

#	1. How well did the workshop meet your expectations? (Examples would be helpful)	2. What surprised you about the workshop? Was it different from what you anticipated?	3. At what point during the process did it all begin to make sense?	4. Were all the materials provided helpful? A. The Q&A Worksheets? B. The prepared word template for writing? C. The powerpoint presentation? D. What additional materials would you find helpful?	5. How useful were the discussion sessions of the workshop? Did you find discussions particularly helpful?	6. Did you Learn any new methods that you plan on incorporating into your teaching? If so please describe.	#
1	Sort of - I expected more focus on the particular elements of the portfolio, what materials should be included.	The collaborative activities, amount of focus on classroom methods.	When the activities were addressed in the powerpoint presentation, how the ideas can be applied to our class	A. Good for articulating thoughts, defining ideas. B. Didn't see the word template. C. I could hardly see what was written on the powerpoint presentation. D. An outline of what elements to include in the portfolio, and a description of each (more examples)	Very- not necessarily for creating a portfolio, but for ideas for projects, assignments, learning from people in other departments.	Yes- I got some ideas for how to make classes more interactive, some good project ideas.	1
2	Exceeded my expectations. Reading the portfolio handout I expected lectures.	The interactive exercises - were great fun as well as instructive.	When the different groups presented their courses - the categories of templates were thought provoking and useful	A. Yes, although as "home work" would have been useful to discuss the question. B. Yes C. Too long D. Participants list with department affiliations.	Too short, but our little group was engaging.	Since I teach small seminars I like the introduction method.	2
3	100% Interaction, information rendered	Group dynamic	Having done awareness training before, from the beginning	A. Yes, to revisit our own teaching methods. B. Yes	Very skillfully presented, extremely useful.	Yes, measuring the comprehension climate of the classroom.	3
4	Yes - very informative	Liked the group activities and Paul King's presentation. No it was not different from what I anticipated.	Made sense already - to some degree I feel it was like "preaching to the choir" but I did enjoy it immensely. I liked interacting with the other faculty and the exercises on the "class development" activity	A. Yes B. Did not see it yet C. No, could not see it well. D. Not sure	Love them! Love to listen and share other teachers experiences and learn what might be useful in my class room.	Yes. 1) Note taking is an "activity" 2) Making groups mandatory is a good idea so students develop cooperative learning and answers and ask questions more easily.	4
5	Exceeded them - group activities: introductions and the sample course were very illuminating and telling/hearing about the experiences of others during prof. King's presentation. He's a great seminar leader.	I was surprised that it was so interesting and that I was so inspired. Almost all the presentations were illuminating	All the way through - very clear	A. Thank you! A very useful outline for preparing my own portfolio. B. Not sure what this was - must have missed it. C. He didn't follow it - which is good! Text-based powerpoints aren't very compelling and he didn't (Prof. King) need it anyway.	Very	Yes - some new writing assignments, group activities.	5

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6	I wasn't sure what a teaching portfolio was when I signed up. I do now, but I think the term/ uses could have been clarified earlier. Many good ideas, activities presented and I found it inspiring.	Yes it was different, although I didn't have many expectations.	About 3/4 of the way through, although that was the time I also started to get tired.	A. Yes B. Not sure what you mean. C. Yes, but perhaps a little too much, too fast, a little late.	Yes. I loved speaking with my colleagues about their concerns/methods of teaching and the "adjunct life"		6
7	It has given me an awareness of the reflective teacher portfolio	The lengthy morning workshop - which was fun!	In the afternoon	A. Yes B. It's on the website C. Yes D. None	Somewhat helpful	Yes - thinking about how to improve my lessons and then act on it.	7
8	It was much more interesting than I anticipated, and I was developing ideas for classes I teach through out the say as a result.	I didn't know what to expect.	While working on the first exercise to design a course it began to make some sense.	A. Yes	They were by and large interesting and useful.	Yes the idea of integrating physical activities.	8
