

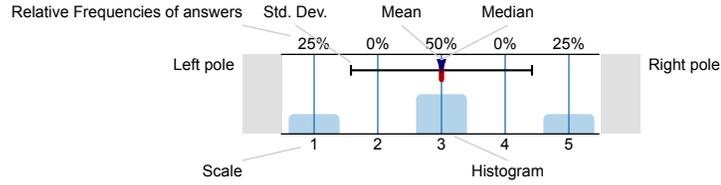
All faculty report

No. of responses = 580



Legend

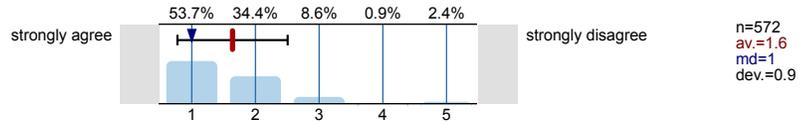
Question text



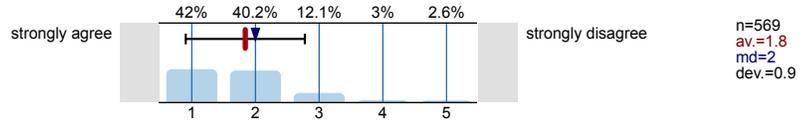
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

1. First Year Faculty Series

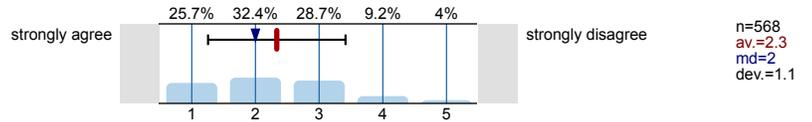
1.1) I think that offering a series of faculty development for newly hired faculty members is an important goal for Fall of 2014.



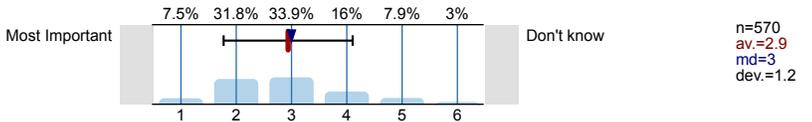
1.2) I think presenting a panel of experienced ACC faculty members would be a beneficial part of the FYF series.



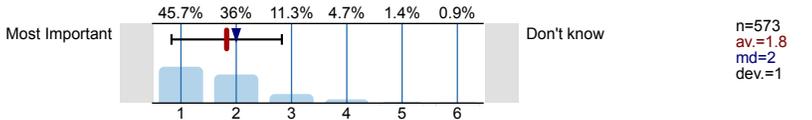
1.3) I think presenting a panel of ACC students would be a beneficial part of the FYF series.



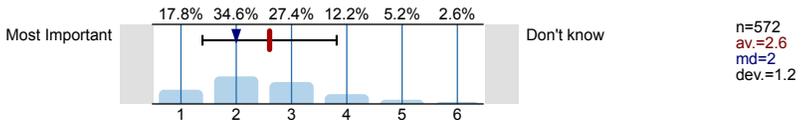
1.4) **Student Life Office** - (provides out of classroom co-curricular enrichment opportunities for students):



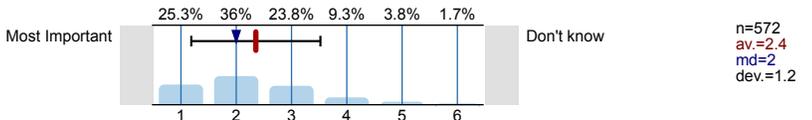
1.5) **Advising and Counseling** (provides academic and career advising as well as crisis assistance):



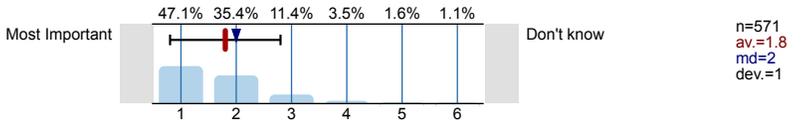
1.6) **International Student Office** (provides assistance for students from other countries):



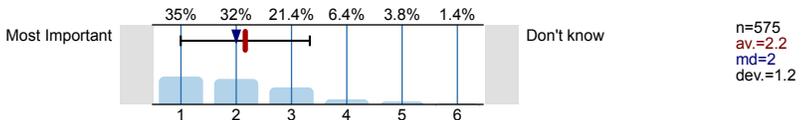
1.7) **Career Services** (helps students develop skills in job searching and career development based on their interests and financial goals):



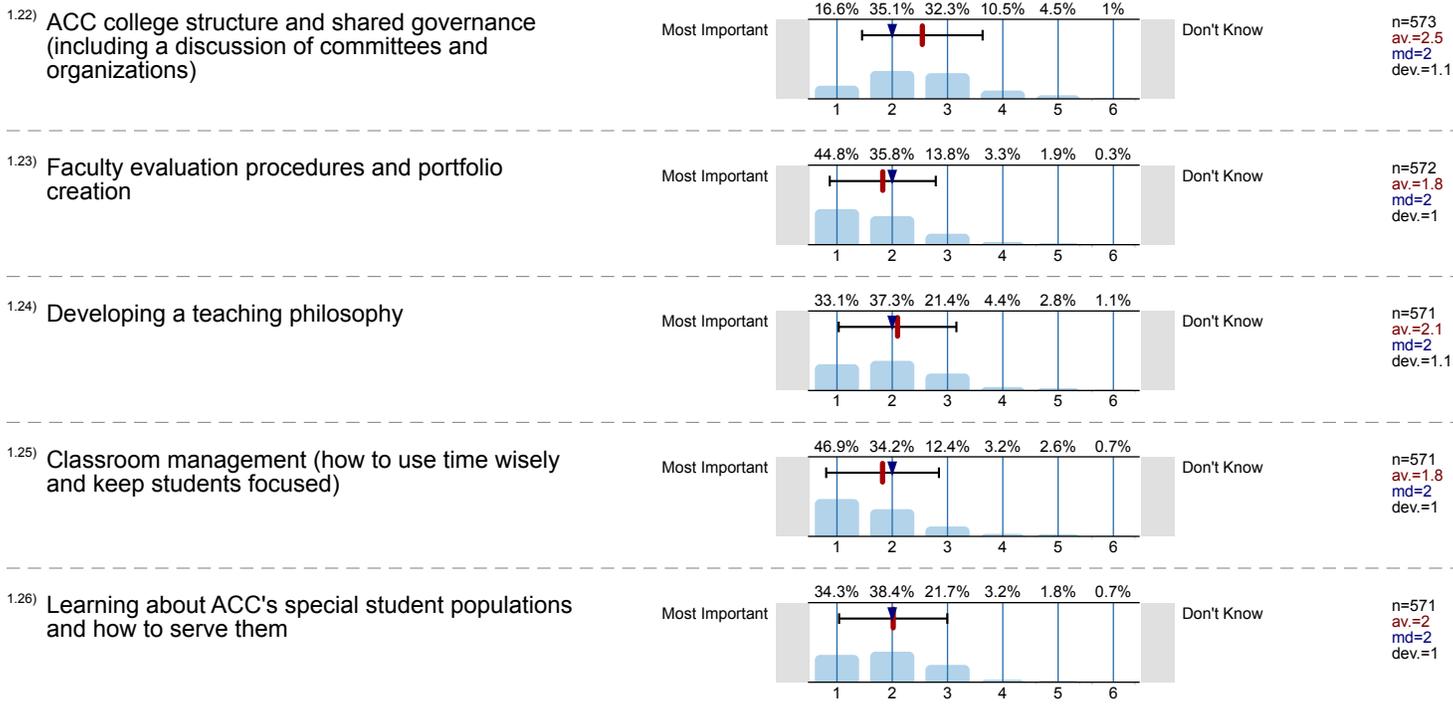
1.8) **Student Accessibility Services** (was OSD- works to provide inclusive educational opportunities by assigning accommodations for students and faculty):



1.9) **Financial Aid Office** (provides financial assistance to students that enables them to attend college):



