



ASSESSMENT COMMITTEE MEETING

October 14, 2016

Attendees: Kathleen Hulley, Tara Tarpey, Yuna Seong, Diane Rubino, Jeannette Monaco, Connee Zotos, Ruth Danon, Barbara Borst, Carlos Villa, Jessica Martin, Shawn Meyer, Patricia Heard

Faculty Observations: Revisiting - Can Directors and Deans use these observations for continuing faculty?

- It was not the intent of the committee to limit the ability for Directors and Deans to perform observations.
- Connee has written suggested language to update this policy and included it in a handout.
 - Suggestions for changes from committee - change first sentence to two sentences:
“It is important to note that this schedule reflects the minimum expectations. Associate Deans and Academic Directors of each division, department, or program may elect to conduct evaluations for new or continuing faculty more often”

Adjunct Annual Activity Report: Edits to Full-time Report for Adjunct Purposes

- Section One - Teaching Effectiveness
 - Sections 1A and 1B are NOT necessary. Discussed at last meeting.
 - Section 1C should be required for adjuncts and full-time.
 - Include language in section 1C about using mid-semester student evaluations to affect teaching strategies for the rest of the semester.
 - Include language about both “mid-semester and end of semester evaluations.”
 - Section 1D changes for adjuncts:
 - Remove language about “briefly describe” the following. Change to “list **or** briefly describe any of the following strategies that you use:”
- Section Two - Advising and Counseling:
 - Section 2A, Add: “Language/Writing Placement Testing” for ALI adjuncts who do placement testing.
 - Section 2B should be removed. Testimonials are solicited during promotion and evaluations, they are not needed in the annual report as well.
- Sections 3-8 – Do we combine into an “Other” category?
 - The current layout creates a clean way to create promotion materials. Makes it easier to highlight academic excellence for those who do not have an academic background.

- Additionally, it allows adjuncts to receive a glimpse of the expectations for full-time faculty members.
- Helps to define and explain categories such as “Service to Division, SPS, and/or University”, “Scholarly Work, Creative Production, Knowledge Creation and Knowledge Synthesis”, “Program, Curriculum, and Course Development”, etc.
- Also educational for departments to understand the importance of their adjuncts’ work, and spreads the knowledge of adjunct faculty members’ achievements.
- Section Nine - To what extent should we emphasize this section?
 - Remove wording on “three to five proposed goals.”
 - May be helpful for departments to find faculty members with expertise to assist them in projects.
 - Allows adjuncts to write goals. These goals may be: integrating technology, collaborating with other faculty, hoping for promotion opportunities, attending workshops, publishing in your field etc.
- Returning to section Six - Adjunct or Full-time Faculty Recruitment, Development, and Evaluation
 - Does not wholly apply to adjunct faculty, however Wasserman can be brought into the loop for adjunct faculty.
 - Industry affiliation and work with Wasserman may be effective if included in here. E.g. internship opportunities, school outreach from companies, student opportunities, etc.
 - Can this be included in section 3 under “participation in activities to strengthen industry connections”?
 - Would perhaps be more effective to add it as its own section. Patricia Heard will write language for this new section (section 6).
 - Mentoring other faculty could be relevant for Adjuncts.
 - There is no current system in place for formal mentorship of new faculty, however many adjunct faculty members take it upon themselves to serve as mentors.
 - ACP Leaders are now engaging in conversation with 7 - 10 adjunct faculty members (or new full-time faculty members) to provide support and collaboration about best practices of teaching with other members of the faculty community.
 - Perhaps a new onboarding process will be effective at eliminating many of these basic problems.
 - Hopefully something like this can be developed in the future, but should not be included here now.
- Should a section be added to include - “how have you included writing skills, presentation skills, etc.” into your classroom?
 - Add to Section 1D?

- However, it is also important to remember that adding too much complexity may turn students off to completing the evaluations.
- How do we address meeting the needs of our adjuncts regarding Student Evaluations?
 - Should this be brought up as part of the ACPs or with assistance from CAES?
- Grade inflation should be a conversation for the future, but it is recognized that student evaluations may be affected by this.
- Important to build in strategies to make students more successful; this is not grade inflation, but rather creating a strategy to allow students to better understand the material.

Committee Subgroup - Letter to Colleagues about Faculty Observations (in-person and online)

- Suggestion: Add language that this will be used as an evaluation so that this is obvious to those being observed.
 - Hesitant on adding language that will frighten adjunct faculty needlessly.
 - It is important to assuage anxiety in any places possible.
- The meaning of this letter is to alert to this process; it is not meant to fully explain the process or policy.
- Suggestion: Describing that the observation is an element of a holistic review is not a negative element; perhaps add this information.
 - This is an announcement that the practice is now becoming more consistent across the school - why a new process is being created.
- Send Ruth Danon, Diane Rubino, Kathleen Hulley suggestions for the letter.
- Jeannette will be speaking on observations during the Dean's Fall Faculty Meeting.

Next Meeting: 11:00 - 12:30 on Tuesday, November 15 in room 322.