9	I had no particular expectations.	The opening exercise, conducted in our group by Janet. Not really different than expected since I has no particular expectations.	Before lunch	A. Yes B. Yes C. Yes D. I'm not sure	Those sessions were the most interesting aspects of the workshop and the most educational.	I think this method of reflective course journaling is a good idea	9
10	Yes - went well	understood how to make ref. teach port and why import	best after slide ppt. in afternoon	A. Yes B. Very C. Yes - but went to long D. Handout to take notes on ass follow PPT.	Good	Yes - make more activities	10
11	The group exercise in the morning A. to create a course the group exercise in the afternoon B. discuss a favorite lesson at the table. Very well done - The CET really exceeds my expectations.	I didn't have any expectations so there are neither surprises nor disappointment. It's an excellent workshop	It made sense during the group exercise in the afternoon when we need to discuss our favorite lesson.	A. Yes B. Yes C. Yes D. More accessible links to teaching portfolios	The afternoon session when we has to describe our favorite lesson. It was very helpful to learn other's experiences.	I'm considering the team concept in the classroom	11
12	Found it very inspiring	I enjoyed the creative process in the morning group assignment and was surprised at the multitude and the levels of the results (products)	Very lovely	B. Yes I missed the afternoon so I can't answer all.		I may have began to develop a new course which I had thought about for a while.	12
13	Yes	How clearly I was able to recognize my teaching philosophy	The last project	A. Yes B. Yes	Absolutely - it helped clarify everything.	No, but the workshop did validate much of what I'm already doing, and gave me ideas on how to do it better.	13

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14	It was very helpful. I'll definitely use some techniques that I've learnt here in my class	I was hoping to learn more about how to write my statement of teaching philosophy (might be satisfied after I feel out the worksheet)	Just after the first exercise (the circle)	A. Yes B. Yes C. Somewhat	Yes, very much so I could see different aspects and problems of teaching different materials as well as the common ones.	Yes, let them work as groups, the importance of introducing them to each other, comparing their work to see their important in time.	14
15	Exceeded my expectations on methods, variety of speeches and faculty attendance.	I had no predetermined biases so I learned as the workshop developed	Message was clear from the introduction and reinforced by each speaker	A. Yes B. Yes C. To much words on slides. D. A mick for audience speakers, hard to hear participants when they are across the room	Yes. Discuss common teaching methods and learning others was helpful	Put it in writing, reflect, add and make better	15
16	Loved the format to begin thinking about my work and the examples of ways to think and record what I'm already doing in a more useful way.	The format - so many activities and presentations before a real definition or explanation of what we were doing.	When Karen showed her portfolio format and talked about her tools/form/way of recording.	A. Yes - really like these "tickets" to think about parts of this without being overwhelmed by the whole document. B. Yes	I enjoyed the discussions much more than the presentations. Would like to see them minimized a bit more.	Add my reflections on lesson to my lesson plan (digital file)	16
17	It was very helpful.	Participant show many they were - yes, it 's very helpful and made me think how I can improve upon my teaching.	The second half of the workshop		The discussion helped to clarify what a Teaching Portfolio is much better.	Yes, be aware where the class is at, by questions - engaging students in lecture.	17
18	Good The examples by Karen and Daniel were great! Especially their different approaches. Paul is an excellent teacher. He really listens and responds well.	The interactive projects were enjoyable	At the end	A. N/A We didn't use them. B. Yes C. Yes/somewhat D. More examples	Very useful. Yes	Yes, examples of new lessons	18
19	The examples by Karen and Daniel were great! Especially their different approaches. Paul is an excellent teacher. He really listens and responds well.	The opening activity	From the start	A. Yes B. Yes C. Yes D. The links were great. I was able to check out the blog.	Yes	More activity and interaction	19
