



Adjunct Faculty Development Plan

The Office of Adjunct Faculty Support Programs would like to announce that it is sponsoring an Adjunct Faculty Development Plan for AY 2009-2010.

Purpose: The purpose of this Adjunct Faculty Development Funding Plan is to provide a learning experience for SVSU adjunct faculty which will help adjunct faculty members enhance classroom practices, promote teaching excellence and provide evidence of teaching competence.

Requirements: Four adjunct faculty members will be invited to participate in this year long program. Those who are selected will be required to develop an online teaching portfolio on VSpace, regularly meet with a peer mentor who will advise and evaluate their teaching, develop a lesson plan that uses technology and attend six professional development workshops (three per semester) and reflect on the impact of these workshops in their portfolio.

Benefits: By the end of the program each instructor should expect to have gained some further insights into the art of teaching, increased knowledge about different learning styles and how to teach to each style, and become acculturated to the University through advising from a peer mentor and attending workshops to acquire important knowledge of the support systems available on campus. As well, each participant will receive a \$250 stipend each semester for participating in the program and a raise of \$50 per credit hour after the successful completion of the program.

If you are interested in becoming a participant in this program, please complete the Individual Development Plan (IDP) below and return it to our office in Science East 201 by September 11, 2009. We will be announcing the finalists for this pilot program on September 18th. If you have any questions please feel free to contact our office at 989-964-4050.

Adjunct Faculty Development Plan

Purpose

The purpose of this Adjunct Faculty Development Plan is to provide a learning experience for SVSU adjunct faculty which is intended to enhance classroom practices, promote teaching excellence and provide evidence of teaching competence.

Objectives

1. Gain insight into the art of teaching
2. Learn about different learning styles and how to teach to each style
3. Learn how to apply different forms of technology use in and out of the classroom
4. Reflect on teaching philosophy and fundamental classroom teaching skills
5. Become acculturated to the University through advising from a peer mentor and attending workshops to gain important teaching and learning knowledge.

Means

- Identify and discuss teaching and learning styles (1,2,3)
- Meet with peer mentor monthly (September-May) to discuss and reflect upon
 - Reasons for wanting to teach
 - Philosophy of teaching
 - Peer evaluation
 - Portfolio analysis
- Discuss teaching philosophy with peer mentor and develop this philosophy into a document published in a Teaching Portfolio (1, 2,4)
- Create documents for a Teaching Portfolio on VSpace which illustrates teaching proficiency (1, 2,3,4,5). This Portfolio should include:
 - Curriculum Vita
 - Teaching Philosophy
 - Self-reflections on professional development
 - Individual Development Plan (IDP)
 - For each course taught provide:
 - Syllabi sample
 - Assignment samples
 - Presentations given
 - Publications
 - Peer evaluator evaluation forms
 - Student evaluations
 - Department evaluation
- Attend at least six workshops over the course of the year (three each semester) offered by the Office of Adjunct Faculty Support Programs and reflect on the impact of these workshops in the Portfolio (1,2,3,4,5)
- Design a discipline specific lesson plan which includes some novel use of technology and write a reflection paper on this technology use and the success of this lesson (1,3).

Goals

- To assist each adjunct faculty member in the goal of becoming excellent teachers
- To record efforts and achievements as an instructor
- To assist each adjunct faculty member in creating a portfolio which can be used for job searches
- To educate adjunct faculty members so they can better accommodate student needs
- To allow the adjunct faculty members be evaluated by his or her department chair and his/her Associate Dean just as the full time faculty are evaluated.
- To have the VSpace staff train the participants in how the portfolio system works.
- To have the VSpace staff create a teaching portfolio in each participant's workspace.

Office of
**ADJUNCT
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Adjunct Faculty Individual Development Plan

(Please type your answers to the following questions)

Faculty Member's Name:

Professional Orientation: Rank in order of personal satisfaction and interest these areas of professional engagement.

_____ Teaching

_____ Research and/or creative activities within your discipline

_____ Application of your discipline outside the University

Professional Assessment

1. In the following list of general areas regarding teaching, indicate your competence by marking whether you feel you are *strong (S)*, *moderate (M)* or *weak (W)*.

Area	S	M	W
Course Design	_____	_____	_____
Course Content	_____	_____	_____
Pedagogy	_____	_____	_____
Creating Assignments	_____	_____	_____
Class Discussion	_____	_____	_____
Active Learning	_____	_____	_____
Assessment	_____	_____	_____

2. In light of the reflection that went in to making the above assessment, which of the areas listed would you like to focus on in trying to shape your own professional development?

General Area

Why?

Course Design

Course Content

Pedagogy

Creating Assignments

Class Discussion

Active Learning

Assessment

3. Thinking about your assessment above, list three goals, in order of priority, which you would like to accomplish during your involvement with the Adjunct Faculty Development Plan.

a.

b.

c.

4. What can the University do to assist you in your pursuit of these goals?