann grew up in south west Philadelphia in a row home at South 53rd Street, Dr. Markmann is the fourth of eleven children. She lived in the home with her siblings, her parents and her grandfather Charles

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Her husband is also a native Philadelphian who is one of seven children who lived his entire life in northeast Philadelphia

Childhood

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The family did not move from their location in south west Philadelphia. They did have a house at the shore in Avalon, New Jersey. Last day of school the family would leave Philly and spend the summer in Avalon before returning the day before school started up again

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Grandmother lived down the street, Aunt and Uncle lived up the street, her father was a descendent of Irish immigrants who settled in South West Philadelphia and lived in South West Philadelphia their whole lives

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The moves to Avalon happened every single year during the summer

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Extended family was close by but did not spend a significant amount of time together. Dr. Markmann's youngest cousin in age compared to her is about five years younger. However the family began to spread out as her aunt moved to Wilmington, Delaware. Her Uncle Henry moved out to Valley Forge. Her other Uncle moved to North East Philadelphia and the extended family gradually moved away from one another.

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Cousins would come to the house at the shore in the summertime and they would spend a few days with Dr. Markmann and her family at the shore house. They never went to the homes of the extended family because there were too many of them.

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House at the shore was not much bigger than the house the family had in Philadelphia. Drawers at the house at the shore were built into the wall. The family only took the clothes that each of them could fit into a pillowcase. All of the pillowcases were piled into the back of the station wagon along with the family.

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Her grandfather who worked during the summer would come down on the bus on the weekends to stay with them at the shore.

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Her grandfather worked at Wanamaker's as a book keeper. He worked until he was eighty five years old when he was forced into retirement. He worked ten years longer than he would have normally due to an issue at his previous job where after he left he shaved off ten years from his work history and was forced to retire ten years later than he would have had to retire normally.

Personal life

0:05:16

Dr. Markmann moved out of Philadelphia in 1968 when she was a junior in nursing school to Narberth Pennsylvania. This was after her father died and the family decided to relocate as a

result of his death. Dr. Markmann believes that living in the same house was too much stress on her mother. Stated that her mother changed after her father died in 1968

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When asked about if she has ever returned to the neighborhood and if it has changed at all Dr. Markmann stated that the neighborhood today is predominantly African American whereas when she was growing up it was predominantly an Irish neighborhood.

Siblings

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She got along with her siblings. Explained divisions among the siblings, the three big kids, the three little girls, the group in which she placed herself, a space between her group and the next group which were the four little boys who were the youngest before the youngest sibling, the baby daughter.

Catholic School and the Parish

0:07:05

At the time of the interview the school which she attended had just closed a few years ago. Part of the largest parish in the United States, the church was the center of the parish and the parish never went four blocks from the center. Many of the families in the parish had more than eleven children. Explained this number of children in a family to the casualties in World War II and the loss of life that took place and some people believed that it was their duty to repopulate

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Went to a Catholic school in the Parish taught by nuns, Ninety students in a classroom. 3,300 students attended the school when she was there and 3,800 when her brothers were there. Her primary school had more students than the high school that she attended which was West Catholic. Discipline was good in grammar school.

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Thought very positive about the nuns and the discipline as compared to many of the stories she had heard from other who had attended Catholic school and only ran into a "tyrant" in eighth grade, she did not give a name for the nun. Mostly all nuns in high school as well, only had one lay teacher in high school. Nuns were very encouraging to the students to be all that they could be.

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Ideas of the overly strict nuns teaching in Catholic schools float around from the disgruntled people who had a bad experience or two and the idea takes root and grows and grows. She states that many of the people who she still knows from the first grade all had a very good experience at school

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The school was so large that they were separated along gender lines and she spent the time from first grade until nursing school in all girl environments. All girl floors and all boy floors were present at her school, separate fire escapes. She did not know any of the boys in her school even though there were so many students attending the school. This similar experience persisted even up until nursing school but mostly because there were simply no boys in the nursing program at that time even though it was open to male nurses. Described her education as very gender segregated.

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Dr. Markmann stated that the gender separation presented opportunities for the girls that would not have been present otherwise. The example she used was leadership as with an all girls class who do you look to be the leaders in the situation but girls

Relation between family and school

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Father used to say to them that "I'll not leave you a penny but you'll have your education". College was very important for her father in relation to every child in the family. Education was heavily stressed in the house that all of them would be going to college.