20	I came to workshop without specific expectations	How the workshop applies to so many disciplines taught at FIT	After reading the power point presentation	A. Good B. Good C. Very helpful D. I will read the guide by P. Seldin	The group project to write a course was a great exercise. It showed me that writing a new course using a variety of disciplines is easy and can be useful.	Yes method to bond the students and to create a friendlier atmosphere in the classroom.	20

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21	Exceeded - the most helpful/useful workshop to date (summer institute)	A. it made me reconsider some of my teaching techniques. B. The depth of reflections was more than I expected.	The last 1/3rd	A. Yes B. Yes C. Yes	Very useful - the discussion about designing a class	Yes - lead with an activity	21
22	It was a brand new experience for me so I had no idea what to expect	The surprise was that it was hands on and we got to participate with our opinions	When we got together in groups		Yes because I got to hear what other teaches are doing	Yes - repeating the question - so I understand the question and everyone can hear	22
23	Made me think that I some help - I'm going forward next semester on this class	Yes- this was very interactive met a wonderful group of women/men who teach here.	Later on in the day began to reflect on all components presented	A. Yes B. Were excellent gave a heads up to the program. C. Excellent D. More (websites) on CET calendar show upcoming events so we can save the date	Yes - the analysis of our lesson plan for a course made us think collaborating.	Yes - will be going on line to seek out the templates on developing my portfolio.	23
24	Good, though more examples and discussion of teaching portfolio would have been preferable to morning group exercises.	Yes. Group interaction was very valuable	After the examples of teaching portfolios.	A. Yes B. Yes C. Yes D. samples of teaching philosophy - references to online links that contain numerous examples.	Yes - those after lunch more so than the first two projects.	From Paul - how to organize my teaching portfolio.	24
25	Very helpful! Made me think about my teaching methodology and techniques used in the classroom.	No, examined the areas of interest about the various approaches that one can use in the classroom.	About midpoint.	A. Yes B. Yes very! C. Yes D. None	Discussions were very informative and helpful.	Yes, using groups to promote student interaction and cooperation in the learning process.	25
26	Yes - but I find the group bonding exercises only minimally beneficial	I did not realize that a teaching portfolio can be, and may often be, an information technology free zone.	At the end of the day - the final presentations	A. Yes B. Yes C. I find powerpoint to be a necessary evil D. I especially like the three different approaches being utilized by the speakers.	Discussions are always helpful.	Seek to foster more team work between students.	26
27	Group collaboration was excellent illustration of group (lesson) dynamics in practice. Appreciated contrasting portfolios presentations: Karen/ Dan	The simplicity of the concept surprised me and yes it was different than I'd anticipated.	At several points, though perhaps esp. when Karen, Dan and finally Paul presented teaching portfolios and their personal philosophies.	A. Yes on "the favorite" worksheet C. Moderately so D. More examples of effective porfolios	Useful - yes - in particular meanings varieties of methodologies - this is something I just don't experience enough of as an adjunct.	Yes! Many old techniques of mine sprang to mind based on other discussions, the "count off" way of randomly sub-grouping classes.	27
28	Good	The group activities.	Halfway through	A. Yes B. Yes C. Yes, but when I can look at it in more detail. D. Printout of the powerpoint.	Yes, but wanted more conversation with the faculty members.	Yes. New in - class exercises.	28

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29	I thought we were going to develop our own teaching portfolio based on what I read online before the class. Should have started with what a T.P. is and how to do it.	I anticipated more how-tos. I personally didn't learn how to be a more effective teacher from the teams creating courses.	When Karen made her presentation.	A. Yes B. Yes C. Yes	Yes - very useful. Always good to hear from colleagues.		29
30	Yes - like the variety if activities - group workshop interaction between workshop leaders and other adjuncts.	Did not know what was in store for us so no surprises or disappointments all good!	Made sense from the beginning because we received link to website and example to review prior to workshop.	A. Yes B. Yes C. Some font small bit lengthy D. Last exercise very strong - more like this but different	Very - gave insights and gave good ideas to think about - process and how I can relate to my courses. Made several notes on how topics discussed can be used in my class	Yes	30
