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ABSTRACT

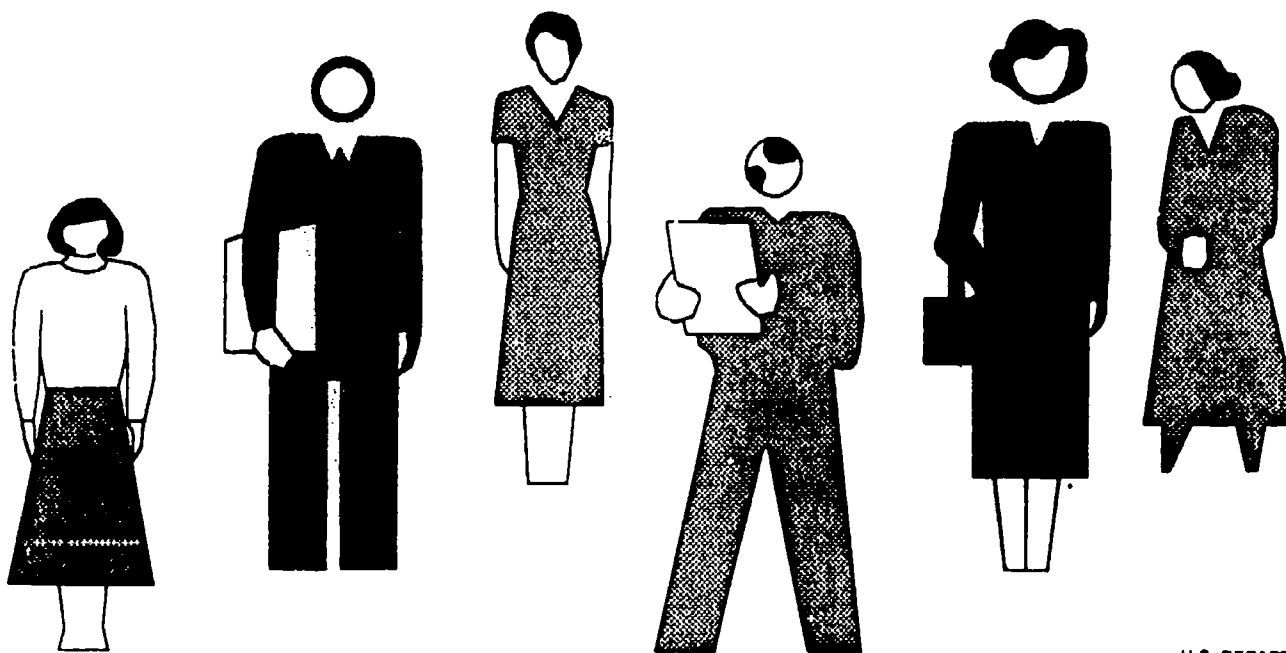
In 1978, a mentor committee was established at Sinclair Community College (SCC) in Ohio to develop and implement a system to provide part-time faculty with mentors and to assist with their development in becoming qualified and highly effective part-time instructors. In addition, the committee established general policies relating to the employment, orientation, evaluation, and development of part-time faculty at SCC. The purposes of the mentor program were to provide instructional support for new part-time faculty; to improve coordination of instruction between full- and part-time faculty; to improve evaluation of part-time faculty; to strengthen the professional relationship between full- and part-time faculty; to improve retention of part-timers; and to provide full-time faculty with an opportunity to develop administrative and instructional support skills. This guidebook describes the mentoring program and provides documentation and resources for use in the program. This guidebook includes the following topics: mentor selection guidelines; remuneration for mentoring; effective mentoring techniques; classroom observation tips; mentoree evaluation; and the continuing education services for part-time faculty. Documentation provided in the guidebook include a faculty mentor job description, a mentor report form, sample notification letters for mentors and mentorees, a mentor activity checklist, a mentor observation form, and surveys for mentors and mentorees to evaluate the program. Sample course and instructor evaluation forms for use by students are appended. (JMC)

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Faculty Helping Faculty

A Guide To Mentoring



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Prepared by the Mentor Handbook Committee:

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Yvonne Carranza
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FACULTY HELPING FACULTY

A GUIDE TO MENTORING

THIRD EDITION
1990

Prepared by the Mentor Handbook Committee:

Pat Hosey, Chairperson
Yvonne Carranza
Mary White
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Graphics: Cindra Phillips

Prepared under the Auspices of the Part-time Faculty/Mentor
Committee of Academic Council

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Copies of this handbook may be purchased through the office of the
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Third Edition, Fall 1990

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HISTORY/PHILOSOPHY OF MENTOR PROGRAM

Part-time faculty represent a significant element in the teaching/learning process at Sinclair Community College. With the rapid growth in the number of students, there has also been an increase in the number of part-time faculty resulting in the level of their performance assuming a significant impact on institutional quality. Thus, there are continual challenges relating to effective communication, support, performance, supervision, and evaluation of part-time faculty.

Recognizing this concern, the Mentor Committee was established in 1978 to develop and implement a system to provide part-time faculty at Sinclair with mentors to assist with their development in becoming qualified and highly effective part-time instructors. The primary goals of the mentor program are to:

- provide instructional support for new part-time faculty and those whose performance is in further need of development,
- improve coordination of instruction between full- and part-time faculty,
- recognize the needs and problems of part-time faculty at the satellite centers,
- improve evaluation of part-time faculty,
- strengthen the professional relationships between full- and part-time faculty,
- improve retention of part-time students by improving the performance levels of part-time faculty,
- provide full-time faculty an opportunity to develop their administrative and instructional support skills.

THE PART TIME FACULTY/MENTOR COMMITTEE

This committee establishes general policies relating to the employment, orientation, evaluation, and development of part-time faculty at Sinclair. One of the primary duties of this committee is the continuation, evaluation, and refinement of the Faculty Mentor Program. The members serve as resource persons to aid the mentors in achieving their maximum potential and effectiveness as a vital element of the program.

The Chairperson of this standing committee of Academic Council rotates on a two-year cycle among the deans of the six instructional divisions. Members of the committee include full- and part-time faculty members, departments chairs, and support staff representatives.

JOB DESCRIPTION

Position Title: Faculty - Mentor

Qualifications: Faculty - Mentors shall meet the following qualifications. Exceptions must be approved by the appropriate division dean.

1. Faculty - Mentors shall be full-time faculty members.
2. Faculty - Mentors shall have completed the mentor training requirements.
3. Faculty - Mentors shall have a minimum of one (1) year of experience in their departments.
4. Faculty - Mentors must be recommended by their department chairpersons.

Responsible To: Faculty - Mentors shall report directly to the Chairman of the Department to which the courses they supervise are assigned.

Responsible For: Faculty - Mentors shall be responsible for the following duties related to the supervision of no more than six (6) part-time instructors or other member-related assignments.

1. Contact assigned mentorees before the quarter begins or not later than the first week of classes.
2. Advise mentorees about course content and department's instructional practices.
3. Provide mentorees with course materials and other information on college services and procedures.
4. Inform mentorees of the procedure to secure instructional materials and supplies.
5. Observe mentorees in class at least twice during the quarter. The first visit shall be made by the end of the fourth week of the quarter. The second visit will take place during the last three weeks of the quarter.
6. During one of the visits the departmentally approved student evaluation instrument should be distributed to the class, collected, and returned to the appropriate department chairperson.
7. Complete the mentor report form for each mentoree and submit to the chairperson of the Part-Time Faculty/ Mentor Committee. Report forms will then be distributed to appropriate departmental Chairpersons.

MENTOR REPORT FORM
SINCLAIR COMMUNITY COLLEGE

_____Dept.

Mentor Report

Mentor's Name _____

Quarter _____

Part-time Faculty Person _____

Dates Observed

Date Evaluation Administered

Specify Activities With and For Part-time Faculty

Comments, Questions

SELECTION OF MENTORS

Selection of mentors will depend on the needs of the department and the availability of full-time faculty to be mentors. Mentors should be full-time faculty who have taught at least one year at Sinclair. They should have professional and personal/social skills which enable them to be honest, tactful, and helpful to part-time faculty. They should also have the time necessary to devote to being an effective mentor. The department chairperson is responsible for assignment of mentors, and the mentor's willingness to participate in the program should be established before assignment. The mentor should be familiar with the content area of the mentoree's course.

