

Adjunct Mini –Portfolio Process

Adjunct faculty are integral to the success of Florida SouthWestern State College. In order for us to offer the highest quality education to our students, we must encourage and document all the good things going on in our classrooms. The documentation is a requirement of our credentialing bodies, but it also allows adjunct professors to showcase their strengths and address their challenges. Adjunct Faculty will turn in a mini-portfolio according to the scheduled developed by the Dean for the School or Division. Here is how the process will work.

Review Schedule:

New adjunct/dual enrollment faculty members will begin the portfolio review process in the **first semester in which they teach**. This process will include a classroom observation by the adjunct faculty mentor or Dean/Department Chair/Coordinator. The Dean will finalize the portfolio review for the academic year. The next review cycle will occur during their fourth year **and every three subsequent years**. During the review cycle a classroom observation will be conducted. A Dean may determine that an adjunct faculty member must be evaluated in as many consecutive years as necessary and will inform the adjunct faculty member that a Portfolio Review must be completed and another classroom observation done during the coming semester or year.

1. The Adjunct Faculty will receive information about the requirements of the portfolio from the Dean, Chair or Coordinator via email correspondence.
2. If the Adjunct Faculty wishes to have guidance in constructing and turning in the portfolio, he or she may attend a workshop through the Teaching and Learning Center set up for that purpose.
3. The Adjunct Faculty will be enrolled into a Canvas course and will electronically submit the portfolio through Canvas by the scheduled deadline.
4. The portfolio will be reviewed by the appropriate Department Chair or Program Coordinator using the Adjunct Faculty Portfolio Evaluation Rubric.
5. The mini-portfolio review/feedback will be housed in Canvas and the adjunct faculty, appropriate Dean and Provost/VPAA and may review the evaluation and mini-portfolio in Canvas at any time.

Adjunct Portfolio Faculty Guidelines

When creating your mini-portfolio, please use the following guidelines. They are designed to give direction in what we hope is a clear and simple manner. The portfolio should be completed by the final Friday in February. Follow the directions supplied by the Canvas course for your electronic portfolio. The following items should be included.

A. The Teaching Philosophy

The Teaching Philosophy statement is a short reflective statement on your teaching philosophy and accomplishments. A teaching philosophy is generally a broad statement reflecting your individual approach to teaching and learning. The statement might include the following questions: How do you teach? What do you teach? What are your teaching methods, goals, and strategies? These questions address your general ideas about teaching. It has been recognized by many educators that the process of identifying a personal philosophy of teaching and continually examining and verifying this philosophy can foster professional and personal growth.

B. Faculty Comments on Student Evaluation of Instruction (SEI) Results

Please include your Student Evaluation of Instruction Report (SEI) for the syllabus you will be using in your portfolio. Please refer to the SEI Quick Reference Guide toward the end of this document for information about the SEI (which is administered online) and ways to enhance student response rates. Please use the results of that SEI as the basis for responses in the following areas:

1. How do the results of SEI (especially SEI Traditional questions #1,#5,#6,#9,#10,#12 and/or SEI Online questions #1 through #10) and classroom observation (if applicable) show clear evidence that the faculty member communicates well, uses class time effectively, and is able to establish a classroom environment which stimulates student interest and achievement? Ability to present difficult subject matter well and treating students with respect could also be discussed.
2. How do the results of SEI (especially SEI Traditional questions #3,#4,#7,#8,#11 and/or SEI Online questions #11 through #15), classroom observation (if applicable) document a clear connection between course objectives (learning outcomes), individual course assignments and course level learning outcomes assessment?

C. The Syllabus

Please include a syllabus that corresponds with the SEI results you will be including. If you teach multiple courses, just choose one. Most departments allow you to develop your own

class schedule and assessments. You will want to demonstrate that your class schedule and assessments align closely with the learning outcomes for the course and that they will elicit substantive learning in those areas. Portfolio reviewers will also be checking to see that the policies expressed are clear as are the grading and attendance policies.

D. The Final Exam or Final Project

Please include the final exam or final project that corresponds with the syllabus you have provided in the portfolio. Some courses do not use a final exam. If that's the case, please include your final project or presentation, etc. It's important that your directions are clear and that an exam or project meets the appropriate standards of good design. Whatever your final project is, it must elicit information that promotes the stated learning outcomes for the course.

E. A General Education Assignment

Florida Southwestern State College has five stated general education competencies that it proposes every educated person should master: communication, critical thinking, technology information management, global social responsibility, and quantitative reasoning. In this section of the portfolio, you will include an assignment that shows how you address one of these five competencies. For instance, if communication is one of the general education competencies listed in your course, please provide an assignment which demonstrates how you teach communication skills within the bounds of your discipline to meet that competency. You will also submit **two examples** of graded student work for that assignment (with the student name removed). One example should reflect acceptable work, and one should reflect unacceptable work on that assignment.