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Her mother on the other hand did not have the opportunity to go to college and Dr. Markmann believes that her mother possibly resented such an outcome and also fostered the idea that the children in the family should all go to college and continue their education.

Nursing School

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Originally wanted to be a doctor but claimed that she was always very practical and that because her parents had all the kids to educate that going to nursing school was the more practical option.

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In her second year of nursing school she began to commute out to St. Joes College to take classes at night. Courses such as Sociology, Philosophy and English classes, by the time she graduated from nursing school she had several college credits as well.

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Met her husband when she was in the process of getting her BSN, they had to move upstate for him to do an internship which caused her to have to take a leave of absence from Villanova. Villanova told her that she must complete the coursework in seven years. When they both eventually moved back to Philadelphia they had children and she did not see the opportunity to return to her education at the time.

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No one was particularly influential in getting her involved in Nursing she mostly just decided on her own. "You were either a nurse, you were a teacher you were a secretary." In the 1960's this was the case for most people in her position. One of Dr. Markmann's friends went into the computer field which at the time Dr. Markmann remembers the reaction of most of the people was more of a confused reaction as to what this new field of computers was. This friend who got involved in computers in the 1960's very recently retired.

Life as a Nurse

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Dr. Markmann enjoyed working with people, she enjoyed teaching. Stated that what most people don't realize is that when you are in nursing you have a responsibility to be teaching patients the basics healthcare and nursing gave her that opportunity to teach people about healthcare. Nurses in her eyes are health teachers.

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Worked as an emergency room nurse at St.Joes hospital at 16th and Girard, the location was in an area of poverty as she described it. People in the area used the emergency room for two reasons, one was acute traumatic problems but it was also used as a general medical center. Experienced both ends of the spectrum in severity, on one end the day to day medical problems such as sore throat and on the other end gunshot wounds and other serious trauma.

Teaching the patients about healthcare was one of the more enjoyable things for Dr. Markmann.

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There was a large pediatric department and she enjoyed teaching the individuals who came in about their children's healthcare and whether or not a follow up would be necessary. It was a very exciting place to work where she got to see the full spectrum of medical issues in the emergency room

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Explained a rather Traumatic case in which a young man came in who had been shot through the eye. Normally he would have been rushed to the operating room but they did not have proper room in which to perform the procedure that would have been necessary for that type of trauma. The young man had to be sent to another facility in order to receive the proper treatment. Dr. Markmann never did find out what happened to the young man

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Another situation where they received in a patient that was in some way intoxicated on some sort of narcotics substance. The individual picked up an instrument meant to measure blood pressure that the clinic wheeled around from room to room, and attempted to hit Dr. Markmann with the device. A medical student was luckily in the room that stopped the individual before the device crashed down onto her.

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There were a large number of similar cases in the area in which individuals would come into the emergency room intoxicated or high and would require treatment.

Experiences in Nursing School

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The teaching was interesting as you learned about yourself as not so much a person but rather as a body. Biology, Physiology and Chemistry played an important role in her experiences of classes in nursing school. At every stage of life she can go back to her experiences in nursing school and come to understand what is happening to her. It also helped with raising her kids as she would be able to better diagnose problems and other issues that could come up

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She was involved in the student government at nursing school. Dr. Markmann was also a member of SNAP or the Student Nursing Association of Pennsylvania.

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Pediatric rotation was undertaken at St. Christopher's hospital for Children which Dr. Markmann describes as very revealing because you never really know what families are going through until you experience something like what she experienced at St. Christopher's

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Did not enjoy psychiatry as much as pediatrics but also described it as very revealing. Never understood before that point how patients just couldn't as she put it "get a grip". Put that mindset as part of her immaturity as a nineteen or twenty year old at the time

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Describes the working conditions and how people were locked in. Dr. Markmann recalls that the students could not leave the ward unless the head nurse was present to unlock the door. Described being locked into the ward as rather intimidating and remembers the feeling as she heard the clank of the lock on the door engaging, the practice no longer takes place today.

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The people they normally received were rather benign but most people would call them a little odd "street people" was the term Dr. Markmann used to describe the individuals that normally came in. The whole experience opened her eyes to something she had never seen before.

