

Academic Success Department Meeting Minutes
Friday, 1/13/2017
9:00 am – 10:00 am
AA-177

Attendance: Dr. Kelley Newhouse, Wanda Day, Heather Olson, Dr. Martin Tawil, Troy Tucker, Dr. Mary Ellen Schultz, Dr. Duke DiPofi, Dr. Rene Hester, Dr. Mary Myers, Robert Olancin, Dr. Kathy Clark, Whitney Rhyne, Barbara Miley, Cindy Campbell, Scott Vanselow, Karen Maguire, Susan Potts

Welcome and Good News

- Professor Campbell reported that her entire evening section was prepared on the first day (book and code).

Polycom – No Technology for Today’s Meeting

- Notify Bonnie if you need technology

Next Month’s Meeting

- Next month’s department meeting will be from 9:00 am – 10:00 on Friday, Feb. 3. Many of the faculty and staff will be attending the FYI conference in Atlanta on the regularly scheduled date of 2/10.

Spring Enrollment Update

- Spring 2017 enrollment

Charlotte	119
Collier	310
Hendry Glades	41
Online	28
Lee	724

- Blended: Three sections: Two on Lee and one on Collier campus
- Continuing enrolled students from fall to spring: +3.8%

Summer and Fall Schedules

- Bonnie Lawlor will be working on the summer schedule today. The schedule will be similar to last summer
- No blended for summer
- Fall schedule will go out next week. Sections will be offered by seniority
- Dr. Clark will discuss adding additional blended sections with Dr. DeLuca. She would like to see the data from spring first
- Consider linking SLS1515 to another subject you teach – it works well

- Question: Are there going to be peer architects (PAs) in the fall now that the QEP is over and funding will shift? Dr. Clark indicated that there will be PAs – they are a critical component to the course.
- Please share blended information (especially meeting dates) with Professor Rhyne. It was also noted that students can see the meeting dates in the registration notes.
- Advisors will be teaching some sections of SLS1515 in the fall
- Professor Miley suggested that we make sure the advisors' Faculty Qualification Forms are completed early to ensure a smooth process.
- The Student Engagement programming moved this fall from Whitney Rhyne to Christina Seado Vasquez.

Career Coach

- Career Coach is replacing the Type Focus assessment
- It is an intuitive tool that Students Services staff feel will help students
- Professor Day will be attending the training on 1/20 from 1-4
- The spring programming calendar is available.
- There was a conversation regarding communication with Student Services. Would like to have more faculty input on these types of decisions that affect classroom teaching.

Book Adoptions

- The book adoption for fall is 2/28/17.
- Several faculty have received different textbooks and would like to convene a subcommittee. This committee would look at books over the spring and fall to investigate whether a book change would be good for fall, 2018.

Faculty Mentoring

- Our department was the first to be 100% compliant. All mentoring is complete.
- Question was raised about the impact advisors will have on the number of adjuncts we now use. Will there be a plan to ensure our long-term adjuncts continue to have assignments?
- Question was asked again about Peer Architects. There is conflicting information. What is the intent for fall as far as the Peer Architect model?

State of the College Address: 1/27/17

- If you are not attending the State of the College, you need to submit a leave slip.

SLS1515 MEETING (10:00 – 10:30)

COP Dates

- February meeting is moved to 2/3, due to the FYE Conference.
- There will be a Community of Practice meeting today (Dr. Myers) and on 4/14 (TBD)

CRI Form- Dr. Schultz

- Dr. Schultz shared a form that will help students understand how the class materials relate to the CRI objectives. She is going to use this to help students keep on track throughout the semester.

CRI Report – Professor Vanselow

- The format of the CRI student report changed. Professor Vanselow showed the new report.
- It is easier for students to download a PDF version.

CCTDI and CRI Fall Results

- These will be presented at the February meeting

Rubric Update: New Shell and Final Exam Rubric

- Dr. Wendy Athens was unaware that eLearning created the master shell each semester and populated the courses. This was not completed for spring, so faculty copied fall classes into spring shells.
- Professor Day met with Dr. Athens and set up the protocol for going forward. Marilyn Goby and Kim Turano will be the eLearning contacts.
- There was an error in the Final Essay rubric for fall term. As a result, the data could not be collected properly. eLearning is working to fix this for spring.