REMUNERATION FOR MENTORING

Mentors are paid at the rate of .25 workload hours per quarter for each mentoree. Mentoring workload hours are not included in the maximum permissible workload hours per quarter and/or per year, and thus should not be included on the Mentor Faculty Program (payload) sheet.

SELECTION OF PART-TIME FACULTY FOR MENTORING

Part-time faculty who are eligible to be mentored are:

1. All new part-time faculty.
2. Other part-time faculty as identified by the department chairperson and approved by the division dean.
3. Full-time faculty initiating instruction in a new course and/or curricular area and who are approved for mentoring by the division dean.

Once the part-time faculty member has been identified, the mentor or department chairperson should make immediate contact with the mentoree and advise the individual of the mentor-member relationship. A letter of notification (see sample, page 6) may be used to inform and authenticate the part-time faculty member participation in the Mentor Program.

MENTOREE NOTIFICATION LETTER



SINCLAIR
COMMUNITY
COLLEGE

DATE:

NAME
ADDRESS

Dear _____:

Welcome to Sinclair! It is anticipated that this teaching assignment will result in a highly positive experience for both you and the students you will be instructing.

To provide assistance and support with your new teaching assignment, _____, who is a full-time faculty member in your department, has been appointed as your mentor for this term. This colleague will discuss and assist you with:

- pertinent college policy,
- review your syllabus,
- furnish a schedule for the quarter,
- provide information on obtaining supplies,
- suggest helpful teaching techniques,
- invite you to observe his/her class, and
- observe your class.

Please feel free to bring any questions or concerns you may have to the attention of your mentor no matter how inconsequential they may seem.

If you have not been contacted by your mentor prior to the beginning of the quarter, or at the very latest, by the end of the first week of classes, please telephone them at _____, or phone me at _____.

Best wishes for an enriching experience as part of the instructional team at Sinclair Community College.

Sincerely,

(Chairperson)

(Department)

SINCLAIR COMMUNITY COLLEGE

MEMO TO:

FROM:

DATE:

RE: MENTOR NOTIFICATION FORM

=====

This is to confirm your assignment to mentor the following individual(s) for _____ Quarter, 19__:

	<u>NAME</u>	<u>CONTACT PHONE NO.</u>	<u>COURSE/SECTION ASSIGNED</u>
1.			
2.			
3.			
4.			
5.			
6.			

Contact should be made with those you are mentoring prior to the beginning of classes, if possible. If you are not been able to contact them by the end of the first week of classes at the very latest, please contact your department chairperson.

Your assistance in covering the recommended activities, as outlined in the Mentor Handbook and Mentor Videotape, will enable those you are mentoring to have an enhanced understanding of their instructional assignment and responsibilities. This will assuredly result in increased educational benefits to the students.

Thanks for caring about your colleagues.

EFFECTIVE MENTORING TECHNIQUES

The following are some of the techniques found to be effective by mentors here at Sinclair. This list certainly is not comprehensive nor is it intended that a mentor do all of these things. It might, however, serve as an initiator of ideas for the methods that you may wish to use as a mentor.

- A. Call and meet with the mentoree as soon as he or she is identified.
- B. Meet before the quarter begins or during the first week to let the mentoree ask questions.
- C. Give the mentoree a copy of the mentor's class schedule.
- D. Give the mentoree a list of resource people whom he might contact for help concerning a particular course.
- E. Invite the mentoree to meetings and social functions.
- F. Share teaching techniques and materials utilized in your classes. (i.e., handouts, tests, and ideas)
- G. Advise the mentoree in advance of any classroom visitation or evaluation.
- H. Keep the mentoree updated on changes of policy and important information in the department.
- I. Set up a regular meeting schedule with the mentoree.
- J. Give the mentoree a list of names and addresses/phone numbers of possible substitutes for the course.