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Could not commute you had to live nearby. Dr. Markmann at this time lived with the nuns. The group of nuns in question were Polish with the mother house in Lodi, New Jersey. Every morning at 8am they were required to be in chapel. Dr. Markmann recalls being checked out by the nuns to make sure that their uniforms were all in place, shoes whitened, starched caps and starched aprons were all required parts of the uniform. If the uniform was not up to expectations you were sent back to go fix the problem.

The Shift and coming to La Salle

0:28:05

Dr. Markmann worked in various fields in nursing until 1992. In 1992 she was at an event with her husband at La Salle University when she was told by Brother Jim that she had to go back to

school. When she responded that she could not go back to school Brother Jim responded that she should indeed go back to school. At the time Dr. Markmann brushed it off but the next day she got a phone call from a woman named Edna Wilson who had something to do with the night school.

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Apparently Brother Jim had said that Dr. Markmann was going to be coming in for an interview. She described herself at the time as flabbergasted. However she did end up going along with the whole situation and did go to the interview. She was instructed to write an autobiography which was how she got back into school.

Her children and La Salle

0:30:02

Was somewhat involved at La Salle before coming here for education. She was a member of the parents association. Her son was a freshman at the time that she ended up coming back to school. Her son graduated the business school here at La Salle. Her son is currently involved in doing drug trials and is employed by Price Waterhouse

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Four of her five children graduated from La Salle. Her youngest daughter started at NYU but transferred to La Salle after the September 11th terrorist attacks in 2001. The experience was very traumatic for her daughter and she left because of the trauma left over after the event.

Back to school

0:32:18

Dr. Markmann originally intended to get her BSN here at La Salle. After a talk with her husband about how much she loved English and history she was convinced to instead pursue one of those fields instead. She remained undecided however between History and English until right before she graduated. Says she would have just continued taking courses because she enjoys going to school.

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Eventually she decided to do a major in history after talking to her advisor and ended up minoring in English.

Getting into teaching

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When she graduated she originally applied to the Arch Diocese because they were looking for teachers. She never heard back from them. Eventually she was approached by a friend in the psychology department who told her that La Salle was looking for a history teacher. She expressed doubts that she could teach college students. Her husband eventually pushed her to call about the job.

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Dr. Desnoyers was the chair of the department at the time. Dr. Markmann was informed that they were looking for someone to teach HIS 151. In the end she ended up teaching more than just one course. She was very nervous as she ended up teaching three classes back to back. She claims that the first two years here at La Salle she was the “worst teacher they ever hired”.

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She originally went to Temple and got her masters and thought that she was totally prepared and ready to teach High School students. After applying to the Diocese and never hearing back from them she eventually found herself at La Salle but in her third or fourth year at La Salle they eventually called her.

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She explained how she went through the background checking system in place at the post office and everywhere else and how she never heard back from the Diocese. She did call at one point but had a somewhat poor experience when she called as they simply informed her that they would call her if something opened up.

Temple Masters Program

0:37:08

We talked about her Master’s thesis that she undertook at Temple University. She undertook the topic in particular because of her interest in her Irish heritage. In the paper she talked about how the Irish were politicized before they came to the United States. The Irish were grouped together in voting before arriving to the United States.

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The Irish were not allowed to be educated in Ireland. They would get a single newspaper and share a newspaper and talk about the issues in the newspaper in order to determine how they were going to vote and in many cases landlords would pay the Irish renters to vote a certain

way. This was the core of Dr. Markmann's argument that the Irish were already politicized before arriving in the United States.

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Listening in grad school about how the Democratic Party was involved in the Irish, she believes that the Irish gravitated towards the Democratic Party because "they knew how to control the Democratic Party"

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Dr. Markmann enjoyed her experience of getting her masters degree at Temple. She loved the teacher and the atmosphere; she described it as "cosmopolitan". The teachers were involved and supportive. She was encouraged to publish some of her works as articles, she never got around to publishing these articles.

PhD Program

0:40:50

Dr. Markmann described some of the changes that took place in Temple's history department when she went back. The switch she believed was to bring the history department into the 21st century as she put it. However she found out that when she was getting her doctorate she discovered that if you are Catholic or conservative you have to keep those ideas to yourself.