Meeting adjourned at 10:30 am. Community of Practice to follow at 11:00 am in AA-165. Dr. Myers will present Google Drive options for Canvas.

EAP MEETING (10:00 – 10:30)

- Faculty discussed the EAP summer program--what classes should be offered and how best we can serve our students. The decision was made to offer classes to levels 5 and 6.
- The EAP student surveys were reviewed and discussed.
- Meeting adjourned at 10:30 am.

READING MEETING (10:30 – 11:00)

- Discussion about students retaking the PERT to exit REA 0019 before the semester started. We each had some students who scored above 85 on the Diagnostic Pre-Test we administer, but there is no exit for that now.
- Students seem to understand they should have scored well on the PERT and any retakes of it.
- Discussion about our textbooks for REA 0019 for next year. We decided to keep all the same textbooks as we currently use. Townsend Press Ten Steps to Advancing College Reading Skills 6th Ed. With Plus and Advancing Vocabulary Skills, 4th Ed. With Plus are for all sections all campuses. Professor Maguire on Collier teaches two contextualized sections, one for Business majors and one for Health Science majors. Those two sections add in two Quick Study cards each: Business Terminology and Business Communications; and Medical Terminology and Medical Abbreviations and Acronyms.

- The last item of discussion was PERT Remediation being done by the Academic Success Centers. We asked our Coordinator, Wanda Day, to remind the remediation instructors NOT to use our two textbooks from Townsend Press; NOT to use the Advancing levels. They could use the Building levels or the Improving levels of Townsend Press materials for their remediation.
- Meeting adjourned at 11:00 am.

Academic Success January Department Meeting
Friday, January 13, 2017, AA-177 9:00am-12:00pm

All: 9:00-10:00am

- *Welcome and Good News
- *Spring enrollment update
- *Summer and Fall schedules
- *Career Coach
- *Book Adoptions-Feb. 28, 2017
- *Mentor evaluation check list
- *State of the College Address: January 27, leave form if not attending

SLS1515 Meeting 10:00-10:30am

- *COP Dates
- *CRI Form- Dr. Schultz
- *CRI New Reports, Professor Access
- *CCTDI and CRI Fall Results
- *Rubric Update: new shell and final exam rubric

REA0019 10:30-11:00am

EAP 10:30-11:00am

Cornerstone Community of Practice 11:00am-Noon

- *Dr. Mary Myers presents

Academic Success Department Meeting

Full Name	Signature	Any updates to contact information on file?
1. Dr. Kathy Clark	<i>K. Clark</i>	
2. Wanda Day	<i>Wanda S Day</i>	
3. Dr. Eileen DeLuca		
4. Dr. Duke DiPofi	<i>Duke DiPofi</i>	
5. Dr. Renee Hester	<i>Renee Hester</i>	
6. Karen Maguire	<i>Karen Maguire</i>	
7. Dr. Mary Myers	<i>Mary R. Myers</i>	
8. Dr. Kelley Newhouse	<i>Kelley Newhouse</i>	
9. Robert Olancin	<i>Robert Olancin</i>	
10. Heather Olson	<i>Heather Olson</i>	
11. Dr. Mary Schultz	<i>Mary Elizabeth Schultz</i>	
12. Dr. Martin Tawil	<i>Martin Tawil</i>	
13. Troy Tucker	<i>Troy Tucker</i>	
14. Scott Vanselow	<i>Scott Vanselow</i>	

Adjuncts and Guests

Full Name (Please Print)	Signature	Any updates to contact information on file?
1. Cindy Campbell	Cindy M. Campbell	
2. Susan Potts	Susan Potts	
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THE FOUR KEYS TO COLLEGE AND CAREER READINESS, CRI RESULTS

