Thank you again for your interest in teaching as an adjunct at the Community College of Baltimore County! As we discussed, your scheduled interview will take place at CCBC’s Owings Mills Center, in Room __________. See below for directions to CCBC’s Owings Mills Center. Your interview has been scheduled for: __________________________. If you are unable to make the above listed time, please contact me as soon as possible.

Please be prepared for your interview to last for approximately thirty minutes. You will be asked a short series of questions by a small panel of CCBC math faculty. You will then be asked to perform a short teaching demonstration on the topic of your choice from those listed below.

For your teaching demonstration, you will have access to a white board, a computer, and a computer projection system. Your presentation should not be a whirlwind summary of your chosen topic but, instead, a real-time portion of a lecture. Also, search committee members will participate as if your students. Additionally, assume that you have already taught all prerequisite skills.

During your interview, you will be asked course, time, and location teaching preferences so please give these topics some thought and plan your lesson demonstration accordingly. You can familiarize yourself with CCBC’s courses, teaching schedules, and campuses by visiting CCBC’s website. Although math coordinators will take your preferences into consideration when scheduling, your teaching assignment, if hired, will largely depend on scheduling needs.

| If you want to teach **Math 081** (Basic Mathematics) or **Math 082** (Introductory Algebra) at CCBC, please select either Topic A or Topic B for your teaching presentation.  
**Topic A:** Adding and Subtracting Integers  
**Topic B:** Solving a 2x2 System of Linear Equations *Graphically*  
If you want to teach **Math 083** (Intermediate Algebra) or **Math 163** (College Algebra) at CCBC, please select either Topic C or Topic D for your teaching presentation.  
**Topic C:** Graphing Quadratic Functions  
**Topic D:** Introduction to Inverse Functions  
If you want to teach **Math 125** (Finite Mathematics and Modeling) or **Math 153** (Statistics) at CCBC, please select Topic E for your teaching presentation.  
**Topic E:** Introduction to Probability |

I look forward to meeting you on _________________. Please either reply to this email or call me at ________________ to confirm receipt of this information. Also feel free to contact me at any time if you have any questions which I can help to answer.
CCBC MATH DEPARTMENT ADJUNCT FACULTY INTERVIEW FORM

Candidate’s Name ___________________________ Interviewer’s Name ___________________________

Interview Date and Time ________________________

Interviewer’s Recommendation of Placement (circle all which apply)
DO NOT HIRE 073 081 082 083 125 131/132 135 153 163 165 200s

Notes from Application

1. What days and times and on which campuses are you able / available to teach? Up to a maximum of nine, how many teaching credit hours would you hope to be assigned per semester?
   
   Day(s): M T W R F S U  
   Times: ________________________________

   Locations: Catonsville Dundalk Essex OMC Hunt Valley Offsite

   Desired number of teaching credit hours per semester: _________

2. Which CCBC mathematics course(s) are you confidently able to teach?

3. Please give a brief summary of your teaching philosophy. What has attracted you to the teaching profession?

4. What attracted you to seeking out an adjunct teaching position specifically here at CCBC and what in your background has specifically prepared you to teach math here at CCBC?

Revised by Sarah Miller 5/29/2015
5. Our student population is very diverse in age, ethnicity, educational background, employment status, family situation, military background, and learning styles. Please describe your experiences in engaging such a diverse group of learners.

6. One of your students comes to you outside of class concerned because her homework and classwork all indicate that she knows the material, but her test performance indicates otherwise. How do you respond?

7. Two students are talking in the back of the classroom. How do you respond?

8. What characteristics do you possess that make you a successful teacher? In what areas do you need development?

9. What teaching strategies besides direct lecture do you regularly employ in your classroom?

10. Do you have any questions for us or anything else that you would like to share?

NOTES FROM TEACHING DEMONSTRATION

Revised by Sarah Miller 5/29/2015
CCBC Adjunct Reference Check

Name of Applicant ______________________ Dept/Discipline ______________________________

Name & Title of Reference _____________________________________________________________

Phone #/Contact Info: _________________________________________________________________

Institution ____________________________________________________________

(name of applicant) has applied for an adjunct teaching position at CCBC. Could you please answer the following questions to the best of your ability?

1. How long have you known the applicant & in what capacity?

2. What can you say about the applicant’s teaching style

3. CCBC has a diverse student population in terms of academic background, age & ethnicity. How do you think the applicant will be able to address this diversity in the classroom?

4. What do you see as the applicant’s strengths & weaknesses as a teacher?
5. Have there ever been any attendance/punctuality issues?

6. Does the applicant get along with co-workers?

7. (If speaking with the applicant’s supervisor – otherwise skip) Would you rehire this person?