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Age from Dr. Markmann's perspective is something that is held against you in a PhD program. You have taken the place of someone young and dynamic if you are older than the rest of the class was the general feeling among many students in the program. She describes an experience as a shared one between herself and a police officer around the same age as herself who had their age held against them in the program. A student approached her and asked her why she was even in the program.

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The change from masters program to doctorate program was a 180 degree switch in the general atmosphere of many of the classes. Part of that was the shift she placed on the sudden shift from the old to the young in the department at the time. Another was her topic which focused on the Catholic nuns in Philadelphia which seemed to also be not a topic generally approved of in the program among the other students and professors. Dr. Markmann stated a belief that in many places there is an unspoken bias against Catholicism in the United States.

Teaching at La Salle

0:45:40

Talked about her first few years teaching at La Salle, "Some students just don't like you can you just have to deal with that". Recalls a group of girls who would sit along the back row and constantly chatter and when she talked and asked them to stop interrupting. You have to ignore them as the attention you give them takes away from the attention you could be giving to the students who want to be there.

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Dr. Markmann talked about Dr. Desnoyers and Dr. Leibiger as the two directors of the history department during her time teaching here at La Salle. She never really paid a whole lot of attention to the politics within the department as she just loved to teach and so she would generally just ignore most of that. Everyone in the department is very friendly and very accommodating. Dr. Markmann says that she has modeled her teaching style after Dr. Rossi as a very informal teaching style.

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Had Doctor Rossi for seminar and expressed how helpful he was as he explained everything in detail about how to go about the different steps in formulating everything. He took time with the students and explained everything very clearly.

Adjunct Teaching and the Deans Office

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Dr. Markmann talked about faculty coming and leaving, particularly the adjunct professors. The vast majority of the turnover in staff comes from the adjuncts within the department.

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The adjuncts as the invisible faculty in the department, Dr. Desnoyers when he was president would frequently send out messages to the adjuncts about department meetings within the history department. Dr. Markmann recalled a very brief experience in which a member of the English department told her not to call herself and adjunct. Understand why the department cannot invite adjuncts to the meetings. She still feels free to approach the department about any issues she may have however.

0:52:40

Brought up the research for the interview and how I could not find anything on the adjunct professors. Dr. Markmann about the registration issues as she brought up a course that she is teaching in the fall that comes up as “staff” in the instructor column which upset her about the whole situation.

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Does not know if she would accept a full time tenured position if it came her way at this point due to age reasons. However she does wish that she could publish something and feels a deficit in her work due to the lack of publishing.

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None of the full time faculty teach online and it frustrated her that the course are there but only ever taught by the adjunct professors. Dr. Markmann does not enjoy the experience of online teaching as she feels that it is extremely time consuming.

55:21

Takes quite a bit of her work home with her because she goes to the Dean’s office to advise students after her classes are done for the day so she does not have time to do the work on campus. She was originally hesitant about coming to work in the Dean’s office. The work was very intimidating at first because she had to know about the programs outside of the history program at La Salle. She describes an experience she had that day of advising a student who was undeclared liberal arts who was not sure if he was going to go into the business school or major in something in the school of arts and sciences. She has to understand the core curriculum from both schools in that situation and find something that he can use in both schools.

0:57:06

Teaching takes up more of her time when you compare the two responsibilities she has here at La Salle. Generally she does not receive any history majors in her class as the core for the university involves the course that she teaches. This year was an exception to the rule as she has two history majors in her courses. Rather than focusing on dates and such she instead tries to teach most of her students how to think critically. Tries to teach them in a global perspective as to answer the question “How does this affect the belligerents”, because of this all of her assignments are writing assignments so that she can critique their skills. Writing takes a prime space in her classes, she does not give multiple choice.

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Her total teaching load has been cut back to two classes in a semester. The freedom of two classes allows her the ability to pursue her style of teaching the students in the classroom whereas a full time professor teaching four classes would not be able to do that.

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Spoke about the one situation in which she taught a higher level course than the normal HIS 151 and 155. It was a 400 level course. Dr. Markmann recalls getting bad evaluations from the students but she also recalls that that could have been because she felt the students did not put the amount of work into it that she believes they should have put into it. It was a course in Irish History.