KEY COGNITIVE STRATEGIES	Pre	KEY CONTENT KNOWLEDGE	Pre	KEY LEARNING SKILLS & TECHNIQUES	Pre	KEY TRANSITION KNOWLEDGE & SKILLS	Pre
	Post		Post		Post		Post
PROBLEM FORMULATION <ul style="list-style-type: none"> • HYPOTHESIZE • STRATEGIZE RESEARCH <ul style="list-style-type: none"> • IDENTIFY • COLLECT INTERPRETATION <ul style="list-style-type: none"> • ANALYZE • EVALUATE COMMUNICATION <ul style="list-style-type: none"> • ORGANIZE • CONSTRUCT PRECISION & ACCURACY <ul style="list-style-type: none"> • MONITOR • CONFIRM 		STRUCTURE OF KNOWLEDGE <ul style="list-style-type: none"> • KEY TERMS AND TERMINOLOGY • FACTUAL INFORMATION • LINKING IDEAS • ORGANIZING CONCEPTS TECHNICAL KNOWLEDGE & SKILLS <ul style="list-style-type: none"> • CHALLENGE LEVEL • VALUE • ATTRIBUTION • EFFORT 		OWNERSHIP OF LEARNING <ul style="list-style-type: none"> • GOAL SETTING • PERSISTENCE • SELF-AWARENESS • MOTIVATION • HELP-SEEKING • PROGRESS MONITORING • SELF-EFFICACY LEARNING TECHNIQUES <ul style="list-style-type: none"> • TIME MANAGEMENT • TEST TAKING SKILLS • NOTE TAKING SKILLS • MEMORIZATION/RECALL • STRATEGIC READING • COLLABORATIVE LEARNING • TECHNOLOGY 		CONTEXTUAL <ul style="list-style-type: none"> • ASPIRATIONS • NORMS/CULTURE PROCEDURAL <ul style="list-style-type: none"> • INSTITUTION CHOICE • ADMISSION PROCESS FINANCIAL <ul style="list-style-type: none"> • TUITION • FINANCIAL AID CULTURAL <ul style="list-style-type: none"> • POSTSECONDARY NORMS PERSONAL <ul style="list-style-type: none"> • SELF-ADVOCACY IN AN INSTITUTIONAL CONTEXT 	
GOAL for Post-Test Score: What I Will Do:		GOAL for Post-Test Score: What I Will Do:		GOAL for Post-Test Score: What I Will Do:		GOAL for Post-Test Score: What I Will Do:	
think		know		act		go	

THE FOUR KEYS TO COLLEGE AND CAREER READINESS, CRI RESULTS

KEY COGNITIVE STRATEGIES	Pre	KEY CONTENT KNOWLEDGE	Pre	KEY LEARNING SKILLS & TECHNIQUES	Pre	KEY TRANSITION KNOWLEDGE & SKILLS	Pre
	Post		Post		Post		Post
PROBLEM FORMULATION <ul style="list-style-type: none"> • HYPOTHESIZE • STRATEGIZE RESEARCH <ul style="list-style-type: none"> • IDENTIFY • COLLECT INTERPRETATION <ul style="list-style-type: none"> • ANALYZE • EVALUATE COMMUNICATION <ul style="list-style-type: none"> • ORGANIZE • CONSTRUCT PRECISION & ACCURACY <ul style="list-style-type: none"> • MONITOR • CONFIRM 		STRUCTURE OF KNOWLEDGE <ul style="list-style-type: none"> • KEY TERMS AND TERMINOLOGY • FACTUAL INFORMATION • LINKING IDEAS • ORGANIZING CONCEPTS TECHNICAL KNOWLEDGE & SKILLS <ul style="list-style-type: none"> • CHALLENGE LEVEL • VALUE • ATTRIBUTION • EFFORT 		OWNERSHIP OF LEARNING <ul style="list-style-type: none"> • GOAL SETTING • PERSISTENCE • SELF-AWARENESS • MOTIVATION • HELP-SEEKING • PROGRESS MONITORING • SELF-EFFICACY LEARNING TECHNIQUES <ul style="list-style-type: none"> • TIME MANAGEMENT • TEST TAKING SKILLS • NOTE TAKING SKILLS • MEMORIZATION/RECALL • STRATEGIC READING • COLLABORATIVE LEARNING • TECHNOLOGY 		CONTEXTUAL <ul style="list-style-type: none"> • ASPIRATIONS • NORMS/CULTURE PROCEDURAL <ul style="list-style-type: none"> • INSTITUTION CHOICE • ADMISSION PROCESS FINANCIAL <ul style="list-style-type: none"> • TUITION • FINANCIAL AID CULTURAL <ul style="list-style-type: none"> • POSTSECONDARY NORMS PERSONAL <ul style="list-style-type: none"> • SELF-ADVOCACY IN AN INSTITUTIONAL CONTEXT 	
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FACULTY MENTORING