MENTOR ACTIVITY CHECKLIST

The mentor checklist is intended to simplify the mentor's task of remembering and recording contacts with his mentorees. By consulting the check list, the mentor should find the end of the quarter report form much easier to complete.

Week 1 Prior to the beginning of the quarter or during the first week of the quarter:

Date Completed

- _____ 1. Call the mentoree and identify yourself and the mentor program.
- _____ 2. Arrange a convenient time to meet with the mentoree.
- _____ 3. At the first meeting, discuss the course and the policies/students of Sinclair.
- _____ 4. Give the mentoree any materials such as texts, course syllabus, part-time faculty handbook, mentor's class schedule.
- _____ 5. Give mentoree a tour of Sinclair, pointing out such areas as the LRC, cafeteria, and Continuing Education office.
- _____ 6. Discuss the services of the Continuing Education office and the LRC.

Week 2 During the second week of the quarter:

- _____ 1. Call mentoree to arrange a meeting or just to chat.
- _____ 2. Discuss the first week of classes; share ideas.
- _____ 3. Ask for a copy of the mentoree's syllabus.
- _____ 4. Give the mentoree a list of names/phone numbers of the part-time and full-time faculty who may be helpful.
- _____ 5. Arrange a set meeting time for discussions. If this is not necessary, let the mentoree know you are interested and will be keeping in contact.

Week 3/4 During the third or fourth week of the quarter:

- _____ 1. Notify the mentoree that you will observe his/her class.
- _____ 2. After the observation is made, arrange a time to discuss the observation with the mentoree.
- _____ 3. You might suggest that the mentoree use the interim evaluation in the appendix.

Week 5-7 During these intermediate weeks, a break down in communication may occur. Keep in touch with the mentoree.

- _____ 1. Continue meetings or other contacts with mentoree.
- _____ 2. You might invite mentorees to departmental functions or meetings.
- _____ 3. Keep mentorees apprised of workshops which would be of value to them.
- _____ 4. You might wish to observe mentoree's class again if there are any problems.

Week 8-9

- _____ 1. During these weeks, inform the mentoree that a student evaluation will be conducted.

Week 10-11

- _____ 1. Make sure the new mentoree understands proper procedures for turning in grades at the end of the quarter.

Week 11-12

- _____ 1. Fill out mentor report form and turn it into your department chairperson.

CLASSROOM OBSERVATION TIPS

The responsibility of observing mentorees is a very important component of the mentoring process. The mentoree may feel pressured or threatened by this requirement. There are several approaches, however, that the mentor may take which can turn a potentially threatening experience into a pleasant and beneficial one for both faculty members involved.

Before Observing a Mentoree's Class:

1. Explain the duties of the mentor. Let the mentoree know the classroom observation is just one of many of the responsibilities the mentor has toward the mentoree.
2. Notify part-time faculty well in advance of the time that you plan to attend their classes or if possible, ask for a specific time for your attendance. Be honest; let them know that you do not wish to observe the class taking a test. Explain that you expect to observe active interaction between the instructor and the students.
3. If you are using an evaluation sheet, you might give the mentoree a copy of the sheet prior to your arrival time. This lets the mentoree know what type of things you are looking for.

During the Visit:

1. Be as unobtrusive as possible. The mentoree will be more relaxed if you act like another member of the class, and the class routine will go more smoothly if the students do not know you are there specifically to observe.

2. Try to get there on time or a few minutes early if you have questions or need a syllabus. It disrupts the class routine if you expect the teacher to stop, find you a seat, get you a pencil, syllabus, or other materials.
3. If you leave early for any reason, let the instructor know ahead of time that you will be leaving, so that the class will not be interrupted.
4. Leave as quietly as possible.

After the Visit:

1. If it is possible, review the findings of your observation immediately.
2. If you cannot talk with the mentoree or if you need time to evaluate the classroom visit, set up an appointment to talk to the mentoree as soon as possible. Part-time faculty are naturally interested in your opinions of their performance, so do not wait until the end of the quarter to discuss the observations.
3. When discussing the observations, try to be positive. Offer constructive criticism. Listen to what the instructor says about the utilization of particular teaching methods.