1:01:15

Dr. Markmann studied the Irish language for several years. When asked if she was fluent Dr. Markmann stated not anymore but at one time she used to think in Irish. She does intend to get back into the language but she currently does not consider herself fluent (mentioned a brief personal experience learning Spanish)

1:02:42

Talked about the course load normally given to Adjunct teachers and the situation where in some departments adjuncts are shifted in and out each semester. Dr. Markmann has not experienced this situation. The conversation moved towards web courses and how students who normally apply for the online courses seem to not realize that the course is shortened with the same amount of material that needs to be covered.

1:03:26

Spoke about her most recent experience with online teaching that took place over the Christmas holiday in which a normally thirteen week course had to be crammed into four weeks. Dr. Markmann described the experience as "miserable".

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Stopped the recording at the request of Dr. Markmann

La Salle Nursing Program

1:04:14

Recording resumed. We talked about the issue in the La Salle Nursing program with the issues involving licenses that took place last year. The faculty is well qualified but Dr. Markmann is not

entirely sure where the issue lies. The talk led us to speaking about a situation she had at her midterm exams in one of her classes last semester with several of her students.

Students at La Salle

1:05:24

The situation in question was that Dr. Markmann for the first time in her career teaching at La Salle had thirteen failures on the midterm examination. She had given out a study guide with the vocabulary and also given out a series of essay questions that could appear on the exam but she was still surprised at having thirteen failures on the midterm exam. The class itself had twenty nine students.

Adjunct teaching and the courses at La Salle

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She would like to teach more than she does now but as an adjunct mostly she would like to be able to teach more sections of HIS 155 but as an adjunct her load of courses normally consists of teaching global (HIS 151).

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Mentioned the situation of how many times 151 is taught as compared to 155. Dr. Markmann stated that she believes 155 is growing in the number of times it is taught in a semester as compared to 151. More out of major students and even major students are taking 155 as they are more familiar with American history out of high school than they are with world history

1:08:00

Dr. Markmann did state however that she believes global history is a foundation of today's world and she has grown to love teaching the course. She mentioned that she took some courses at Penn in order to brush up on her information and to be more informed about global history in order to teach the course more effectively.

1:08:27

When asked about whether she believed students should take 151 or 155, Dr. Markmann responded that she believed students should study more history than they do now. The way she would set it up is students would take 151 and 251 and also move in to take either a 300 course or take 155 to round out the history core.

1:09:35

Brought up that in the English department students are required to take a total of four English classes the two writing courses and the two literature courses. (Shared experiences involving having adjunct professors myself in the philosophy department and Dr. Markmann at Penn)

1:10:45

“Students need more history.” Dr Markmann stated that you need 151 in order to understand 251 and you need 251 in order to understand this world today. The foundation from World War I on is the foundation for what we are in now. After those courses are taken Dr. Markmann stated that she believed students should take a 300 course or 155 and that 155 would make a wonderful concentration option for students as well.

1:11:20

Instead of having someone take a concentration option, have someone take another history course. The themes in history should be focused on for students and to use US history in order to teach the students both about the themes of US history and the people in US history

The Core, The courses and teaching methodology

1:12:05

Dr. Markmann does not know what is in the new Core at La Salle, all she knows about it is that the new core comes into effect not this coming year but the year after that. If she did have a voice in the creation of the core she would have placed more history courses into the core than what is in there right now. The problem from her perspective is that students are told to memorize history by dates and that is how they see history when they come to La Salle. Students from her perspective do not get involved in history enough for many of them to find it interesting.

1:13:38

She states that most non-major students in the history classes are not ever interested in the dates and that in many cases when she puts a PowerPoint up in the front of the class that students never really look up from writing down exactly what is on the PowerPoint. The situation extends to other courses and they will never take their eyes off the paper that they are taking notes from.

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In a core if Dr. Markmann had the chance to build it would consist of 151, 155 and 251 rather than allowing a concentration option in order to get students to take more history. What she

normally sees students take as a concentration option is Art History or Music or something that they believe will not take a whole lot of effort on their part.

1:17:06

Inquired about how she would change the methodology of history teaching in order to get people to focus more on themes rather than listing off of dates. Dr. Markmann was unsure how to answer the question at first. She is not sure how she would change the course or why certain people can latch onto history where others cannot. Dr. Markmann believes it is more of an issue with reception rather than with presentation.