F. Professional Development Activities

Since teaching is one of the professions in which it is essential to continue developing skills over time, it is important to engage in professional development activities. In this section of the portfolio, please list any professional development activities you have pursued during the past year and provide documentation.

A list of your FSW professional development activities can be found on the FSW training website (www.fsw.edu/training). After you visit the training website, select the link to the Faculty and Staff Training Calendar. At the bottom of the calendar page, select the link to "View My Classes". This webpage can be saved as a PDF file or you can copy/paste the contents to a word document. You should then submit the file to Canvas.

College courses, work with professional organizations, attendance or presentations at conferences, creative or scholarly publications, course development, development of software,

a new certification, or other activities are also considered Professional Development. You will need to submit documentation, such as transcripts, agendas, programs, etc. You may also include a bibliography of professional journals or books you have read during the year including a short statement on how you have used them to improve your teaching. Membership of a professional organization is not considered professional development in this area.

STANDARD OF PERFORMANCE RATING SCALE

RATING	PERFORMANCE STANDARD	EXPLANATION
4	Exceptional	Exceptional performance is demonstrated by performance levels that are recognized as superior as compared to other professional faculty within the college.
3	Meets Expectations	Meets expectations performance is demonstrated by performance levels that are recognized as meeting all reasonable and acceptable standards compared to other professional faculty within the college.
2	Needs Improvement	Performance that needs improvement is demonstrated by performance levels that are recognized as deficient in one or more criteria, but evidence suggests that satisfactory performance is possible with appropriate professional development and assistance. Achievements are not well documented or always evident.
1	Unacceptable	Unacceptable performance is demonstrated by performance levels that are clearly recognized as not meeting reasonable and minimal standards compared to other professional faculty within the college, or documentation is not provided by faculty when requested or prescribed in the evaluation process.

This is the same rating scale used in the Fulltime Faculty Evaluation Program

Student Evaluation of Instruction (SEI) Quick Reference Guide

Your Access to the SEI

- Login to FSW portal
- Click “College Resources” tab
- Under “Office of Academic Affairs” heading click “Student Evaluation of Instruction”

How it works

- Five days before the survey opens for students, faculty will be alerting of student access.
- One day before the survey opens for students they will receive an email alerting them of access.
- Students receive an email on the day access is granted to the surveys and will receive 2-3 reminder emails during the span of the survey (approximately 2 weeks).

What does the student see?

- After clicking the link provided to them, students will be taken to a page unique to them listing a survey for each course in which they are registered.
- After completing each survey, students see a completion page and the main page showing they can no longer access the completed survey.

Proven tips for achieving a high response rate

- Remind students in class often and inform them that they’ll need to check their Bucs email for the access link. Frequent reminders have the potential to yield response rates above 50%.
- Create a competition within your class among groups, among your course sections as a whole, or among sections of your colleagues.* Only a minimal reward is necessary, sometimes even bragging rights is enough. Increases in response rates vary.
- On the next class after access to the survey is granted to students take the first five minutes of your class to demo how to access the course survey and complete.
- Early feedback incentive: Give students who completed the survey priority when reviewing/grading an upcoming paper, quiz, test, or exam.*
- Point incentive: Provide students with a minimal extra point bonus for completing the survey. Packaging matters here. Example: Offering 2 points on the final exam that is worth 20% of the final grade is really only offering 0.4 points on the course grade.*

*requires proof of completion page or main page showing denied access to survey which can be shown to instructor as proof of completion

Frequently Asked Questions

Q: What about students who dropped my class? Can they take the survey?

A: The list of students granted access to a survey is generated by registration data taken slightly more than halfway through the term; only students still registered at that time will be granted access.

Q: What if I decide to do an incentive that requires proof the student took the survey after some students have already taken the survey?

A: Even after the student has already viewed the completion page (their proof to you) they can still go back to their main page and show that they can no longer access your survey.

Q: How long does the survey usually take the student?

A: Most students complete the survey in 5-7 minutes. Given that there are open ended questions, there are those that take extra time to add written responses where applicable.

Adjunct Faculty Portfolio Evaluation Rubric

Portfolio Requirements	4 Exceptional	3 Meets Expectations	2 Needs Improvement	1 Unacceptable
I. Reflective Statement on Teaching Philosophy and Accomplishments				
II. Adjunct Faculty Self-Evaluation based on SEI				
III. Syllabus				
a. Conforms to the standard common course syllabus template				
b. Assignments are in alignment with the course learning outcomes and general education requirements				
c. Grading/Evaluation standards are clearly stated and align with the assignments				
IV. Final Exam or Final Project				
V. Professional Development Activities				

COMMENTS:

Areas of greatest strength:

Areas for improvement:

Adjunct Name _____ Signature of Reviewer _____ Date _____