8. Do you have any additional comments?

9. Would you recommend the applicant for this position?

Verified by_____________________________ Date______________________________
Mathematics Mentor Checklist

New Faculty name _____________________________ S F 201____
Mentor name _____________________________ MATH____

I. Before Semester Start (Course Committee Chair/Department Chair)
   A. Insure he/she has a syllabus, outline of
      syllabus or instructions on preparing a syllabus........................... □
   B. Insure he/she has examples (or ready to use)
      1. homework or other assignments........................................... □
      2. quizzes/exams................................................................. □
      3. the new faculty handbook................................................. □
   C. Explain usual scope and rigor................................................ □
   D. Explain grading policies and provide examples
      Graded assignments should be returned to students within one week
      .................................................................................. □
   E. Explain any Pedegogy, LOA or GREAT projects for the semester........ □
   F. Encourage Mentee to attend semester adjunct meeting.................. □
   G. Obtain contact information from Mentee to pass on to mentor coordinator... □
   H. Hand off check list to assigned mentor..................................... □

II. Before Semester Start (Mentor)
   A. Make sure syllabus was, or will be submitted to the print shop........... □
   B. Go over WebCT with Mentee for class use and SIMON for grade reporting.
      Make sure password has been received and is working
   C. Explain how to handle (contact info) absence and tardiness and submitting
      attendance report after three weeks............................................ □
   D. Explain time limits and policies for use of the print shop and the copier...... □

III. First – Second Week (first contact – in person, email, or phone)
   A. Check to see if mentee's contract has been submitted/approved........... □
   B. Encourage Mentee to seek Sexual Harassment Avoidance training........ □
   C. Review points from I that have not been checked or may still be an issue ... □
IV. Third Week Lecture Observation/Conference  
   Date:______________
   A. Follow up: Format: ____ in person ___ Phone/E-mail  Date:______
   B. If necessary, When should you repeat the observation or otherwise follow up?
      Week ________________ (next week up to 10 weeks.)
   C. Explain rules regarding following/changing grading from syllabus............
   D. Explain necessity of completing grading and returning assignments
      promptly..............................................................
   E. Setup Mentee observation of experienced faculty teaching same course....

V. Sixth Week: Midterm Grade Reminder
   Review midterm grade reporting, including SIMON if needed....................

VI. Eighth Week: Drop Date Reminder
   Review drop date and remind Mentee to mention the date to the students.......

VII. Last Week: Review how to submit grades and discuss any issues.............
     A copy of the gradebook and a print copy of final grades must be submitted

VIII. Thirteenth Week: Final Exam Reminder
      Review how to find the final exam schedule ......................................

IX. Conduct an exit interview with adjunct. Note any observations to help you or the
    program improve, encourage mentee to complete program survey.............
Mathematics Mentee Checklist

New Faculty name ____________________________  SF 201____
Mentor name ________________________________  MATH____

I. Before Semester Starts (Course Committee Chair/Department Chair)
   A. Request a syllabus template, outline of syllabus or instructions on preparing a syllabus.................................................. □
   B. Request examples (or ready to use) for
      1. homework or other assignments........................................... □
      2. quizzes/exams.................................................................. □
      3. the new faculty handbook................................................. □
   C. Inquire about scope and rigor.............................................. □
   D. Inquire about grading policies and any examples
      Graded assignments should be returned to students within one week □
   E. Inquire if there are any special projects, Pedagogy, LOA or GREAT projects for the semester........................................... □
   F. Attend semester adjunct meeting.......................................... □
   G. Give mentor, coordinator, and secretary contact information.... □

II. Before Semester Starts (Mentor or secretary)
   A. Make sure syllabus has been submitted to the print shop and received before course starts.......................................... □
   B. Go over WebCT with Mentor for class use and SIMON for grade reporting.. □
      Make sure password has been received and is working
   C. Request information on how to handle (contact info) absences and tardiness and submitting attendance report after three weeks □
   D. Inquire about time limits and policies for use of the print shop and the copier................................................................. □
   E. Verify with secretary that contract has been submitted/approved........................ □
   F. Inquire about obtaining a CCBC email account with secretary........................ □
      Make sure email is working from home and office.
III. First – Second Week (with Mentor)
   A. Attend Sexual Harassment Avoidance training.................................
   B. Discuss with Mentor any other issues not addressed in list .................
   C. Discuss 3rd week observation process....................................

IV. Third Week Lecture Observation/Conference Date:_______________
   A. Informal classroom observation completed....................................
   B. Results of observation were discussed with mentor............................
       Format: _____ in person _____ Phone/E-mail Date:___________
   C. Is another observation suggested by mentor?
       Week _______________ (next week up to 10 weeks.)
   D. If there were any changes to syllabus, were they discussed with the
       mentor?...................................................................................
   E. Assignments/tests graded and returned promptly............................
   F. Setup observation of experienced faculty teaching same course...........