1.10) Veteran Affairs Office (assists veteran students with navigating the educational process):	Most Important		Don't know	n=570 av.=2.2 md=2 dev.=1.1
1.11) Learning Labs - (provide free tutoring and homework help):	Most Important		Don't know	n=569 av.=1.6 md=1 dev.=0.9
1.12) Transfer Academy - (offers workshops and other events for students who want to transfer to a four-year institution):	Most Important		Don't know	n=571 av.=2.4 md=2 dev.=1.1
1.13) Library - (classroom and online services for faculty and students):	Most Important		Don't know	n=568 av.=1.7 md=2 dev.=0.9
1.14) Supplemental Instruction - (offers free peer-guided study groups for specific high-attrition classes):	Most Important		Don't know	n=570 av.=2.2 md=2 dev.=1.1
1.15) Foster Care Alumni - (offers one on one mentoring for students who were involved in a foster care program):	Most Important		Don't know	n=572 av.=2.9 md=3 dev.=1.3
1.16) Support Center - (offers specialized assistance including financial opportunities for qualifying students to help them overcome challenges as they pursue their educational goals):	Most Important		Don't know	n=571 av.=2.3 md=2 dev.=1.2
1.17) Best practices to engage students	Most Important		Don't know	n=573 av.=1.8 md=2 dev.=0.9
1.18) Developing resilience and "grit" in students	Most Important		Don't know	n=569 av.=2.3 md=2 dev.=1.1
1.19) How to advise students	Most Important		Don't know	n=571 av.=2.1 md=2 dev.=1
1.20) Creating syllabi	Most Important		Don't know	n=572 av.=1.9 md=2 dev.=1
1.21) How ACC measures student preparedness (TSI, etc.)	Most Important		Don't know	n=572 av.=2.2 md=2 dev.=1



1.27) Do you have any suggestions for additional topics that should be addressed in the FYF series? Consider what you wish had been introduced to you during your first year at ACC. Please list additional topics below.

- (1) How to deal with student conflict in the classroom
- (2) How to deal with potentially dangerous situations in the classroom and when it is time to call for assistance
- (3) Safety concerns for you and students in the classroom and laboratory

And, seriously, three hour sessions for new faculty? I think it would be better to break this up into 2-hour sessions.

Don't waste a bunch of time going over needless stuff, such as organizational charts. Stick to one main agenda, not use a shotgun approach to cover 3-5 topics per meeting.

One final pet peeve. Please have a facilitator that can run a meeting without being condescending or patronizing. I have gone to several so-called workshops where the facilitator started the workshop by telling the faculty that we did not know what we are doing in the classroom. That pretty much set the tone for the rest of the workshop.

- 1. Developing clear and enforceable policies for class syllabus, especially policies on withdrawing, academic integrity, grading policies.
- 2. Due process procedures for violations of policies (e.g., violations of academic integrity)
- 3. Safety & security procedures & protocols (for incidents in class, on campus - for student behavioral issues)
- 4. Introduction to Board policies, Administrative Rules
- 5. Information on Faculty Senate
- A section on the Early College program. Although many full time faculty do not teach these sections, both full time faculty and adjuncts would benefit to understand how this program works, the specific that change with being on the high school campuses and the differences that are involved in the student populations. I would be beneficial to have someone from the EC staff as well as some of the professors who have taught in the EC courses...maybe even a transition coordinator from one of the high schools.
- A workshop that explains to faculty the importance for what student learning outcomes are all about and why they are important.
- Add mentoring practice to online ADJUNCT orientation: how to observe a colleague's teaching. Using classroom for publishable field research.
- Adjunct faculty need more help!
- All new faculty should be trained in how to handle emergencies such as shooters, extreme weather, and student injuries or physical problems such as seizures. I rank this as MOST IMPORTANT.
- All that Library Services offers faculty and students. It's amazing and there are videos/tutorials faculty can ask/require students to use before a paper/speech that requires reliable resources.
- An opportunity for more counselor/faculty engagement so we can work together, rather than feeling we are working at cross-purposes sometimes.

- An over view of Online Services -- payroll as well as all faculty areas
Lighthouse
Blackboard
Faculty Development site
IRT
- An overview of the programs and courses offered at ACC. Even many long time faculty aren't aware of the depth and breadth of our course offerings and degree plans.
- As long as faculty are supervised by incompetent and harmful people, these Faculty Development efforts will be futile.
- Assign each FYf a mentor for a year
- Background on how students' different secondary education experience impacts their adjustment to ACC.
- Basic HR policies and procedures like submitting your timesheet, getting parking passes, where the copy machine is, etc. When I got here for my first year there was NOBODY even at my campus present the week before to help me with anything. I didn't even know the Testing Center existed until partway through the semester! Right now figuring out what your responsibilities and resources are is extremely frustrating and you usually find things out when you've done something wrong. If I had even some of these available to me it would have helped a LOT. I don't really have the time now, but I had even thought of approaching the department chair about creating a committee to help new faculty in our department because it's so hard to sift through all of the information. I'm still learning lot of things that I didn't know before, especially resources I had no idea were available to me or my students. Advising is still a nightmare and I had to put the pieces together on my own at meetings and gather information on my own, so even a basic overview would be helpful.
- Best ways to integrate students: activities and projects.
- Blackboard training
- Breakfast or lunch with college president and leadership. Faculty to faculty round table to explore HR benefits decisions new employees face.
- Checklist of requirements once hired: telephone, office supplies, badges, bank deposit setup, Professional Development, eating/café availabilities, computer access, insurance info after initial orientation, differences between core classes and workforce programs, BB, online services use, etc.
- Classroom management to include student discipline and procedures
- Classroom standards and realistic expectations out of students. How teaching at a community college differs from teaching at a university.
- Create a climate in which there are more teaching observation opportunities. We are observed once, possibly twice (in the mentoring program, but this is also optional, I believe). Perhaps teachers look at it as punitive (being observed), but if there were some reward system created--something to encourage a more open, sharing environment, teachers would benefit--both the observed, and the observers.
- Creating test banks.
- Culturally Responsive Teaching / Teaching Diverse Learners. When I was new, I did not appreciate the diversity of the student population in terms of socio-economic, gender, race/ethnicity, age, disability, and sexual orientation issues. I also did not come to respect the applied technology and other workforce programs until I had been at ACC for over a decade. When I came, there was a definite disconnect between the academic and workforce sides.
- DAC, Institutional Effectiveness, and other assessments mandated by SACS play a large role these days in the day-to-day work of all faculty members. Also might want to consider safety training.
- Datatel
- Dealing with Difficult Students
- Dealing with stress and workload of teaching a full load the first time! Are there any studies that pretend to give typical stages of stress management for community college instructors? I was so overwhelmed the first year and it took a few more to feel like I could breath. I've heard adjuncts also go through a kind of transition when going to full-time.
- Department specific philosophies--what is important to each department and the rationale behind each department's mandated common syllabus. Also, the ACC retention rate for students in Mandatory classes--ENGL 1301, Texas Government, the first College-level Math class, etc. has been terrible for the last 30 years. This was once address in a professional development workshop call S.O.S. (this was years ago) which explained certain special populations, such as first student in family to attend college, students with psychological problems that aren't dealt with in OSD, college students from foster care, ECS students in on-campus classes, International Students with cultural differences and expectations not clear to American instructors coming out of graduate schools, and what extra measures could be taken to retain those students in early classes. So many of them are lost b/c they have no family background experience w/ college and instructors have no idea why students stop coming to class after the first month. Having cultural sensitivity workshops--say the differences in teaching and learning styles and practices between Nigeria or Japan and American pedagogy, or the specific needs of students who are the first generation to go to college and what steps insurctors can take to keep contact with those students when they begin to disappear--

would be helpful to all faculty, not just incoming faculty. But don't call them "cultural sensitivity" workshops, or "sexual harassment or racial sensitivity or 'handicapped student' sensitivity, or God forbid, affirmative action, that tend to insult incoming faculty as well as current faculty, who believe that they don't need more awareness of such practices, are insulted by it being mandated or offered and have no awareness of what's really entailed. Call the workshop "Having Fun and Learning from a Class of Many-Splendored Genders" or some such creative title that wouldn't assume instructors are homophobic, sexist racists who need to be beaten with a new pedagogy that supposes opposition to the current practices of the faculty. And then serve food and beverages. I'm not kidding about this!

- Departmental expectations including master syllabi.
- Departmental pedagogical goals
- Developing meaningful presentations to students
- Don't spend too much time on student service issues. The students learn about them during the student orientation. Just hit the highlights of each service, but I wouldn't want to sit through 30 minutes of Financial Aid info or 30 minutes of Student Govt info. Spend a few minutes talking about how a faculty member dropping a student affects their financial aid and then move on.

Teach faculty how to use the classroom clicker system. If no one ever shows them they won't use it. The FYF series is a perfect place to include that info.

Lighthouse

Importance of using Blackboard, at least for posting grades.