You may want to suggest that the instructors video tape their own performances to observe classroom interaction and method of lecture delivery. If there is a serious problem, discuss it with the chairperson. When observing part-time faculty members, you may want to use an observation form such as the one shown on page 13, or you may wish to make up one of your own. Such forms are helpful because they give you a focus in your observations and help generate discussion.

Observing in a classroom situation is a good way to insure that the beginning faculty member understands instructional expectations. It also gives both mentor and mentoree a chance to discuss teaching methods and to learn from each other.

MENTOREE _____

COURSE _____

DATE _____

MENTOR OBSERVATION FORM

For the mentor to use when observing the mentoree in the classroom, as a tool for peer counseling or assistance.

1. The instructor is well prepared for class.
2. The instructor seems to have a sound knowledge of the subject matter.
3. The instructor establishes eye contact, and interacts effectively with students.
4. The instructor is well organized, stays on the subject and uses class time well.
5. The instructor seems confident and at ease.
6. The instructor's communication with students is clear and he/she uses language the students seem to understand.
7. The students and teacher seem to respect each other.
8. The instructor encourages student contributions to class.
9. The instructor is enthusiastic.
10. Media are used effectively in class.

	SA	A	U	D	SD

Comments:

- KEY**
SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

MENTOREE EVALUATION

A student evaluation of the course and the instructor is to be administered sometime during the last three weeks of the quarter at a time mutually agreeable to the mentor and the mentoree. The evaluation might be a standard one prepared by your department, or the department might select one from samples available in the Committee files located in the Committee Chairperson's office.

The evaluation results will be submitted to your department chairperson and shared with the mentoree after the end of the quarter. Sample evaluation forms are included in this booklet along with a copy of an interim evaluation instrument which part-time instructors may find useful in evaluating their mid-term performance in class.

MENTOR PROGRAM SURVEY

A survey of the mentor program will be administered through the Part-time Faculty/Mentor Committee to mentors and mentorees during the last three weeks of each quarter. These surveys will be returned to the Committee chairperson's office. The results of the surveys will then be forwarded to mentors and department chairpersons. Copies of the surveys follow this page.

SINCLAIR COMMUNITY COLLEGE
MENTOR SURVEY

This questionnaire is designed to obtain your opinions and perceptions about your mentoring experience this quarter. It is further designed to strengthen the program by asking for your evaluation of several key aspects of the program. Thank you for your assistance.

1. I was able to help my mentoree to be aware of his/her duties and responsibilities to the college by:
 - a. making sure that he/she had a copy of the handbook for part-time faculty. Yes_____ No_____
 - b. reviewing specific sections of the handbook concerning college policies with him/her. Yes_____ No_____
 - c. making sure that the mentoree knew about grade sheets, attendance sheets, special designations such as "veteran or audit" on those sheets, and other valuable information concerning grading and attendance. Yes_____ No_____
 - d. other: (describe)

2. I was able to help my mentoree make use of college services such as:
 - a. LRC/ILC (Room 11346)/Writing Center (Room 3221). Yes_____ No_____
 - b. duplicating services in Continuing Education (Room 6111). Yes_____ No_____
 - c. Counseling Center (Room 10324). Yes_____ No_____
 - d. Testing Center (Room 11342). Yes_____ No_____
 - e. Tutorial Services (Room 6221). Yes_____ No_____
 - f. other: (describe)

3. My mentoree and I communicated by the following methods:
 - a. daily contact. Yes_____ No_____
 - b. weekly phone conversations. Yes_____ No_____
 - c. weekly meetings in my office or elsewhere. Yes_____ No_____
 - d. other: (describe)

4. At what point in the quarter did you make contact with your mentoree? (Pick one response)
 - a. Before the quarter began.