V. Fourth Week: Observation of Experienced Faculty Member Date:_______________
   A. Was observation completed?..............................................................
   B. Was observation helpful?.................................................................

VI. Seventh Week: Midterm Grade Submission
    Midterm grades were reported on SIMON ...........................................

VII. Ninth Week: Drop Date Reminder
    Reminded students of drop/withdraw dates........................................

V. Fourteenth Week: Final Exam Reminder
    Reminded students of final exam date and time ...................................

VIII. Last Week: Review how to submit grades and discuss any issues with mentor.
      A copy of the gradebook and a print copy of final grades were submitted
      to the secretary.................................................................

IX. Participate in exit interview with mentor. Note any observations to help you or the
    program improve, complete program survey........................................
CCBC Math Department Quiz – Fall 2015

1. You catch a student surreptitiously checking their cell phone during a test but since this is the first time you have seen the student do this (and the student failed the test anyways) you decide not to impose a penalty. Because you did not impose a penalty there is no need to file a Student Incident Report. True or False

2. A student attends your class for the first week but then you never see them again. The student disappears from both your roster and Blackboard. It is acceptable for you to remove this student from your grade book. True or False

3. A freak winter storm hits the Baltimore area Halloween week and classes are cancelled for the entire week. In order to make up lost time in your class you decide to eliminate one of your planned chapter tests, instead counting each remaining test for a slightly higher percent than what you had stated in your syllabus. You announce this to the class and post an announcement on Blackboard. You must also type up a syllabus addendum which you post on Blackboard and provide to the department? True or False

4. A student attends regularly for the first ten weeks of the semester but, following the second midterm, the student only attends a few classes, including the last regularly scheduled class period. The student does not show up the final exam and does not let you know why. Which of the following is the appropriate grade to assign this student? I, F, or FX

5. A good student is going to miss the last two weeks of class (and the final exam) due to medical issues. The student requests an Incomplete for the course, planning to make up the missed work in January. You have the authority to grant this request. True or False

6. Because our students are adults we expect them to act like adults and we treat them like adults. This means that when you are administering an exam it is acceptable for you to step out of the room for a short period. True or False

7. Even though other instructors are still struggling to make up the time from the Halloween storm, because you are so efficient (and a great poster of videos and resources on Blackboard), you are actually ahead of schedule and are on track to finish all of the material one or two days early. You teach an evening class which normally finishes at 8:45 but, because you are so far ahead, you decide to dismiss
the students at 8:00 for the last three classes. When you announce this, none of the students complain about this and several cheer. This is considered acceptable, given the circumstances. **True or False**

8. On the first day of class a student brings you a Disability Accommodations letter, stating that the student is to be given time and a half on all tests. Because you have a long class you like to give tests at the beginning of class and then lecture once the students are done, so it would be very difficult to have this student take your tests in the Testing Center. You may request the student try taking the first test in the classroom to see if there’s actually a problem with time before adjusting your entire class schedule (or having the student miss the lecture portion of class). **True or False**

9. Another student with a Disability Accommodations letter doesn’t share the letter with you until after the first exam (on which the student earned a 24%). At this time you do need to allow the student the opportunity to take a make-up exam in the Testing Center with the allowed extra time. **True or False**

10. Six of the following are common complaints heard by the Campus Coordinator, the other four have either never been made or are extremely rare. Indicate which you think are common (C) and which are uncommon (U).

   ____ My instructor is not available during office hours.
   ____ My instructor doesn’t know what he/she is trying to teach.
   ____ My instructor is always ten minutes late.
   ____ My instructor is a mean person.
   ____ My instructor embarrasses students.
   ____ My instructor dismisses us early.
   ____ My instructor doesn’t respond to my emails.
   ____ My instructor has never told us our current grades in the class.
   ____ My instructor is boring.
   ____ My instructor has no fashion sense.
SOMS Best Practices

1. Student Connections/Early Engagement

First Day Activities (* Do all three below)

*Set clear and specific expectations for performance.
   - Review syllabus, testing, grading, homework, etc.
   - Discuss attendance and attendance policy.

*Emphasize class success and completion and the connection to degree completion.
   - Help students make the connection between this course and their overall goals.
   - Preview the class.

*Utilize introductory activity to begin to make connections to students.
   - Learn and use the student’s names
   - Inquire about their majors/interests
   - Be approachable

2. Formative Assessment/Continuous Feedback (include * and at least one other )

*Administer a formative assessment or expectations questionnaire at least 3 times in the semester. Summarize the results of the questionnaire and include in your APS (fulltime faculty) or send to the Campus Coordinator (adjunct instructors).