1:18:41

Many teachers that Dr. Markmann knows “run from one place to another just to try and piece together a living” She described herself as fortunate enough that she does not have to do that and she is able to put her focus on La Salle. However she will no longer be working in the Dean’s office at the end of this semester (Spring 2015). Lisa Jarvinen is coming over to replace her at the Dean’s office. She figures she will just babysit the grandkids at home more now that she will not be at the University as much each day.

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Dr. Markmann with her reduced schedule stated that if she had the choice of how many courses to teach she would prefer to go back to teaching three courses again. She taught three courses for a number of years but very recently in the fall she was cut back to one course again. If she had a choice of teaching a group of courses she said that she would teach global and that she would also like to teach an American course if one was available but she was not sure how likely that would be

1:21:06

When asked about if she could make her own course to teach at La Salle, Dr. Markman responded that she would teach the history of nursing. She brought up that in the current core nursing students could have their core concentration be that course or something like “Nursing in America”. Dr. Markmann is familiar with nursing and she did it for a number of years and she enjoyed it.

The new President

1:22:05

Brother Michael was the only president here at La Salle for Dr. Markmann and this is the only Presidential change that she has experienced. Most of the interim presidents have been non-

brothers and but this is the only large more permanent change in President that Dr. Markmann has been teaching for.

1:23:07

The average presidency at the university is seven years. Dr. Markmann believes that the new president will bring some changes along with it. However the university was never really exposed to the president so the amount of change is somewhat unclear. Dr. Markmann believes that things will be different for a period of time until things “even out”

1:24:05

The largest change Dr. Markmann believes is that the President is now female. She is going to be coming into what had been an all-male position and that she may have to prove herself because of it (Asked if Dr. Markmann believes that is the case in most careers). Dr Markmann was unsure if that was still the case now but generally yes as people are not always used to a female in certain roles, as such Dr. Markmann believes that it will result in a small period of adjustment at the University (Asked if she felt that way coming into teaching here). Dr. Markmann did not feel that she had to really break any ground coming here as there had already been women teachers at La Salle for years by the time she got here.

1:25:04

People are used to Women teachers at this point. Back in the 1960's when the first female teachers were starting to arrive here they had to probably break ground but not so much anymore. As president however at least at La Salle there has never been a female president so there could be ground to break. At Penn, at Temple there have been female presidents so people are getting used to it but there has never been a female president at La Salle.

1:26:26

La Salle is a very “welcoming” place and people are very friendly. There will be a grace period but everyone will probably be watching her to see what she does. Brother Michael set a course that people had grown used to during his time here and people will be watching to see how she potentially changes things in the future. (Asked if Dr. Markmann was familiar with any change the president had talked about) Dr. Markmann is unfamiliar with any changes as she was unable to hear the incoming president speak as she was working when the President first came here to talk.

The Future

1:28:01

From an adjunct perspective Dr. Markmann does not really know what goes on behind the scenes and so there is not a whole lot of information she has available. Adjuncts are not a part of the Faculty senate and so being invisible parts of the faculty at La Salle Dr. Markmann is cut off from a large portion of the information. The placement of “staff” rather than the adjunct professor’s name is something that Dr. Markmann would like to see changed as many students get worried if they do not know who the professor for the course is.

The Experience as an Adjunct

1:30:37

Dr. Markmann would describe the experience here at La Salle, at least in the history department, teaching as an adjunct as basically a good experience. She would prefer to be notified as to why a class was canceled and explaining what is going on in the department. Her largest concern was that she feels adjuncts are left out of the loop in terms of information within the department. The adjuncts have been in the department for an extended period of time and she just desires that some explanation would be given about the situation in the department.

1:32:33

During her first year teaching as an adjunct at La Salle Dr. Markmann remembers being very nervous going into teaching her first class. She remembers that she used to memorize her lecture and finish very early and the students would leave without asking any questions. She recalls it as a learning experience in that there could be pauses in the class and you could involve students throughout the course of the class period.