New faculty (fulltime or adjunct) will naturally seek out individuals to provide guidance to acquaint them with understanding the informal and formal policies and procedures needed to be successful in their role as educators. Finding people who will provide college service by serving as mentors can help new faculty manage workplace anxiety and make valuable contributions to the college sooner rather than later during their employment. The faculty mentoring program at FSW makes the process of identifying someone who is available and has a natural desire to provide college service as a new faculty mentor easier during a critical time when new faculty need to make connections, but are often not acquainted with faculty at the institution. At FSW we want to make the transition to teaching at our institution easier. Guidelines for serving as faculty mentors to support new adjuncts and fulltime faculty are listed below.

The primary purpose for the adjunct faculty mentor is to build collegial relationships to promote effective communication with colleagues within the discipline and to make sure student learning outcomes are being assessed consistently using appropriate assignments among professors who teach the same course. The primary responsibility for the new faculty mentor is to acclimate new faculty to the FSW culture and to serve as a resource for new faculty as they transition from submitting five years of annual faculty development plans to submitting an extensive portfolio required for earning continuing contract status.

New Faculty Mentor (NFM)

Selection of NFM, Who May Serve, and Terms of Service

The Coordinator of Professional Development and Faculty Engagement will consult with appropriate staff, faculty and administrators to identify faculty who are interested and available to serve as mentors for new faculty. Faculty who accept the responsibility to provide college service by mentoring a new faculty must be on continuing contract and may or may not be partnered with someone in a similar discipline.

Since the role of the faculty mentor is expected to continue informally until the new faculty submits a comprehensive portfolio, the NFM should be someone who is employed full-time during the duration of the new faculty five year continuing contract process. The NFM will formally serve as a resource for faculty for one academic year and may or may not be partnered with someone in a similar discipline.

NFM Assignments

A person electing this college service opportunity may mentor up to three new faculty.

Stipend Amount

Each faculty mentor will be paid a stipend of \$150.00 for each new faculty mentor assignment up to three mentees. The stipend will be paid at the end of the year for which the faculty served as a new faculty mentor and after the Mentor Evaluation form has been completed.

NFM Responsibilities

- Review the Faculty Development Plan and be familiar with the Process for Continuing Contract. This document may be accessed in the document manager via the following path: [VP Academic Affairs » Faculty Evaluation Folder](#)
- Attend a TLC Workshop on Mentoring New Faculty
- Make contact with the faculty member before (or early in) the first semester of teaching (fall, spring, summer) to offer any assistance needed in getting started.
- Make monthly contact with the faculty member during the first year of teaching.
- Formally guide and support faculty through the first cycle of the annual faculty development plan.
- Complete the Mentor Evaluation Form

Adjunct Faculty Mentor (AFM)

Selection of AFM, Who May Serve, and Terms of Service

The AFM will be selected by the department chair and/or coordinator and approved by the Dean of the School and will usually be a full-time faculty member on continuing contract.

A Department Chair will typically not serve as an AFM. In rare instances when no appropriate full-time faculty is available, an adjunct faculty member may serve as an AFM. Any adjunct who serves as an AFM must be an active and engaged faculty member that has demonstrated effective teaching over a period of two years. He/she must have completed at least one successful portfolio evaluation cycle. *Programs with specialized accreditation may decide to provide adjunct faculty mentors through either full-time faculty or program coordinators/administrators.

AFM Assignments

The AFM will serve as adjunct faculty support for an academic year and will be from the same (or closely related) discipline as the adjunct faculty member. An AFM's maximum load of mentees is five.