- During the semester, someone should visit the new faculty's class several times to observe the teacher's class.
- Early college start courses and expectations
- Emergency Management/Preparedness/Safety -- Faculty responsibility in the event of an emergency (evacuation, lockdown, active shooter, classroom/lab safety). Faculty should also be introduced to the EM policies and procedures and the importance of introducing this information to their students. This helps to create a culture of awareness and safety among ALL ACC constituents.
- Engaging classified personnel--these are the people who can help new and returning faculty.
- Explanation of LEHs and how overloads are calculated/paid out; a less "HR way" to present employee retirement system.
- Faculty Mentoring, Teaching Distance Learning, Use of Testing Centers, Employee Benefits, Grievance Procedure, Faculty Development Requirements, Faculty Accessibility to Temperature Control in Freezing Classrooms and Offices (this is a serious problem that is continually ignored when reported - we can afford to keep buildings freezing but have bookstores closing, hiring freezes, etc) Will we ever have new faculty again?
All meetings should be offered as online web conferences, so that faculty everywhere can participate easily.
A list of links to places new faculty can get help would be very helpful.
- Faculty development opportunities.
- Faculty mentoring. Someone who can tell you in plain language what difficulties they face at ACC and how they (and others) handle them
- Faculty orientations are needed each semester before the faculty begins teaching at ACC for the first time.
- Finding a balance between being caring and sympathetic/empathetic to students' issues and being an instructor that doesn't get walked all over (for lack of better phrasing).
- First of all, I hope this is meant for ALL incoming faculty, not just fulltime. The vast majority of our faculty are adjuncts and they will need a lot of help in order to do a good job under the difficult circumstances of having no offices, low pay, and little support. All new faculty can use help, however. Here are some suggestions.
Mentor new faculty by experienced faculty in the same discipline. That is done informally now, but it helps to have a person to go to with questions and ideas.
Offer suggestions and help with the following:
 - 1) Teaching, making tests, grading, preparing classes, and other academic issues
 - 2) How to navigate the ACC bureaucracy
 - 3) Employee-related questions
 - 4) Safety on campus (since there have been so many shootings on college campuses recently)
 I am sure there are many more, but this is a start.
- General practical information about finding your way around the campus, who to go to for supplies, getting a door unlocked, to call if you are sick etc.
- Getting a mentor or "go-to person" in your discipline
For the sciences, laboratory safety.
- Getting feedback from students before they fill out the official evaluation form, so they can have a chance to improve.
- Given I'm going into my 5th year as adjunct, I would make the following observations: (1) I have been shocked, and continue to be every semester, by the sense of entitlement students bring into my classes ... e.g., missing 1/3 of classes and failing multiple exams, it is

somehow my fault; and (2) there is little, if any, as far as I can tell, communication about on-line professional development classes/credits available to adjuncts ... and no \$\$\$ available for other forms of professional development ... So to comply with ACC's annual professional development requirements, I have to spend my own \$\$\$... what does this say about ACC's support for adjuncts?

- Giving students clear instructions on what is expected from them during the semester, then giving them excellent instruction to allow them to attain the learning goals you have set in place. Having clear guidelines for grading and then sticking to them. Students often ask for "a curve", a chance to turn things in late, make up exams, excused absences etc. Stick to the rules you set, but be flexible when a proper reason for an absence is given : medical reason, family emergency, children who needed attention.
- Have an orientation for instructors who will be teaching college courses in high schools.
- How many new faculty have teaching experience? Probably all of them! New faculty need to know the governance structure and the emphasis placed on a syllabus. They need to know how their colleagues in their department shape their syllabi, not how to create one from "scratch". New faculty need to know about all the student services available on the campus(es) where they will be teaching. I attended an in-service presentation about student services. The presenter was very knowledgeable, but she couldn't tell me who held the analogous position on the campus where I teach. A paper list would have been helpful!
- How to deal with difficult colleagues & Department Chairs.
- How to incorporate technology and social media into teaching
- How to navigate the ACC website.
- How to use technology to increase engagement.
- Human Resources issues: payroll, insurance, faculty benefits, etc
- I am absolutely thrilled that there is an effort to provide more resources to faculty. As a fairly new faculty member, I think it would also be great to develop a list of a few faculty members who are willing to serve as occasional mentors. Having a mentor the first semester is great, but having more options would be very nice. Thank you!
- I felt included in my department but not at ACC. I do not feel that ACC cares about me as an Adjunct Professor. Despite ACC lack of caring toward me, this doesn't transmit in my class. Instead, I care for my students and work hard to teach them. My evaluation from students continues to be outstanding. My suggestion is to make Adjunct feel important, and included. Make them a part of the team. To this day, I still don't know what other departments do and what services are available for students and for the Adjuncts.
- I had a mentor and that was very helpful. Having someone to answer my questions was good.
I think your 1.28 & 1.29 is unnecessary and is asking a lot of time of the new faculty when it would be more useful for them to prepare for class and have an appropriate person to whom they could address questions.
- I hope this goes out to adjuncts. They have the most direct experience with first year. But this for full-timers, right? Which my department is prevented from hiring.
- I just completed my first year teaching and was very pleased with the mentor program, as well as, the constant support and classroom management tips that I received from my Supervisor (Tobin).
- I only checked 'less than most important' on any of these because I think faculty need to know how to REFER to the experts (advising, for instance) as well as areas like OSD or Veterans Affairs --most of the students affected would probably already be signed up as clients - so knowledge to refer would be excellent.
- I think "best practices" passed along from other faculty (F-T & adjunct) from their specific dept would benefit FYF too.
- I think a lot of the issues covered by this survey must be addressed by depts., as well as by the college. For example, in developing a syllabus, the college has a master syllabus with many items that must be included. A lot of the "best practices" are going to be discipline-specific, however. So, I'd suggest an approach to a FYF workshop that provides general college-wide guidance followed by a one-on-one meeting with a departmental mentor.
- I think it is important to make sure that new faculty are paired with an experienced instructor in their same discipline. Also, it would be nice to have a list of practical information for new faculty such as copy machine login, info on the portfolio process before they teach their first class, where to find directions to retrieve voice mails, etc.
- I think it would be great to have this for each department as well, perhaps a breakout session when the new faculty would meet with the department.
- I think it's important for new faculty to get an overview of the services ACC provides for students and to know where and how to get more information when they need it, but as a new adjunct, my first concern was getting up to speed with my department and my particular course curriculum. That is not a small task, esp. given the fact that some new hires are also late-in-the-game hires, so info overload is something to bear in mind. New faculty need to get the most info in the most useful and most efficient manner--something in print is a handy reference; 9 hrs of meetings seems excessive. With Blackboard and the sophisticated online teaching materials that FOLA now uses (in Spanish, at least), I think faculty development needs to include good support from the experienced departmental faculty. Blackboard training would be particularly useful to new hires, I think, as would a peer workshop about the use of the Vistas Supersite for teaching Spanish.