1:33:36

Dr. Markmann recalls taking a course at Temple called “Teaching College Students” Everyone in the graduate program at temple who would be teaching had to take the course. It was taught by two teachers. They had to prepare a syllabus and they were taught that the syllabus was an exact contract with the students and you had to adhere to the syllabus or you had to explain why a change was going to be put into the syllabus. Dr. Markmann believes that the class made her a better teacher. The class focused on the importance of the syllabus for teaching a course at a college level.

1:35:24

Dr. Markmann stated that the course was extremely valuable and that it should be integrated into department orientations or the ideas should be expressed to prospective teachers in some way. An orientation would have been very helpful to her in the first year as before the course

many syllabi were very bare bones but in the course it was taught that it should be organized as a contract. Dr. Markmann describes the course as “the best thing I ever did”. It also made sure that the prospective teacher could prepare follow up sessions for the plans laid out on the syllabus

1:36:48

Dr. Markmann only found this course in her third or fourth year of teaching and described her first two years teaching rather negatively as a result of not having had the course. “No one can really teach you to teach” was the statement by Dr. Markmann about the whole situation but she did state that you do need guidelines. The course was part of the PhD program at Temple, most PhD programs do not have a course like that to be taught to graduate students, however she believes that such a course was invaluable and that the course should be taught in most graduate programs. At the time of the interview Temple had removed it from the list of courses offered in their PhD program.

1:38:44

She went back to school to get her doctorate degree because she felt that she was not fully prepared to teach college level students. With her masters she felt prepared to teach high school level students but she did not feel prepared to teach college students (Asked if the fourth year of adjunct teaching proceeded better than the first two). Dr Markmann believes that her fourth year of adjunct teaching went much better than her first two years of teaching at La Salle. Part of that was just that she got used to the practice of teaching and the experience as well as the course which has allowed her to become more comfortable with teaching.

1:40:31

The main mentor of the course stressed the importance of the syllabus which is something that Dr. Markmann had not done in her classes before that point.

Family and La Salle

1:41:08

Dr. Markmann’s husband also went to La Salle; he graduated from La Salle in 1970. The two of them started dating in his senior year at La Salle. She recalls that he was actually a blind date for her junior prom in high school but neither one of them dated each other after that point until his senior year at La Salle. Dr. Markmann recalls that her husband called after her graduation from nursing school and how they met on the La Salle campus. He was very involved in the switchover of La Salle from an all-male campus to a co-ed campus.

1:42:44

Her son was a business major, her daughter was a biology major and her other daughter was a Spanish and English dual major. She currently teaches Spanish at a school in South Philadelphia. Her two other sons went to UVA (University of Virginia).

1:43:52

Her husband is very involved at La Salle as he is on the board of trustees and as a result the two of them do quite a bit of socializing here at La Salle as a result of that. Dr. Markmann was involved in the parent's association when her children attended La Salle. They both started up the Markmann Scholarship here at La Salle for students who attended Catholic Diocesan schools. They were also very involved when their children came here normally attending a number of different sporting events.

1:45:12

One daughter started at NYU. Originally received the presidential scholarship to come to La Salle originally but she turned it down at the time. After she did transfer here after 9/11 La Salle did give her some financial aid but not the Presidential scholarship (Asked for how long Dr. Markmann has been involved at the Dean's office). Dr. Markmann has been involved in the dean's office for five years however those years were not consecutive.

Dean's Office

1:46:30

Students make appointments to come and see someone in the Dean's office. Dr. Markmann talked about the normal phases that happen in advising. At the time of the interview the most common question was whether or not someone could take credits at an institution closer to home and transfer the credits to La Salle. As a result of this Dr. Markmann for the most part knows the core requirements involved with students taking courses at other institutions. As an advisor she has to spend quite a bit of time emailing advisors and department chairs to ask questions or to inform them about the student coming in for advisement. A common occurrence is that a student comes in for an exit interview with an assistant dean at the time of graduation.

1:48:30

A student wants to take a major course at the Community College of Philadelphia. She explained that she frequently had to explain to students that you cannot take a major course at

a community college or at another outside institution. Her job at the dean's office is to get students out in as timely a fashion as possible in order to steer them onto the right course.

1:49:44

Dr. Markmann brought up the themes that appointments seemed to follow for the students coming in for advisement, these ranged from exit interviews to questions about summer courses. Messages are sent back and forth between the dean's office and chairs of the department in order to make sure that everything is prepared for the student to graduate.