Stipend Amount

An AFM will receive a stipend of \$150 per adjunct faculty member mentored.

A \$200 stipend will be provided to an AFM who agrees to mentor a Dual Enrollment adjunct faculty member teaching at a high school site.

AFM Responsibilities

- Review the Faculty Evaluation and Portfolio Review process Review Explanation. Contract. This document may be accessed in the document manager via the following path: [VP Academic Affairs » Faculty Evaluation Folder](#)
- Attend a TLC Workshop on Mentoring New Faculty
- Make contact with the adjunct faculty member before (or early in) the first semester of teaching (fall, spring, summer) to offer any assistance needed in getting started.
- Make monthly contact with the adjunct faculty member during the first semester of teaching.
- Make arrangements for a classroom observation. During the first half of the first semester of teaching, the AFM will schedule and complete a classroom observation of the adjunct faculty member using a standard format developed by the Provost/VPAA. A follow-up discussion will occur between the AFM and the adjunct faculty member concerning the classroom observation. Results of the classroom observation and the follow-up discussion will be forwarded to the appropriate Dean (and Department Chair or Coordinator, if applicable).
- Guide and Support the adjunct faculty through the adjunct faculty evaluation and portfolio review. ***See Adjunct Mini-Portfolio Process below.***
- Complete the Mentor Evaluation Form

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 support and document teaching and learning processes in all courses. The documentation allows adjunct professors to showcase their strengths and address their challenges. Adjunct Faculty will turn in a mini-portfolio according to the schedule developed by the Dean for the School or Division.

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 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 Opinion Survey (SOS) Results

Please include your Student Opinion Survey (SOS) Report for the syllabus you will be using in your portfolio. To print results from your SOS (to print or to a file), go to the “College Resources” tab in the portal and click on “Student Opinion Survey”. Next, click on the evaluation for the course in question, and in the upper right-hand corner of the screen is a small print icon. Please refer to the SOS Quick Reference Guide toward the end of this document for information about the SOS (which is administered online) and ways to enhance student response rates. Please use the results of that SOS as the basis for responses in the following areas:

1. How do the results of SOS (especially SOS “About the Instruction” questions 8, 9, 10, 14, and 15) 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 SOS (especially SOS “About the Instruction” questions 7, 11, 12, and 13), 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 SOS 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: 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.

Student Opinion Survey Quick Reference Guide

Your Access to the SOS

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

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.

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%.
- 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. Leave class for ten minutes and allow the students to complete.
- 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 SOS				
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 _____

Adjunct Faculty Mentor Completion Checklist

Adjunct faculty mentors and mentees should submit this checklist when they have met all mentor responsibilities for the academic year. Stipend payments will be processed upon receipt of this completed checklist.

Adjunct Faculty Name: _____

Adjunct Faculty Mentor Name: _____

Academic Year: _____ Date of Completion: _____

Mentor Responsibilities	Completed
1. Review the Adjunct Mini-Portfolio Process with adjunct faculty member.	<input type="checkbox"/>
2. Make initial contact with adjunct faculty member before (or early in) the first semester of teaching.	<input type="checkbox"/>
3. Continue monthly contact with adjunct faculty member during the first semester of teaching.	<input type="checkbox"/>
4. Schedule and complete a classroom observation of the adjunct faculty member using the Adjunct Faculty Classroom Observation Form.	<input type="checkbox"/>
5. Conduct a follow-up discussion with the adjunct faculty member concerning the classroom observation.	<input type="checkbox"/>
6. Forward results of the classroom observation and follow-up discussion to the appropriate Dean (and Department Chair or Coordinator, if applicable).	<input type="checkbox"/>
7. Complete the Mentor Evaluation Form .	<input type="checkbox"/>

Optional: Attend "Providing College Service through Faculty Mentoring" workshop in the TLC.

Additional Comments or Suggestions:

Mentor's Signature

Date

Please submit this completed checklist via email to Dr. Melissa Rizzuto, Director, Professional Development and Training at mrizzuto@fsw.edu.