- I think some of these topics could/should be addressed by the dept. Our department reviews syllabi and believe me, you hear about it if you are missing some of the required info.
- I think that the idea of a First Year Faculty series is great. However, I am an adjunct who has taught for a long time and have been wishing for some type of 'live' forum where there could be discussions of the 'what do you do when/if' variety. For example, 'What do you do when a student just stops coming to class and refuses to respond to emails or efforts to contact?' Occasionally when I happen to be in my assigned PT Faculty Office - I overhear other adjuncts talking about these issues -- but my sense of it is that each of them/us ultimately has to decide on our own (and there is certainly little consensus about a big picture). Since we are now have access to more information about each student (course history/grades, etc) it is possible to spot the problems -- (ex: student failed every course last semester, or student is working and carrying 18 hours) -- but knowing how to use that information to get help for the student before it's too late is another matter. I would really like having an opportunity to talk about these challenges with other faculty (and counselors/ etc.) in the room. Adjunct particularly pass like ships in the night with little 'planned' opportunity for such discussions.
- I think there should be short orientations at the individual campuses. Those orientations should give new faculty an idea of key administrators and staff and a walk through of the locations of various student services. As we experience enrollment decline and open new campuses more and more new faculty are assigned multiple campuses. It took me until this year (year 3) to feel somewhat oriented to both my campuses.
- I think this would be great information as long as it is very brief. I started as an adjunct in the spring of 2008. I did have a mentor who helped me navigate in the online system of student information. This was done over the telephone in about 5 minutes. I see several topics here that I would like to know more about in order to better serve my students. I would also have liked to get some information from HR regarding where my retirement benefits were going and the advantages/disadvantages of each. At the time, I was also teaching at the high school level. My retirement money automatically went to a money market fund I thought it would go to TRS. I was ok with the money market because I assume that I would be able to teach an unlimited number of course when I retired under TRS and then have a second retirement. Well, a few years before retiring, I found out that working for any TRS employer after retirement would limit me to half-time. At that point, I was able to get out of the money market and get my retirement added to TRS so I would have a larger retirement income. However, my retirement would have been greater if I had known this from the beginning.
- I think training for new professors should be focused mostly on best practices for the classroom since there is no formal training/certification process for us.
- I was a new professor in the Fall of 2013 and i was lucky enough to teach in a program that does co-teaching of classes so i was able to observe teaching styles, get help with creating homework, quizzes, time management, preparing, syllabi writing, etc. I know this is not the case with certain classes or programs but i found this extremely beneficial.
- I wish I'd known who to call about various issues so I didn't have to call my department chair for everything. (For example, Tammy Mitchell is invaluable for handling registration issues, but it took me a couple semesters to find that out and get her phone number.)
- I wish that someone had observed my teaching and given me feedback.
- I would have liked to have someone review my benefits with me once I had been here for several months and had the chance to see a few pay stubs.
- I would include in the invitation and planning not just those faculty members who are new in the fall but also those with less than 2.5 years of experience as I know some adjuncts in that boat and they really could use some time learning the ropes, so to speak.
re: Q1.28, I think you need to try 3x3 meetings and then be prepared to change to whatever is needed. 3x3 is a good start but may turn out to be too much or too little; only experience and feedback from the 'students' will provide guidance.
- I'd just like to make sure that those of us who work a full-time job can attend or view the trainings.
- I'd like to see each new instructor assigned a mentor in their department, who teaches the same classes. The FYF series might address the role of the mentor. The mentors should be paid a small stipend for their time. They could address some of the issues mentioned above, classroom management, for example. Someone teaching Math would have different issues than someone teaching Chemistry labs or a foreign language.
- If a person is hired, they are already qualified, if we who hired them discharged our responsibility to hire qualified individuals. Therefore, first year faculty should not be required to take ANY training in how to teach in their discipline beyond what is available to ANY ACC faculty member.
What should be taught to fyf is this: information which applies uniquely to ACC and ACC students, which they are not likely to have encountered prior. Reporting requirements and dates, arbitrary rules and regulations, large ACC student cohorts with particular instructional needs, are examples.
fyf should be reminded that they are responsible to remedy any instructional deficiencies they may have IMMEDIATELY, and they should be informed what services are available to ALL ACC faculty. Then if they want special help with ex military students they can get it, just as I can.
- If for adjuncts: responsibilities and requirements
Mentoring by experienced faculty: what to expect
- Importance of finding a mentor?
- In the Health Sciences, there are issues that you encounter that you may not experience in other programs. Really working on providing more support to a new teacher is important. Having a mentor is vital in helping our new faculty thrive in this demanding program. Maybe a discussion regarding mentors (how they can help and their importance) would be beneficial. With that being said, don't overwhelm them with so much information and take so much of their time. Our new faculty are racing to get "caught up" and prepared for lectures and

teaching. It can be overwhelming. I would hope that attending this meeting would be in lieu of other faculty responsibilities (such as committee and faculty meetings) not in addition to their already demanding schedule.

- Information on dealing with advising-related SAS students (formerly OSD) and issues related to appropriate accommodations in health science fields that demand skills-based technical standards. For example: Student indicates that they can perform the technical standards, but there is not an accommodation that would allow them to perform some of the required technical skills.
- Information on office hours, submitting time sheets, mileage reimbursement, leave requests, faculty development topics to start with (Blackboard) and Teaching philosophies. copy services, mail system to include having a mailbox on each campus where you teach. ACC police services (safety), Lighthouse (3 click rule), Testing Centers, what is Intersession. Instructional Design specialists, HIPAA,
- Information specifically about distance learning.
- Informing faculty of Instructional Design specialists and how they can assist new faculty specific needs and resources for adjunct faculty
- Instructional ideas for my chosen field of teaching.
- Introducing the information on Faculty Development site--
- Introduction to the Adjunct Faculty Association, meeting other adjuncts, tour of adjunct shared offices
- Issues with Early College Start students--how to assist younger students without decreasing rigor
- It is a waste of time.
- It is important that new Adjunct Faculty are invited to these sessions. It should not be only for full time faculty.
- It would have been nice to offer more CE's in nursing education since this was my first teaching experience in nursing.
- Just keeping in mind that classroom are the largest percentage of faculty, but the faculty classification also includes counseling and library faculty, therefore, will there be additional offerings that focus during the First Year Series on information that's unique to their jobs?
- Keep up the good work!
- Know who the highly effective teachers are. Involve them in seminars with new teachers.
- Learning blackboard and other services on the computer.
- Less meetings. And the ones that are included need to be trim, and to the point. It's easy to bloat and get overly talky and waste a lot of valuable time.
- Many administrators and academic faculty forget that workforce faculty, especially health science, do not have free time like most other ACC faculty. In addition to classroom teaching, health science faculty also do clinical teaching on and off campus. The course catalog does not accurately reflect the amount of contact hours and direct teaching time we have with our students .
- Mentor new full and adjunct faculty.
- Mentoring was very helpful for me, 20 years ago.
- More alignment, correlation, and coordination between what the state via the Legislature mandates, what departments mandate, and what students need. I know this is a broad suggestion, and may be at the nexus of these questions but perhaps specifics of each, primarily the first two which are mandated, should be emphasized. The needs of students could be a separate tier or discussion topic.
- Most/many instructors have "been through the mill" and know the plusses/minuses of their students. What they/we don't need are more evaluations and workshops to aid students. We're already doing it and understand that "student success," translated, too often means inflated grades for those students who would succeed in other areas--e.g., the work force.
- Much more peer interaction between faculty members in your discipline. Still wish there were more after 22 years at ACC. It would be nice to know how problems and successes were handled by other faculty.
- My main suggestion is to design this entire program from the FACULTY's perspective, rather than the College's perspective - with special attention to the ADJUNCT experience (we are only on campus for or classes and office hours, potentially teaching at a new campus every semester). To that point, here are some specific suggestions:
 - Offer these sessions at MULTIPLE TIMES (preferably in a virtual conference like Adobe Connect or gotomeeting so we get the "face-to-face" experience but do not necessarily have to drive to campus to attend a meeting.)
 - Create a "Faculty's Guide to the Campus" one-page handout for EVERY campus that gives you a CONTACT NAME, phone number and email for the media office (for reserving a computer lab or laptops for class), library, student services rep (I like to have them come in and talk to my classes), etc. It takes a good chunk of time to navigate the intense bureaucracy at every campus for these things (ex. just this week I wanted to reserve a computer lab for my class and had no idea who to talk to - went to the main admin office on campus and they were telling me I had to file a request **from an ACC computer** (I have never been able to log into an ACC computer, still trying to work with the IT dept. on that..) and that they needed 48 hours notice. When I explained my situation, the man at the desk pulled out the reservation book and said, "Oh, I can just pencil you in then"...very nice, but he could have just offered to do this in the beginning. I had

nearly the exact same experience with Testing Services this week to - 48 hours notice required for putting a test in an envelope and giving it to a student? I had to contact the student at the last minute and come to campus extra early to meet with him for the exam instead. Really frustrating and tone deaf to the adjunct experience, especially considering their were five people behind the desk doing nothing, literally.) Again, please keep in mind, that as adjuncts we are only on campus for our classes - these processes are unnecessarily arduous for us, especially if we teach at night, when very few others are around. Also, in terms of timing and time commitment, please keep in mind that we have other jobs and may be in school (like several adjuncts in the dept I work for, in order to pay the bills I am also teaching at another school - and am in a PhD program). I love my students at ACC and staff is all very nice here, but the bureaucracy is intense and unforgiving (much more so than another CC at which I've taught), which gets exhausting. Please make this a program that will make our jobs easier, and help free up our time to work with students (as many of the proposals on the survey seem to indicate.)

One last thing - as #27 indicates, please do tell new faculty about the academic diversity in their classrooms - we have everything from 16-year old high school students, to returning vets, international students, etc. I had no idea my first semester about all of this or how it impacted the classroom (all in positive ways) and its very helpful to be aware of in advance (high schoolers might need a bit more support, vets may be "on edge" due to PTSD, etc.) It's a great mix for teaching and learning, we just need to be made aware of this in advance. From a classroom leadership/mgt. perspective It's not only about helping the individual students types, but being sensitive to the mix of them in a single class.

