Note: Please take a moment to review the letter you received from the Office of the Provost. That letter describes your faculty assignment in detail. As you complete this document, please refer to the specific tasks that you were asked to complete.

Section 1: Report of Accomplishments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Accomplishments</th>
<th>List and briefly describe the most significant impact of your accomplishments.</th>
<th>List and briefly describe any barriers you encountered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing a regular faculty presence in the CTE and increasing faculty utilization of services.</td>
<td>1. Maintained regular office hours in CTE (Wednesday afternoons).</td>
<td>1. Regular presence at the CTE has increased communication with the DTE Director and ESP; more faculty members are also dropping into 347 Main, but perhaps more for coffee and conversation than for instructional support.</td>
<td>1. Participation in CTE faculty drop-in sessions was low, except at beginning or end of semesters, when faculty members had specific, identified needs. It’s unclear whether faculty members are still unaware of the availability of support, do not feel they need support, or want support but in different formats. It may help to identify potential topics for discussion, as DLIT has done in the past.</td>
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<tr>
<td>2. Assisting the Director with implementation of the CTE department plan, specifically with expanding the scope of the CTE.</td>
<td>2. Met periodically with CTE director, and occasionally with other EOL faculty, to plan particular sessions or events.</td>
<td>2. Along with the faculty member providing Adjunct support, reached out via phone and/or e-mail to new adjunct faculty members to offer support. This was a new activity this Fall.</td>
<td>2. I am still unclear what my role is in “expanding the scope” of CTE services, particularly since I am less involved in planning and decision making than at any time in my work with professional development. Now</td>
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<tr>
<td>3. Developing new learning opportunities and facilitate a</td>
<td>3. Developed workshops, all scheduled in the published catalog of CTE opportunities: UDL and Accessible Course Content, Active Learning; UDL Beyond Technology; Classroom Assessment</td>
<td>3. This was both the most successful and most satisfying part of my CTE work this semester. In addition to</td>
<td></td>
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</table>

Dean’s / Supervisors’ Comments:

Fall 2013
variety of opportunities.

4. Assisting with the development and delivery of effective pre-semester support.

5. Working with faculty interested in developing CTE learning opportunities.

Techniques 1, 2, and 3; and Rubrics.

4. I have continued to participate in the Adjunct Onboarding event with HR, Campus Police, and IT. This event occurs in the Fieldhouse for the 3 hours before the Adjunct dinner, and allows one-stop support for part-time faculty. My role has been to help faculty members with Blackboard questions, identify other professional development needs, and refer them for appropriate support.

5. Typically, faculty members who are interested in developing opportunities go to the CTE director, and I have not been involved in these conversations to date.

conducting sessions, I followed up with participants by e-mail and encouraged ongoing discussion of session topics. See last row of this form, sessions provided, for more information.

4. The Adjunct Onboarding event continues to be conveniently scheduled and well-attended. Participants often sign up for additional professional development events during the semester.

5. I served on the planning team for design and implementation of the 2014 Faculty Learning Day, which included a number of faculty members hosting and presenting.

that CTE includes DLIT, I would like to see regular input and collaboration among EOL faculty, as well as faculty involvement in planning and direction of CTE work.

3. Workshops delivered were well received but poorly attended. Again, it’s unclear whether this was due to lack of promotion or inconvenient timing of sessions, especially for part-time faculty.

4. In previous semesters, we have provided pre-semester workshops on Blackboard, syllabus development, and first day activities. Some events have conflicted with planning days, so were cancelled. This fall, we offered no pre-semester sessions; however, two (Syllabus and First Day) were scheduled at the last minute for winter semester and still well-enrolled.

5. I would be happy to work with faculty members who would like to develop CTE sessions, but so far, have been out of the loop.

<table>
<thead>
<tr>
<th>Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list and describe no more than three activities or accomplishments that went particularly well.</td>
</tr>
<tr>
<td>1. Saturday with the CTE – this event, formerly just for adjuncts, was open to all faculty and achieved the highest participation for sessions not related to faculty evaluation this fall. I would like to see these Saturday events revived, planned well in advance to meet timely needs of participants, and promoted from faculty to faculty.</td>
</tr>
</tbody>
</table>
2. Facilitated sessions - these received positive verbal and e-mail response, but little participation in online evaluations. During Winter, I want to reach out to faculty members who either signed up for sessions that were later cancelled, or did not attend scheduled sessions, to determine ways to help them gain the skills and knowledge in which they had expressed interest.
3. Learning Day – this session made ample use of faculty skills and talent; I would like to follow up with presenters to determine whether they would be interested in facilitating other learning opportunities through CTE.

Please list and describe how your particular efforts could have been better supported.

Although I understand the desire to not burden faculty members with logistics and room arrangements, I would like to see a return to more faculty involvement in planning and designing the overall professional development program. We need to maintain flexibility in terms of delivery modes as well as times of offerings to meet the needs of potential participants, as well as increase faculty-to-faculty (not just administrator-to-faculty) communications.

Please use this space to document any other concerns, suggestions, or comments.

This Winter semester, I will be revising and re-implementing the Getting Results @ GRCC online course, focusing on teaching community college students. While I welcome the opportunity to reach out to faculty in this asynchronous course, I hope that we do not give up on facilitated face-to-face sessions. I also hope that we will begin the planning process for AY 2014-15 professional development events early (before the end of the winter 2014 semester) to be as proactive as possible.

Sessions provided as part of EOL work:
September 13: Universal Design & Accessible Course Content (6 participants)
September 21: Promoting Active Learning (5 participants)
September 21: Promoting Active Learning (9 participants)
October 15: UDL Beyond Technology (3 participants)
October 15: Performing CATS 1 (1 participant)
October 30: Performing CATS 2 (2 participants)
November 5: Performing CATS 3 (2 participants)
November 20: Creating Rubrics (2 participants)