

### Teaching in A “Panoramic”

A few months ago, a viral video became a meme and created a trend of devising new ways to say “pandemic” –namely just using words and phrases that begin with the letter ‘p’. The video features ‘Gunna’, a rapper whose real name is Sergio Kitchens. In the video Kitchens says “I don’t got that kinda *time*, ‘cause it’s a panoramic.” In ten words Gunna helped us acknowledge the physical, emotional, and financial impact of quarantine and inspired new names for the pandemic including a “Pantene Pro-V” or a “Peter Piper Pizza”. Like Gunna, many adjuncts feel completely sapped of time. Time to carry out our myriad duties as teachers, family members, and scholars. To be honest, adjunct life consists of the same elements as full-timers but with less income, less insurance, less security, and additional jobs. These stressors, coupled with the personal and professional impact of the pandemic have created a time deficit for adjuncts that leaves us sacrificing rest and mental health maintenance that is crucial to providing quality education.

At the beginning of quarantine, [predictions for higher education were grim](#). There would be a loss of revenue from lower enrollment and adjuncts knew that meant reduced class loads and less income. Time was working against us and as we waited for financial assistance and new schedules, hiring freeze notices filled our inboxes. Instead of being encouraged to use this newfound time to combat stress and anxiety, experts told us the Panini was an excellent time to get more research and writing done! We were also forced into mandatory trainings for online teaching, taking more of our precious, disappearing time. On top of the work stressors, the overall prolonged stress of living in a pachyderm has been proven to have devastating effects on our mental health. Last month, [Atlantic Monthly revealed what the pandemic is doing to our brains](#) and with no time for recovery, burnout became just as big a threat as budget cuts.

When the majority of your workforce is dealing with this many issues, expecting them to behave as though the Pontiac Grand Prix isn’t happening is not a sound leadership strategy. Thankfully I have a department chair that treats faculty and students like human beings. I even found other professors that shared stories of compassion, the main form of which was allowing more *time*. Time for their students to turn in late work, to take breaks, or talk to each other about fear, stress, isolation, tech issues, even relationships. In addition to having our administrators acknowledge the effects of the Parthenon, we need real solutions to help adjuncts and full time professors continue to soldier through this. Prioritizing us for vaccination, health insurance, raises, year long or multi-year contracts could alleviate much of our stress.

I appreciate the Adjunct Caucus asking us to share our experiences. I hope we can do this again when the Polly Pocket has subsided and we have statistics to support our stories. Hopefully, when these revelations are coupled with hard data we can get closer to our goal of making part-time teaching more equitable for all. Some people want to teach part-time, but many of us love this job so much that we are willing to dedicate even more time to the profession (in exchange for the aforementioned pay increases, health care and stability). Thank you for reading my paper, and thank you for keeping the length to 600 words because I could talk about the life of an adjunct all day, but I don’t got that kinda time, ‘cause it’s a panoramic.

**We are evaluating essays for:**

- Organization
- Strong style and personal voice
- Originality and clarity of content and ideas

**How to use the rubric:**

Please use this rubric as a measure of what we will be looking for when selecting winning essays. This rubric should provide guidelines, not an unreasonable or rigid standard. You have probably encountered a rubric before, but here is a quick guide to using this one:

- Along the left side of the rubric grid are the criteria for evaluating essays.
- Along the top of the grid, we have scores from 4 (outstanding) to 1 (poor).
- For each criterion, match the essay with the description that best fits it and assign a score in the rightmost column.
- Once you have scored the essay on all the criteria, add those five numbers. That is the score for the essay.

	4	3	2	1	Score
<b>Focus on Topic</b>	There is one clear, well-focused topic. Main idea is supported by detailed information.	Main idea is clear, but details are not clearly relevant or connected to the main idea.	Main idea is somewhat clear, but there is need for more relevant evidence.	Main idea is <i>not</i> clear. There is a seemingly random collection of information.	
<b>Organization</b>	Details are presented in a way that effectively keeps the reader’s interest.	Details are presented in a way that sometimes makes the writing less interesting.	Details are presented in a manner that distracts the reader.	There is no clear structure to the paper.	
<b>Originality and strength of ideas</b>	Formulates a thought-provoking, well-developed, and fairly original perspective on essay theme.	Writer takes a clear perspective on essay theme, though it is not developed fully.	Writer’s perspective on essay theme is evident, though it is vague.	Fails to provide a clear perspective on essay theme, or writer contradicts himself.	
<b>Quality of evidence/examples</b>	Provides compelling and insightful evidence/examples that demonstrates the author’s perspective.	Offers adequately compelling – though perhaps vague or incomplete – supporting evidence/examples.	Provides compelling but sometimes confusing evidence/examples to support writer’s perspective.	Offers only general evidence/examples that are sometimes contradictory to the writer’s perspective.	
<b>Voice</b>	Author’s voice is strong and engaging. Draws reader in.	Writing attracts reader’s interest. Author’s voice shows engagement with the topic.	Technically well written; however, author’s voice is weak.	Writing fails to engage the reader.	
				<b>TOTAL</b>	

Adapted from Rubric for Editorial – Commentary Essay from LAEP.org and the 6+1 Traits of Writing Rubric from Readwritethink.org