- N/C
- NO
- NONE
- New Instructors should be shown all the offices that serve them, especially the mailroom. I was assigned to mentor several faculty who, a month into their semester, did not know they had mailboxes that they should be checking.
- New faculty need to be aware of the wide range of preparation that ACC students have for college. Some students manage to enroll in classes for which they are not sufficiently prepared. Also, some have challenges during a semester that prevent them from doing well in their classes.
- New faculty need to understand disciplinary procedures and how to work with disruptive students.
- New faculty really need to learn how to work with the many subpopulations of our students (e.g. first generation, neurodiverse students, veterans and military, English language learners, racial and ethnic minorities, LGBT students, students with mobility, visual, and hearing challenges, students with dyslexia and dyscalculia, students with anxiety disorders).
- New faculty--some are new to ACC, some are somewhat new to the profession, so the idea of a cohort is good. since i started with the college about seven years ago, it's become increasingly more and more difficult to sync schedules with colleagues and more difficult to meet face to face, so a lot of this could be in the form of recorded tube videos. just as student's complete an online orientation, so could faculty. new faculty need to be aware of what students have to go through to get registered and to navigate systems. Additional topics: textbooks through Student Support Center--the library only maintains the textbook collection), Blackboard, Instructional Design support, ACC's website--some searches don't bring up the most relevant info--point out relevant pages and links for faculty.
- No
- No suggestions for topics, just a mention that I hope that this series would provide the bulk of a first year faculty member's professional development credit.
- No topic but someone to call on and share experiences with
- None
- None at this time.
- Not just developing a syllabus, but going from teaching philosophy to broad learning outcome goals to syllabus creation to development of learning activities to effective assessment of learning. There is too much reliance on publishers' test banks and not enough creative assessment of student learning.
- Oh gosh, as an adjunct faculty member, we're really not advised about anything. I came from a full-time faculty position with my former institution, so I think to ask most questions. The experience may be different for full-time faculty at ACC.
- On number 1.23 We should get rid of the portfolio idea that was brought in by a President which the faculty for the first and only time got rid of him through a vote of no-confidence. His name was Richard Fonté
- One of the most useful teaching seminars that I have ever attended was at ACC: "Specific Techniques for the Emerging Population of Visual Learners" by Jeffrey Freed. Also, seminars on active learning techniques would be very useful.
- One suggestion is to develop a session focusing on assessment. This would highlight academic rigor for higher education as well as developing quality questions (essay, multiple choice, etc.).
- Onsite campus tour
- Opportunities to network with other faculty, full time and adjunct and in disciplines outside your own as well as you own discipline.

- Overview of college services. Where to go to find things/ information.
- Pedagogy-how to teach adult earners.
- Peer observation inside and out of the discipline. Visiting other classes to observe exemplary teaching practices.
- Please consider what to do to help adjuncts specifically.
- Please explain how sections are assigned to teachers.
- Portfolio requirements and how to build one. Emergency preparedness and campus alert system. Blackboard overview and intro on using it.
- Preparation for the "mix" of students at a Community College vs. the much more uniform nature of students at a 4-year university; particularly the higher percentage of older students, students with work or military experience, and students with families and/or current jobs. This may be what is meant by "special student populations", but this suggestion is specifically not concerning students with special needs, just the extremely different profile of students in any class that instructors can expect to face, and the different teaching experience that implies.
- Quickly developing rapport with the students. Your knowledge of the topic you teach and how it becomes a confident delivery. Mutual trust in the classroom. Educating through fun. Love what you do and they will come. Intellectual Arrogance and Student Retention. Intellectual Arrogance is Not a Teaching Style
- Resources available to adjunct faculty--for personal interests/needs (like the EAP--ours is a joke, btw--and free bus passes) as well as for teaching/professional development.
- Resources available to faculty and how to access them.
- Saving for retirement and related topics and options.
- Scaffolding syllabi and assignments for success
- Special session for adjuncts who don't necessarily get the same kind of support that FT faculty do.
- Student complaint process: procedure, validation, how to respond
- Support services for adjunct faculty
- They should be given clear written info (or a clearly organized single website) with info on all of these mentioned so far in this survey - more than they would get from short presentations.

The in-person experience should focus on engaging them on realizing that there are lots of resources and how to get more details when they need them.
- Teach students hard working. Many students have not used to do homework and don't know, how to work on their course
- Teaching with technology; Various teaching strategies (Team-based learning, Project based learning, Problem-Based Learning, Flipped Classroom, etc)
- Technology in classroom as well as teaching tips and support groups shared between faculty
- Technology that is available and how to use it.
- Testing Center, Placement procedure, navigating ACC web site
- Testing and Grading techniques, to include preventing "grade inflation
- The Biotechnology Program has a specific program for training new faculty, supporting them, evaluating them and also evaluating the program --but we would like to do more and it is difficult to accomplish this at ACC as some of the support and evaluation systems do not interconnect. It would be great if they all interconnected.
- The challenge is that every faculty member who is in the first year w/ ACC, is NOT necessarily underprepared to be an effective instructor. So, ALL of those topics listed might be very important to present... or they might not, depending on the background of the faculty member. My feedback would be more about organizing the sessions to prioritize those that are more universally critical, and then maybe an array of "pick-and-choose" options to be selected by virtue of need and interests.
A topic for consideration might be something about networking/getting connected as a new faculty member. I remember going from being a fulltime faculty member, to becoming adjunct and realizing how disconnected and disenfranchised adjuncts are. Fulltime faculty have their office mates, their department, support staff to interact with regularly, but adjuncts generally connect with no one. Just a thought.
- The different websites that we need to use (in addition to Blackboard)--Lighthouse, E-staffing, Online Services, testing center transmittals, etc. No one really told me about those.
- The hiring process, the difference between regular and adjunct faculty, the title differences within the adjunct faculty, the duties of those in the department who are not professors, who/how pay raises and payroll are handled, and opportunities for advancement/or not. Mileage

reimbursement and what qualifies. ECS program and how that interacts with the scheduling of regular course offerings. Process and time limitations on grade changes (paperwork). State requirements for maintaining student records (or not). The benefits of being an ACC employee as far as privileges, access to materials for work purposes, etc. Opportunities for students who demonstrate illiteracy discovered in the course of the semester.

Many of the items listed in the questions above can be covered in written materials and do not necessitate bringing in guest speakers, etc.

- The internal structure of ACC and how it works—the college is huge.
How to write / manage PSLOs for Discipline Assessment Cycles
For full-time faculty: how to write effective curriculum. Very important!
- The one day Orientation was beneficial; however, it was packed with a lot of different information. I do believe one day should be spent on benefits; medical, dental, retirement options, insurance. It seemed to me these items were covered really fast and I left with very little knowledge.
- The opportunities and drawbacks of a career in academia.
- The relationship between online and lecture courses.
The effects of a "drop" versus "an F grade".
- The role of grants at ACC. How do they originate? What is the purpose of grants at ACC, what is the role of faculty with regards to grants and how do grants fit into the overall master plan of the college.
- The technological tools that are available to instructors and the ways in which these tools can be utilized in classroom learning.

There is not a comment box for question 1.28 and 1.29, so I will comment here: I believe it will be much more effective if the FYF series occurred before the professor began teaching. An additional class/workshop should then be held in the middle of the semester to address questions that have come up and then again at the very end of the semester.
- There is already a very good one-on-one mentoring program in place for experienced ACC faculty to introduce new faculty to teaching at our college, which essentially covers everything listed above and more. Proposed FYF Series is a needless expense for ACC. More seriously, it eats up a new teacher's limited time (especially adjuncts who work at multiple jobs, at ACC or outside, to make a decent living) and adds busy work to the schedule of experienced faculty. From my own experience, I gained my excellent introduction to ACC services, learned teaching best practices, and other valuable information in rich formal and informal exchanges with my mentor, my chair, and my fellow teachers in my department. Having to attend some generalized packaged "presentations" that eat up classroom preparation time, add to unpaid travel time, and deprive experienced adjuncts of the opportunity to mentor new colleagues, and new teachers with the natural orientation of their own colleagues in their field, is frankly absurd. This all looks to me like more administrative we-have-to-appear-busy work dreamed up by non-faculty who have never shared knowledge and camaraderie in the teaching trenches. Ridiculous waste of time, money, and brain power.
- There is nothing here about adjunct faculty. They are the vast majority of the professors students have. This is unacceptable to not mention this at all here. I find it quite disingenuous to what actually happens at ACC.
- This information (and/or workshops, etc) should be made available to RETURNING Faculty also. That is actually MORE important.
- This should include adjunct faculty.
- This sounds like a lot of parenting the students. I'm not their mother. You are proposing workshops for developing a teaching philosophy and faculty evaluation procedures? Make a handbook, a flyer. See if the faculty member can read and understand.
- This survey does not state if these offerings are for full time faculty only or for full time faculty and adjuncts. It is important for student success that both be included.
Second, you ask nothing about DL. This is essential to be included. It is the most abused roll in the college, and faculty should be aware, be trained, and be encouraged in order to positively affect students.
- Though it is of value for new faculty to understand ACC committees and organizations it is very overwhelming to take that all in right in the beginning, I would take a few topics, including that one and maybe TSI compliance, and do a follow up training after 3-6 months.
- Timeline - what is expected when
Contact List - key service offices, technical assistance, etc.
High Level Basic Software navigation - Blackboard, Online Services, Lighthouse, selecting and accepting instructional assignments, etc.
Where to find: forms, professional development courses, etc.
- Today's U.S. economy is primarily knowledge-based services (over 90% of U.S. workforce is in some kind of service). Therefore, our curriculum and teaching objectives should be geared towards enhancing the student's capability to succeed in this environment where customer relations and service provider's behaviours are paramount to having a high quality of service delivery, as well as service value co-creation.
- Understanding and Interpreting Administrative Rules
How to Navigate the Process of modifying Administrative Rules
How HR policies work for you and the Student