- b. During the first two weeks of class.
 - c. During the third or fourth week of class.
 - d. During the fifth week of class or later.
5. The evaluation by the students of my mentoree went smoothly. Yes_____ No_____
6. My chairperson and/or I gave the mentoree timely feedback concerning the evaluation. Yes_____ No_____
7. I helped my mentoree to prepare for his/her classes by:
- a. providing a clear and complete syllabus of the course plus texts and any other appropriate materials. Yes_____ No_____
 - b. sharing my materials with him/her. Yes_____ No_____
 - c. discussing the types of students and situations one might encounter at Sinclair. Yes_____ No_____
 - d. providing my mentoree with knowledge about using films and other visuals in the course, where to obtain them, and how to use them. Yes_____ No_____
 - e. other: (describe)
8. I was able to give my mentoree information about what was happening in the department. Yes_____ No_____
9. I was able to give my mentoree information about Staff Development opportunities. Yes_____ No_____
10. Please state the number of times you have met or talked with your mentoree. _____
11. State the number of times you visited your mentoree's classroom. _____
12. The aspects of being a mentor that I liked the most were

13. The aspects of being a mentor that I felt least comfortable about were

14. Have you read the Mentor Handbook? Yes_____ No_____

If yes, please respond to the following questions:

a. To which sections do you refer most often?

b. Are there sections which could be left out of the handbook?

c. Are there items which should be there that are not there now?

15. Have you seen the mentor video tape? Yes_____ No_____

If yes, what parts of the tape helped you the most?

Was the tape visually appealing? Yes_____ No_____

If no, why not? _____

What items in the tape could have been left out?

Is there anything which should have been included?

16. Do you feel that you received enough guidance to help you to do an effective mentoring job? Yes_____ No_____

If not, how could the system be improved?

17. Please write any other comments or suggestions below.

18. Please identify the department you are associated with.

Signature_____ Quarter_____ Date_____

1198B

17

22

SINCLAIR COMMUNITY COLLEGE
PART-TIME FACULTY MENTOREE SURVEY

This questionnaire is designed to obtain your opinions and perceptions about your mentoree experience this quarter. It is further designed to strengthen the program by asking for your evaluation of several key aspects of the program. Thank you for your assistance.

1. My mentor made me aware of my duties and responsibilities to the college by:
 - a. making sure that I had a copy of the handbook for part-time faculty. Yes_____ No_____
 - b. reviewing specific sections of the handbook concerning college policies with me. Yes_____ No_____
 - c. making sure that I knew about grade sheets, attendance sheets, special designations such as "veteran or audit" on those sheets, and other valuable information concerning grading and attendance. Yes_____ No_____
 - d. other: (describe)

2. My mentor showed me how to use college services such as:
 - a. LRC, ILC (Room 11346), Writing Center (Room 3221) Yes_____ No_____
 - b. duplicating services in Continuing Education (Room 6111). Yes_____ No_____
 - c. Counseling and Center (Room 10324). Yes_____ No_____
 - d. Testing Center (Room 11342).
 - e. Tutorial Services (Room 6221). Yes_____ No_____
 - f. other: (describe)

3. My mentor and I communicated by the following methods:
 - a. daily contact. Yes_____ No_____
 - b. weekly phone conversations. Yes_____ No_____
 - c. weekly meetings in my mentor's office or elsewhere. Yes_____ No_____
 - d. other: (describe)

4. At what point in the quarter did your mentor make contact with you? (Pick one response)
 - a. before the quarter began. _____

- b. During the first two weeks of class.
 - c. During the third or fourth week of class.
 - d. During the fifth week of class or later.
5. I was given timely feedback about my student evaluations by my chairperson or mentor. Yes_____ No_____
6. My student evaluation as conducted by my mentor went smoothly. Yes_____ No_____
7. My mentor helped me to prepare for classes by:
- a. providing a clear and complete syllabus of the course texts and any other appropriate materials. Yes_____ No_____
 - b. sharing his/her materials with me. Yes_____ No_____
 - c. discussing the types of students and situations I might encounter at Sinclair. Yes_____ No_____
 - d. providing me with knowledge about using films and other visuals in the course, where to obtain them, and how to use them. Yes_____ No_____
 - e. other: (describe)
8. My mentor gave me information about what was happening in the department. Yes_____ No_____
9. My mentor gave me information about Staff Development opportunities. Yes_____ No_____
10. Please state the number of times you have met or talked with your mentor. _____.
11. State the number of times your mentor visited your classroom. _____.
12. Were there any aspects of the mentor/mentoree relationship that you felt uncomfortable with?
- _____
- _____