Provide regular feedback to students on their performance throughout the course through examples such as.

   - One minute papers
   - Frequent quizzes/graded assignments.
   - Posting grades
   - Use of clickers in class

Provide examples of good notes/bad notes, good assignments/bad assignments.

Provide and explain grading rubric for assignments/labs, etc.

3. Use technology to enhance/supplement Instruction (Select one or more).

   - Use Tegrity or other capture technology to provide audio and/or video recordings of class.
   - Use Blackboard to post assignments, grades, notes, supplements, etc. and require students to use it.
Provide links to instructional materials external to CCBC and integrate the links into the course material.

Use online homework software
Post notes online
Save worksheets/problems on Sympodium
Use computer simulations to illustrate concepts
Provide links to video tutorials
Use Livescribe pen casts
Implement a “flipped” classroom for at least one lecture

4. Classroom Techniques/Increased student interaction and engagement  (Select two)
   Group work
   Team based activities both graded and ungraded
   Small group discussions/analysis of key concepts

Writing assignments to foster critical thinking and enforce concepts and processes.
Revisiting/reviewing key concepts and/or cumulative testing throughout the semester to foster retention of knowledge.
Employ active learning techniques such as:
   Use of clickers
   Use of manipulatives
   Have students present/work at the board
   Informal recitation groups
   “Flipped” classroom

5. Attendance
   Take attendance at every class
   Contact students with two or more absences
   Use daily quizzes/assignments to encourage regular attendance

6. Create instructional material/supplements to support and enhance instruction.
   Create handouts
   Create Powerpoints
SOMS Adjunct Faculty Best Practices Survey

Each semester we are asking all instructors to implement or expand upon a “best practice” in each of their classes. Prior to the start of this semester you should have been given a list of possible activities from which you could choose. Please fill out this short form to let us know what practice(s) you selected. In addition, please comment on the results from your perspective, and whether you will attempt the same technique or something new if you teach this class again in the future.

Instructor Name: ________________________________________________________________

Class (number and section designation): ____________________________________________

Which best practice(s) did you select for this class?

What is your assessment of the effectiveness of this practice in your classroom?

If you were to teach this class again, would you expand or refine the best practice(s) that you listed? If so, please explain how.
Adjunct Faculty Evaluation Form
School of Math & Science
2012-2013

Name of adjunct faculty member:_____________________________________________________

Campus _______________________________________________________________________

Semester/Year evaluated ___________________________________________________________

Attended all classes/Arrived on time: ___ yes ___ no (if no, explain)

Submitted required departmental material on time (signed contract, syllabi, grades & grade sheet, departmental forms) ___ yes ___ no (if no, explain)

Submitted required CCBC material on time (attendance report, grades): ___ yes ___ no (if no, explain)

Classroom management and communication (Please list any known omissions/issues)

Has met other CCBC/School expectations, as required (if applicable, specify expectations) ___ yes ___ no (if no, explain)

Attended the following recommended CCBC/School meetings:

Participated in following professional development activities since last evaluation, with documentation:
Classroom Observation attached if required ___yes  ___no

Area(s) needing improvement:

Area(s) of strength:

Additional comments:

Overall rating of adjunct faculty member:

___ Good

___ Needs Improvement

___ Unsatisfactory

Signatures:

Evaluator _________________________________ Date __________________________

Adjunct Faculty Member _______________________________ Date __________________________
Adjunct/Full-Time Faculty Advancement Worksheet
Tier I to Tier II

Date: _____  Discipline: ___________  Coordinator: ___________  Campus: ___

Adjunct Faculty Name: _______________________

Criteria for Advancement to Tier II:
A. The faculty member has taught a minimum of 18 credits over a period which encompasses
   a minimum of six (6) semesters AND a minimum of three (3) academic years, and
B. The faculty member has been successfully evaluated formally at least twice during that
   period, and
C. The faculty member has completed six staff development activities, including the
   completion of the mandatory sexual harassment prevention training within the last three
   years.

These criteria have been met in the following manner:

A. List courses taught by semester:

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<th>Semester</th>
<th>Courses</th>
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B. List dates of formal evaluations.*

Evaluation Dates

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19
C. List date of most recent sexual harassment prevention training and the dates of other staff development activities* (attach documentation).

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<thead>
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<th>Staff Development Activity</th>
<th>Date</th>
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<td>1. Sexual Harassment Prevention</td>
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SIGNATURES:

_________________________________________  ____________________________
FACULTY  DATE

_________________________________________  ____________________________
COORDINATOR  DATE

_________________________________________  ____________________________
ASSISTANT DEAN  DATE

_________________________________________  ____________________________
DEAN  DATE

*p. 8, CCBC Adjunct Faculty Handbook (8/15/08)