- Upon completing this survey, there is no free space to explain my general thoughts or explain my answers, so I am using this space. One must consider the difference in workforce departments and academic departments. I am ADN faculty and while I can see the benefit for many of these topics for FYF, many of them do not apply to the ADN faculty which explains why much is "not important." We have our own admission criteria for our student population and while they are still a part of ACC, the nursing program is a microcosm of it's own. How can a college-wide FYF orientation/mentor program (which I'm in favor of) also apply equally to nursing faculty and other workforce faculty? Additionally, many programs are offered the week before the semester starts, but nursing faculty begin working that week attending hospital meetings, and other program required in-services that week, not allowing us to participate in other offerings. I hope time will be taken to talk to and learn about non-academic departments and the needs of those faculty. Thank you
- Using Blackboard! (I did not have experience with the program prior to taking professional development courses on it)
- Using classroom technology (differs by campus)
- Using educational technology.
- Various teaching styles /methods.
- WOW! What an awesome survey! (This is Missi - just wanted some happy messages here!)
- Ways to get involved (committees, etc.,)
- Webcasts depicting priority tasks to get set up as an instructor.
Specifically, screen captures of setting up eID, how ACC email works, rosters, training, Blackboard, where stuff is, etc.
Let me know if I can help. NAME AND EMAIL DELETED
- What are the expectations of the college and a timeline of those expectations delivered by the department chairperson.
- When a student withdraws from a course, it is possible to reinstate that student. I needed to know this procedure during my first year teaching at ACC, but I didn't. Consequently, I lost a perfectionist student who could have obtained credit that semester.

Most teachers do not know that the ACC registrar only counts the grade for the last time a student takes the same course for purposes of computing a GPA. If students knew this fact, fewer would use up their six W's on courses they plan to repeat anyway.
- Whether full-time or adjunct, new faculty need to be advised on how the contract renewal process works so there might not be any unpleasant surprises later.
- Why is this just focusing on new faculty - these topics are needed for all especially since, upon entering, faculty for the past years have gotten little to assimilate them into ACC so they still need support and the students of all faculty need these supports so not sure why it was prefaced with being what new faculty need?

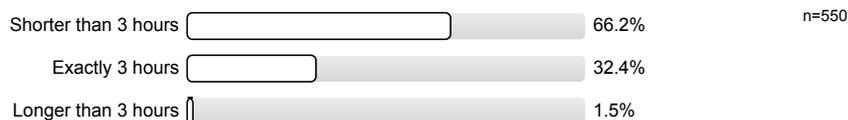
We also need conflict management and also dealing with disruptive students as well as violence on campus.
- Writing and storing tests, Storing and disposing of papers such as Finals, Preparing Lessons, Grading Rubrics, OK to be LESS strict than your policy, requirements for professional development, using email with students and your department, Following deadlines set by ACC or your department, different models of learning (lecture, discovery, group work, self-paced on computer, etc.), Study Skills to enhance student success including time management.
- You really should teach a social platform like Facebook Closed Groups for use in the classroom. They help tremendously and will further engage students! (Maybe Jill Brockmann could teach?) Human Resources, Payroll, Grievance process, information about failing a student (it happens and can be difficult the first time), and a map or info about ALL ADJUNCT OFFICES and their location on each campus. Also, what tasks can be preformed in these adjunct offices. I bought my own paper and printed my own handouts for the first 2 years!
- adjunct faculty need a workshop to understand the e-staffing process
- all of the above.
- assessment techniques: summative vs. formative, different approaches
gen ed competencies as an institutional goal
core curriculum
navigating ACC's website
retirement options/implications
- chain of command: how to best work with your department head. legislative changes to our work responsibilities and overall degree changes.
Keeping up with advances in community college education.
- classes on teaching pedagogy and test development.
- copy machine, getting your own printer, reorder of supplies, mailroom procedures, parking, what to do if you drive to the wrong campus....
- faculty handbook
student handbooks-college wide and specialty for program
collage philosophy, goals, etc.

- first year faculty need to start their employment early enough to get all this information. If they start a week or two before classes, they will be busy with creating syllabi, etc. Taking up their time at THAT point may cause them to resent the process.
- how to handle difficult students, and what policies need to be followed with OSD students.
- how to use the blackboard
- mentoring
- n/a
- no
- none
- stop hiring new faculty it's killing the rest of us in the course selection process
if we're supposed to believe that the reg numbers are down it's a dumb fucking idea to keep hiring
- student/teacher relationships and boundaries; authority in the classroom; item writing and test construction; instructional design assistance; use of technology in your course(s); what does THECB mean and what does it do; what does SACS mean and what does it do; managing course content, how much is too much for assigned credit hours
- veterans in the classroom (not just VA office matters), emergency management/crisis management, connecting with other faculty in other departments--esp for adjuncts

1.28) I think the FYF series should consist of

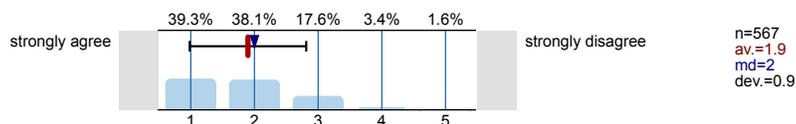


1.29) I think that the length of each FYF series meeting should be

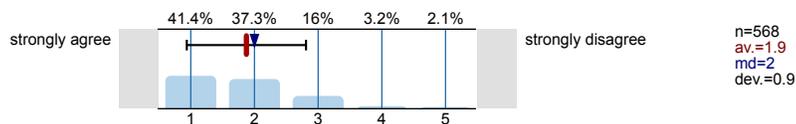


2. Online Portal for Faculty

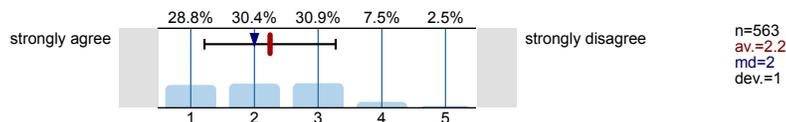
2.1) I think that the development of the online portal is an important goal for the Faculty Development Center.



2.2) I would be interested in using a password protected website that would allow me to view a knowledge base of faculty submitted resources. (e.g. favorite videos, in class activities, web resources, etc.)



2.3) I would be interested in contributing to a password protected website that would allow me to add to a knowledge base of faculty submitted resources. (e.g. favorite videos, in class activities, web resources, etc.)



3. Faculty Center Name

- 3.1) The Faculty Development Center has an additional goal of creating a centrally located physical facility that would give all faculty access to high quality, faculty led development opportunities.

We need to come up with a name for this faculty development center, and would appreciate your help. Below, please list any name suggestions you are willing to share.