13. Have you read the handbook for part-time faculty Yes _____ No _____
If yes, please respond to the following questions:

a. To which sections do you most often refer?

b. Are there sections that could be left out of the handbook?

c. Are there items that should be there that are not there now?

d. Do you consider the handbook to be a valuable Yes _____ No _____
resource tool?

14. Did you feel that your mentor provided effective Yes _____ No _____
guidance for you?
If not, what could have been done to have assisted you more?

15. What improvements could we make to the Mentor Program which
would aid new teaching faculty at Sinclair?

16. Please write any other comments or suggestions below.

17. Please identify the department you are associated with.

Signature _____ Quarter _____ Date _____

Services of Continuing Education Department for Part-time Faculty

The Continuing Education Department (Phone: 226-2782, Room: 6111) provides:

1. Delivery of A-V materials and mail to instructors in off-campus sites.
2. Secretarial and duplicating support for syllabi, tests and other class materials.
3. Issuance of keys.
4. Validation of requests for Lecturer II status.
5. Validation of employment and teaching experience (for employees and potential employees).
6. Handling of all personnel and payroll forms for part-time faculty.
7. Answers to many part-time faculty's questions.

If mentors or part-time faculty have problems or questions about materials being delivered to off-campus sites, they should contact the Continuing Education Office.

APPENDIX

Instructor _____

Date _____

Course Number _____

Section Number _____

STUDENT OPINION OF TEACHING AND COURSE

Each of the items below deals with a characteristic of instructors which students feel to be important. Indicate your opinion of each item by placing an "X" on the appropriate line.

STRONGLY AGREE	MILDLY AGREE	MILDLY DISAGREE	STRONGLY DISAGREE	
_____	_____	_____	_____	1. My instructor seems well-prepared for class.
_____	_____	_____	_____	2. My instructor is actively helpful when students have problems.
_____	_____	_____	_____	3. My instructor deals fairly and impartially with me.
_____	_____	_____	_____	4. I understand what is expected of me in this course.
_____	_____	_____	_____	5. Exams are coordinated with major course objectives.
_____	_____	_____	_____	6. The instructor seems confident as to knowledge of subject matter.
_____	_____	_____	_____	7. The instructor makes good use of class time.
_____	_____	_____	_____	8. The instructor encourages questions from the class.
_____	_____	_____	_____	9. The instructor leads class discussions well.
_____	_____	_____	_____	10. My instructor uses good examples and illustrations to clarify the material.

11. My overall rating of this instructor as compared to other college instructors I have had is: (CIRCLE ONE)

Excellent Good Fair Poor

12. What single aspect of this course did you like the most?

13. What single aspect of the course did you dislike the most?

14. What change(s) would you like to see made to improve the course?

15. Would you take another course from this instructor?

MATHEMATICS DEPARTMENT

The Evaluation Form: The basic purpose of these evaluations is to give the student an opportunity to communicate to the department and to the faculty members his evaluation of the quality of the teaching and of the course, with the hope that the information gained in this way will result in better teaching and better courses.

Directions: Please fill out the top portion of the form, including course number and section number. DO NOT SIGN YOUR NAME.

Each of the items below deals with a characteristic of instructors and/or courses. Indicate your rating of instructor by a checkmark at the appropriate point on the scale. Put the checkmark on a line rather than on a colon.

EXAMPLE: _____:_____:_____ : X :_____:

Feel free to write additional comments at the end of the form.