1:50:53

Over the course of her time at the Dean's office she believes that she has taken on more responsibilities than she had originally working at the dean's office. At first she was just checking things like academic histories but is now handling much larger responsibilities

Web Teaching

1:51:44

The first web course she taught was 151. Not all of web teaching was a nightmare. The main issue was that the process was so time consuming. One major issue involved answering questions to students. On a web course with 24 students it requires you to be much more tactful when you answer questions over text rather than in person. Another major issue is that you will also sometimes get someone who has the same question or a similar question which forces you to spend a large amount of time emailing.

1:53:42

The one thing she really disliked about it is that in many cases students after determining the most optimal time to meet in a class situation where students would not show up. Or they would show up but not be at the class for the entire time. Students would walk away and do something else during the class time. The last class she taught she had an experience where she logged in an out of the meeting program to see if a student was there, the result was that the student had logged into the online meeting program but was not actually at the computer for the class.

1:55:11

Her main issue was that in certain situations the class would come to a consensus on what was the best time for everyone to meet but in many situations Dr. Markmann found that she was just talking to herself. Had she known that she would have simply recorded the lecture at a time more convenient for herself and simply posted that up for the students at a later date.

1:56:15

At St.Joes students are required to sign an agreement that they will show up to the online lectures in order to take the course. However this is not the case at La Salle which makes it very difficult to monitor. She seems as though she would have been okay with the situation of having to in many cases move around her schedule if the students had shown up to the lectures. Dr. Markmann believes that many of the students treat the online courses as independent study which gives them the idea that they do not have to show up to the lecture hours that the class agrees upon.

Adjunct Course Selection

1:57:17

If La Salle put in place a system similar to St. Joes where students had to sign an agreement in order to enter the online course, Dr. Markmann believes she would potentially teach another online course. However she would also like the Full time faculty to teach online so that they could understand what teaching online is all about as only the adjuncts teach online. In many cases for the adjuncts it is the option of teach the web course or don't have a course to teach at all.

1:58:00

Adjuncts get the courses that are available to teach, as such they frequently get the courses that the full time professors are not teaching but the department is still offering which normally consists of the courses on the core curriculum for most of the university. They are currently allowed to teach two classes as semester but this semester many of the adjuncts only have one course as the other courses were canceled.

1:59:11

Dr. Markmann was unsure of any changes that could be put in place as an improvement to the current situation beyond the web teaching situation that man adjuncts have had to deal with. Dr. Markmann believes that web teaching requires a larger time commitment than the normal courses in many circumstances as it is very difficult to make plans and it is very frustrating especially when that is paired with only one or two students showing up to the online lecture sessions.

Closing

2:01:15

Dr. Markmann's husband works as an orthopedic surgeon and has been offered teaching positions at multiple institutions. However he does not want to deal with the issues that could arise from having students in the operating room or teaching them. Joseph Markmann his father was the head of the accounting department for several years here at La Salle.

2:02:15

When she was looking at high schools Dr. Markmann only applied to the Arch Diocese who would have sent her to go teach at a particular high school. She was actually offered a job at Cardinal Dougherty High School to teach a nursing course but she had to tell them that she got out of nursing and that she was looking to teach history.

2:03:46

When she returned to school at La Salle she had to take a foreign language as a requirement. She was in a German course and the teacher told her she had a terrible accent. She found a course that was teaching Irish. The course was at night the first half of the course was Irish Language and the second half of the course was Irish History and Dr. Markmann was fascinated with it at the time which got her involved in the history of Ireland which she enjoyed.

2:05:57

After the Irish course Dr. Markmann became more and more involved and took further history courses and English classes. She decided that she loved the courses and the courses were what she really enjoyed. At first she was hesitant to switch up how things were going because she worried that it would be wasteful as her background was already in nursing. She attributed the final switch over to History to her husband who encouraged her to take courses that she enjoyed.

2:07:13

Dr. Markmann has enjoyed her time at La Salle. She has met so many people in the dean's office that are connected with the University and she has been exposed to so many different people over the last five years. "It has been a great experience for me". She says that she is going to miss working in the Dean's office and being able to talk to the students as more than just a teacher.

2:09:06

Dr. Markmann had no particular closing statements. Thanking Dr. Markmann for the interview

2:09:24

End of Recording