- The Faculty Development Center
- "Center for Keeping Current with the New" "Center for the Future" "Keeping Current with (the new) Best Practices" or task a committee of faculty who've been teaching at ACC more than 10 years, half adjunct, half full-time, to come up with a name, but whatever you do, avoid the appearance of more administration high-handedness.
- "Professional Development Center" seems like a straightforward title!
- (We already have areas within IRT on each campus called Faculty Resource Centers where faculty can use PCs and access specialized software and equipment. I think the name of the Faculty Development Center needs to be different enough to avoid confusion. Or at least the Faculty Development should coordinate with IRT about possible naming options.)
- I like Faculty Learning Center
- ? (2 Counts)
- AC2 Faculty Development Center
- ACC Faculty Development Center (2 Counts)
- ACC Faculty Development Center (don't get cutesy)
- ACC Faculty Services
- ACC's Faculty Development Center
- ACC-TLC: Teaching and Learning Center
ACC-TECH: Teaching Excellence Center at Highland
- ACCDC
- ACCEL
- Academia U.
- At one of my institutions we had a Center for the Enhancement of Teaching and Learning.
- Bat Cave
- Batcave
- Better Up
- CETL? Center for Excellence in Teaching and Learning?
- Center for ACC Faculty Online Web Conferencing (I am very tired of driving from outside of Austin to a central location in horrible traffic for these meetings and then back again - it literally takes extra hours that I don't have). Thank you!
- Center for Authentic Instruction
- Center for Becoming a Master Teacher
- Center for Faculty Excellence
Faculty Success & Excellence Center
- Center for Faculty-Student Resource Development and Enrichment.
- Center for Teaching Excellence (4 Counts)
- Center for Teaching Excellence
- Center for Teaching and Learning (Not exactly original, but then everyone knows what it does from the name and that it's similar to those at other colleges. There's a time and a place for creative, original names, but not when it obfuscates the purpose. No one would want to come up with a snazzy name for the Admissions office, for example "The College Gateway", because then people wouldn't know where to go for admissions. Also, when something is essentially permanent, what started out as a clever name becomes worn out and unfunny.

And then people just think it's stupid. As much as I like smarmy humor, sometimes it's best to avoid it.) And also be sure to check the acronym before deciding on a name, e.g., the Center for Research and Planning).

- Center for teaching excellence and enhancing learning

- Chuy's :)
 - Enrichment Center for Faculty
 - Faculty Enrichment Center
 - Center for Faculty Enrichment
 - Faculty Corner
 - Faculty Central

- Classroom techniques can be helpful. However, Viscom is Workforce Education. Real-world concepts need to be at the top of the list. And by that I mean, more direct input from outside professionals in sculpting the program and less academia. I like the idea of an incubator for both faculty and students to learn. And incubator is place where outside projects can be fully realized and developed. Also professional development for faculty can be helpful. Lynda is a step in the right direction but there can be expanded. This will require money.

- Connections to Success

- Creating a centrally located facility is not cost effective, nor is it equally accessible to employees as we are stretched all over the area (cities, counties). I would rather spend the budget on supplies and educational opportunities for the teachers and students that are not necessarily best situated in a single place. Travelling opportunities might meet more of the faculty needs overall.

No suggestion on name other than the one you have... FDC.

Name:

- Einstein's Attic
 - Logos Center
 - The Emeritorium
- F.A.D. or FAD
 - FadMad (as in wild about Faculty Development) :)
- F2F: Faculty to Faculty
- F3--Faculty Fostering Faculty
 - FEFO--Faculty Engaging Faculty Office
 - FAFO--Faculty Assisting Faculty Office
- FDC
- FDC - Faculty Development Center (Simple is better for me, otherwise people get lost. Not being sarcastic, I just don't see the need for a special name.)
- FDC or FACDEV
- FUSS - Faculty United for Student Success
- Fac Shack :)
- FactFind Center
- Faculty Advancement Center (FAC)
- Faculty Advancement Facility
- Faculty Assistance Center
- Faculty Bat Cave ;>}
- Faculty Center
- Faculty Center
 - Name it for what it is, a faculty center for faculty.

- Faculty Center for Teaching and Learning
- Faculty Commons
Teaching Commons
- Faculty Development Center (7 Counts)
- Faculty Development Center
Faculty Advancement Center
- Faculty Development Center - cut to the chase and call it what it is so we don't have to figure out what in the heck something is.
- Faculty Development Center is fine.
- Faculty Development Center is pretty clear and explanatory.
- Faculty Development Center seems pretty clear and descriptive
- Faculty Development Center sounds good to me.
- Faculty Development Center works for me.
- Faculty Development Program
- Faculty Development Services
- Faculty Development and Improvement Center
- Faculty DevelopmentCenter (keep it simple and OBVIOUS)
- Faculty Educational Development Center or FED Center
- Faculty Enhancement Center
- Faculty Enrichment Center
- Faculty Enrichment Services, or Faculty Enrichment Center,
- Faculty Focus Center
- Faculty Learning Lab
- Faculty Learning Lab.
- Faculty Optimization Resources
- Faculty Resource Center (8 Counts)
- Faculty Resource Center....or at UT, we have the Center for Teaching and Learning...(and love the online resource-sharing portal idea!)
- Faculty Resource and Development Center
- Faculty Resources - Start here!
- Faculty Resources Center
- Faculty Success Series
- Faculty Support Center
- Faculty Support Department
- Faculty Teaching Resource Center (may be too similar to the the Faculty Resource Center, which IRT handles)
Faculty Teaching Center
Faculty Development Center is pretty accurate.
- Faculty Think Tank
- Faculty University
FLIP - Faculty Learning Instructional Program

- Faculty development center
- Faculty development center sounds ok
- Faculty Resource Center
- GIFTS: Great Ideas for Teaching Students
Disclaimer - This is not my original idea. It was slightly altered from the original (Great Ideas for Teaching Speech) that is used by speech departments around the nation.
- Get Teaching Now – GTN
- Growth and Knowledge Center
- How about "Faculty Development Center?"
- How about 'Faculty Development Center'?
- How about Faculty Development Center?
- How about Faculty Development Center? ACC has a habit of naming efforts with cutesy names that are not reflective of the purpose of the office/center/goal. People get lost, get tired, and do not participate.
- I can't see the survey buttons so I'm afraid I'm not much use. Sorry.
- I can't think of one.
- I don't have a name suggestion, but I think the idea of one central center is flawed. ACC is an extremely widespread institution; there is no location that could expect any significant in-person patronage unless it was the source of paychecks that everyone had to pick up physically. Highland Mall is "central", but we have faculty in Kyle, Bastrop, Round Rock, Cypress Creek, and even closer that never come there. Unless there are regional centers, we are really talking about an Internet service for all but the suggested 3 training sessions.
- I don't see a need for a separate center for meetings. We have so many meeting spaces around the college already, like a really nice auditorium at EVC, etc. With 11 campuses soon I think it's important to be aware of the distance some faculty have to travel for meetings. An emphasis on electronic meetings might be important.
- I like "Faculty Development Center".
- I like Faculty Development Center
- I like the idea of reflecting the following in the name somehow: lifelong learning and/or learning with students. But it probably makes more sense to call it something that reflects what it is and does like Faculty Development Center.
- I need to email this name to someone. It will take me a while to come up with it! I will get it to you very soon! Thank you for surveying us!
- I say call it like it is: The Faculty Development Center. Anything else gets confusing.
- I wish I was clever enough to offer a name. The Teacher's Depot. Call it the Depot for short.
- Idea House, Inspiration House
- In my view, some informal interaction and ties among faculty is very important. Since ACC is so dispersed, and many are adjunct, this need is even greater at ACC than most universities. We need to make one another and new faculty feel welcome, supported, and a part of something important.
- It can be called The BAT Center (Building Astounding (or Awe-inspiring) Teachers. A play on our mascot the River Bats...Just a thought.
- It seems to me like "Faculty Development Center" is an excellent name for the physical facility, and a less apt name for the body of people who decide what goes on there. They seem more like the "Faculty Development Council" or "Faculty Development Administration" or something like that. But it's probably too late for that to be a useful suggestion. I wish I had something pithy to suggest, but I don't.
- Just call it what it is. Picking some special name is not where anyone should be spending time/energy/etc...
- Keep it simple. I would suggest to call it: "Faculty Resource Center" Or "Faculty Center", or "Faculty Integrated Center".
- Knowledge Engagement Center (KEN)
- Learning Academy
School of Learning
Teaching Resource Center
- Learning Center

- Make it is easy so that everyone will remember it.
- Maybe something including the name "Incubator" for where ideas are developed.
- N/C
- NO SUGGESTIONS
- No idea at this time.
- Not sure because I would have just said Faculty Development Center
- Nothing at this time.
- Opportunity awaits
- Please avoid the use of "Excellence" in the name. Although this is indeed what we all strive for, it is such a cliché! Best wishes!
- Pro Professors. Chalk It Up. Talk Chalk. Full Slate Academy. Engage! Clown College. College University. ACC Academy. College Instructor College (CIC). CPC(Professor). Highland High (assuming at Highland Mall). College High. Monsters U. (Pixar might complain)
- Professional Development Academy
- Professional Development Center
- Professors Development Center
- Rabid Bats' Scourge
- Re 2.2 and 2.3 above -- don't these tools already exist in our classroom management software -- Blackboard? Or could they?
Faculty Development and Instructional Advancement Center (FDIAC)
- Resource Center for Curriculum and Instructional Effectiveness
- Rhodes Faculty Center. ACC Center for Faculty.
- RiverBat Cave
- Since the HLC 604 - seat computer lab is the Accelerator, this could be the Faculty Accelerator. I also like things like The Academic Gym. Then there's the traditional Teaching and Learning Expansion Center
- Student and Faculty Support Services
- Synergy
- TLC- the learning center
- Teach It Up
- Teaching Excellence Center
- Teaching Excellence by Engaged Faculty Center
- Teaching Resource Center
Instructional Support Center
- Teaching Success Center
- Teaching and Learning Center is a name used by any colleges and universities. It is plain, but relevant.
- Teaching the Teacher
- The Adjunct Faculty Association Memorial Development Center
- The Boiler Room
- The Center
- The Dewey Faculty Lab
The Master Teacher Lab (or center)
Faculty-Driven Development Center (or lab)

Center for Teaching Excellence and Innovation

- The Faculty Club
- The Horatio Algers Center
- The Institute for Teaching Excellence
- The Kinslow Commons,
- The Teaching Place
The Teaching Spot\!!!!!!!!!!!!