INSTRUCTOR EVALUATION

INSTRUCTOR _____ COURSE _____ SECTION _____

1. Does she make you feel free to ask questions, disagree, express your ideas, etc.?
intolerant _____:_____:_____:_____:_____: encourages ideas
2. Is she impartial in her dealings with the students?
unfair _____:_____:_____:_____:_____: always fair
3. Is her oral presentation clear, fluent, and loud enough?
unclear _____:_____:_____:_____:_____: always easy to understand
4. Is her blackboard work or visual aids legible?
illegible _____:_____:_____:_____:_____: always legible
5. Is she available to discuss questions outside class?
unavailable _____:_____:_____:_____:_____: always available
6. Is she willing to clarify the subject matter?
never _____:_____:_____:_____:_____: always
7. Does she put her material across in an interesting way?
dull _____:_____:_____:_____:_____: very interesting
8. Does she belittle (that is, have a condescending attitude toward) students?
belittles _____:_____:_____:_____:_____: respects

9. Does she present material in a well-organized fashion?
 disorganized _____:_____:_____:_____:_____: organized
10. Does she use the text effectively (even if the text is not very good)?
 ineffectively _____:_____:_____:_____:_____: always effective
11. Does she pace the course properly?
 too slow _____:_____:_____:_____:_____:_____:_____:_____:_____: too fast
12. Are the tests of appropriate difficulty?
 too easy _____:_____:_____:_____:_____:_____:_____:_____: too hard
13. Are the grades assigned fairly?
 unfair _____:_____:_____:_____:_____: fair
14. Considering everything, how would you rate this teacher? (Circle your rating)
 poor fair good very good excellent

SINCLAIR COMMUNITY COLLEGE
DIVISION OF FINE AND PERFORMING ARTS

Course and Instructor Evaluation

Instructor's Name	Course and Number	Section
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This questionnaire is part of an effort to assess the quality of instruction in the Division of Fine and Performing Arts classes. The results will help teachers to improve their work. Please answer each question carefully and candidly.

1. My Division is:
 - a. Fine and Performing Arts
 - b. Allied Health
 - c. General Studies
 - d. Business
 - e. Engineering

2. Is this course in your major department?
 - a. Yes
 - b. No

3. My status at SCC is:
 - a. Freshman
 - b. Sophomore
 - c. Full-time
 - d. Part-time

4. My cumulative SCC grade point is (indicate range):
 - a. 3.50-4.00
 - b. 3.00-3.49
 - c. 2.50-2.99
 - d. 2.00-2.49
 - e. below 2.00

5. This course was (indicate the strongest motive):
 - a. required for my major.
 - b. required for my minor.
 - c. required or elected to fulfill a group or college requirement.
 - d. elected because of an interest in the subject.
 - e. elected because I heard the teacher was good.

Course and Instructor Evaluation
Page 2

Grade the instructor in each of the following areas. Use the standard letter grade values: A=Superior, B=Above Average, C=Average, D=Below Average, F=Inadequate.

6. How well qualified does the instructor seem to be to teach this course? (In terms of education, experience, and temperament?)
7. How well was the instructor prepared for class meetings?
8. Did he seem interested in teaching the course?
9. Did he present the material clearly?
(Some courses don't require the teacher to "present material" very much, but please try to evaluate the clarity of whatever he did present.)
10. How much care did he take to see how well the students were comprehending the course material?
11. Did he stimulate your interest in the course material?
12. Is class time well spent?
13. Does the instructor create an "atmosphere of learning?"
(For example, does he encourage student/teacher interaction where relevant? Does he allow free expression of opinions contradictory to his own?)
14. Is the teacher reasonably available and approachable for out-of-class conference.
15. Was the quantity of work assigned reasonable?
16. Was the assigned work appropriate and productive, given the goals of the course?
17. Were exams fair?
18. How fairly was your work graded?
19. How well was the course taught?

Course and Instructor Evaluation
Page 3

What do you consider to be the most positive qualities your instructor possesses as a classroom teacher?

In what ways do you believe your instructor should change his behavior in order to make him a more effective teacher?

Among the activities and assignments which were a part of the day-by-day activity, which assignment do you consider to have benefited you the most?

If you could eliminate only one of the assignments which you were required to fulfill, which assignment would you eliminate as being the biggest waste of time and why?

What additional comments would you make as constructive criticism that would help the staff make improvements in the course?