The Teaching Depot
The Teaching Place
The Teaching Den
The Teaching Circle
The Teaching ????????

The Teaching Depot
The Teaching Den

- The Think Tank
- The faculty portal is a valuable idea, but I STRONGLY agree with the need for a live/physical place, based on the isolation (comments above) and need for connections and in-person mentoring. So, my hope is that the portal will be supplemental, on-going, 24 hour resource, while the physical location would be a primary point of contact, open specific hours and meeting live needs.
A name idea? Off the cuff: "FACCE Time" (Faculty@ ACC Enrichment) I'll keep thinking
How about Faculty Enrichment And Resources... FEAR, but call the office No FEAR.
- There is already a faculty developed portal for biology. I suspect other disciplines have them as well. Why reinvent the wheel? I am not interested in the development opportunities which can be provided by ACC. After more than 20 years, I strongly prefer meetings which are specifically geared to my teaching disciplines. I have attended numerous generalized faculty development seminars. The best ones are where I can interact with faculty in my discipline.
- There was no comment box regarding meeting length and duration. Having a one or two day workshop for new faculty in which the content is centralized and delivered in a timely manner makes much more sense than spacing the information out over months. Faculty will need the content discussed in this survey to begin classes and create syllabi. After classes start is too late to deliver the information.
- To the Trenches! (TtT)
...or more in line with Acronym City Center's naming policy...
RRD:PofGFC (Rainbow Road Destination: Pot of Gold Faculty Center)
- We need facilities (sound studio) to create VIDEOS for classes, both audio and screen capture.
No names come to me right now...
- We need more full-time faculty input.
- Well of knowledge
- What's wrong with "Faculty Development Center"?
- What's wrong with Faculty development Center? Less confusing if you just name it for its purpose.
- What's wrong with calling it the Faculty Development Center?
- What's wrong with the name you are using: Faculty Development Center? It seems pretty clear to me already.

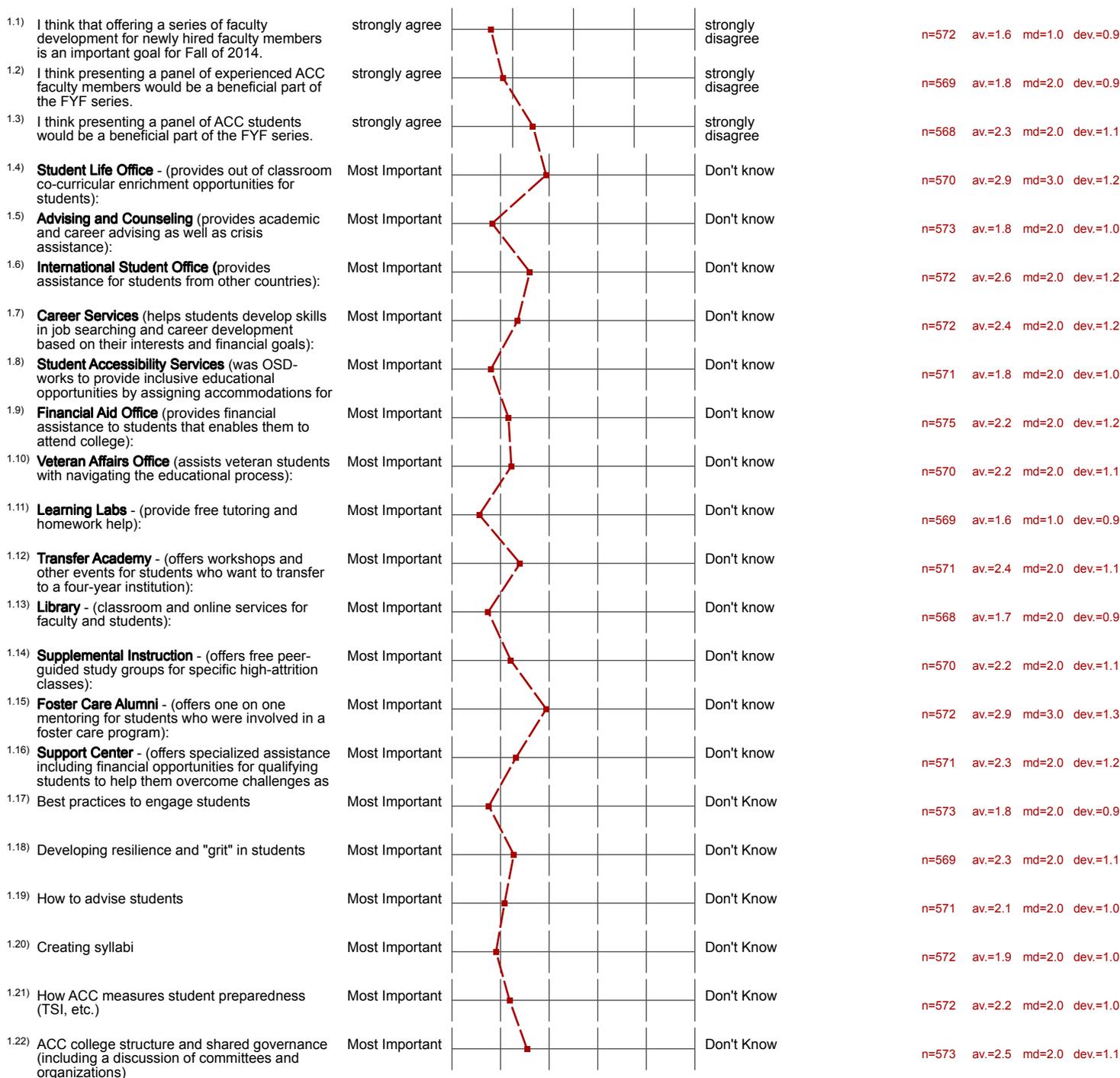
- Why not use "Faculty Development Center"? If not, maybe use "Faculty Development Resource Center"?
- Would like to address questions regarding the Online Portal for Faculty--at some point, folks are not going to buy into new initiatives if they are too time consuming. I'd want to know more about this.
- development sounds so silly to me-how about somehow including the words: survival, resources,instructor, getting started at ACC
- don't use the term "cafe" please---just had a pest control visit to my house and even the old roach/ant baits are now called cafes! :)
- faculty development headquarters
- faculty excellence center
- how about the faculty development center?
- no information
- sorry--no ideas!
- teaching ideas and resource in education department (TIRED)
- Faculty Development Center

Profile

Compilation: All faculty report

Values used in the profile line: Mean

1. First Year Faculty Series



1.23) Faculty evaluation procedures and portfolio creation	Most Important		Don't Know	n=572 av.=1.8 md=2.0 dev.=1.0
1.24) Developing a teaching philosophy	Most Important		Don't Know	n=571 av.=2.1 md=2.0 dev.=1.1
1.25) Classroom management (how to use time wisely and keep students focused)	Most Important		Don't Know	n=571 av.=1.8 md=2.0 dev.=1.0
1.26) Learning about ACC's special student populations and how to serve them	Most Important		Don't Know	n=571 av.=2.0 md=2.0 dev.=1.0

2. Online Portal for Faculty

2.1) I think that the development of the online portal is an important goal for the Faculty Development Center.	strongly agree		strongly disagree	n=567 av.=1.9 md=2.0 dev.=0.9
2.2) I would be interested in using a password protected website that would allow me to view a knowledge base of faculty submitted	strongly agree		strongly disagree	n=568 av.=1.9 md=2.0 dev.=0.9
2.3) I would be interested in contributing to a password protected website that would allow me to add to a knowledge base of faculty	strongly agree		strongly disagree	n=563 av.=2.2 md=2.0 dev.=1.0