31	Mostly would have liked to have stated my own teaching portfolio during the workshop. it was okay it would have helped if we knew upfront what the reflective teaching portfolio was and how to use it.	More lecture than "doing"	When I read the email that was sent from the CET	A. Yes B. Couldn't read it on the screen turly did not use it. C. Couldn't see it - would have liked a printed copy to follow along. D. Printouts	Couldn't hear many of the questions outside of the small group sessions.	Yes, to ask students for informal feedback throughout the semester.	31
32		The interesting ice breaker in the beginning.	Towards the end of the day	A. Somewhat D. A print out of the powerpoint presentations	The interaction with team members was helpful in seeing other teaching techniques	Yes the opening ice breaker	32
33	It met my expectations of understanding what a teaching portfolio is comprised of and its use.	Not surprised with the workshop	I understood the portfolio by lunch once we did the course/ lecture breakdown. This was the section coming in that I did quite get.	A. Yes B. Ok, but I'll develop my own that suit my course(s) D. A more simplified example of a portfolio and a clearer definition of the objective of keeping a portfolio.	Very Helpful because it allowed us to dive into specific details or mind sets.	Yes, the 'ice breaker' for start of the course and setting of semester long support teams.	33
34	Very well. I know have a pretty good idea of what a teaching portfolio consists of.	The ability of four distinct minds and points of view to create an agreed upon class	When the young man described his portfolio.	A. Yes C. Yes D. Websites for further research	I found the discussion portions very helpful in learning the exchange of ideas.	Yes. Changing a lesson when its not working	34
35	I had no pre conceived ideas. Its all new so I have no comparison to judge.	See previous	About 3:30	A. Yes B. Yes C. Yes D. A software program that you could use to write your own portfolio	Best part of the workshop	Techniques were very helpful	35
36	Exceeded my expectations. I have a good idea as to how to build a teaching portfolio - good resources	I wasn't expecting this amount of group interaction	In the afternoon - when we saw live examples of portfolios	A. Yes B. Yes C. Yes D. A software program that you could use to write your own portfolio	Excellent	Lead with an activity	36

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37	I have a much better idea of what a teaching portfolio is	It was more group activities oriented than I expected	During Paul King's explanation/lecture in afternoon	A.B.C - Need to look at these again D. Copy or link to Paul King's slides	Pretty useful. Yes	More focus on group activities	37
38	It was excellent	The interactive group	At the introduction	A. Very C. Yes	Very	Yes by sharing techniques	38
39	I wasn't sure what comprised a teaching portfolio	I expected to do more writing	When the portfolios were presented	A. These were interesting experiences B. Too long to be useful C. Karen Pearson PP was excellent D. None	Most useful because we got a chance to discuss teaching techniques	Yes especially the idea of student assessments of projects	39
40	Gave me ideas, have to examine my way of teaching.	Yes I was surprised. I expected a lot of lecture but the group session was eye opening.	Mid way, after lunch.	A. Yes B. Yes C. Yes	very, without I would be a bit lost.	Yes. Group involvement of students	40
41	Honestly, I wasn't entirely sure what to expect, but I come each year because I usually learn something useful	I was surprised to learn a few new classroom methods - I was expecting strictly portfolio - oriented instructions	Unfortunately, not until late in the day, around 3PM, when Paul actually delineated what a portfolio is. I wish someone has actually defined it earlier in the day (like first thing!)	A. Yes B. I haven't reviewed this yet. C. Karens was a waste of a powerpoint. D. I would have preferred a handout I could keep (of Paul's presentation)	Well, because Paul spoke a bit much we didn't get to do the afternoon breakouts. The morning session (especially the "ice breaker") was longer than necessary and not terribly useful	Yes I'm going to create portfolios	41
42	The time spent writing and brainstorming within the groups was very helpful. Learning how other instructors are teaching/implementing is a wonderful thing!	No. I have never been to a workshop on this topic. I wasn't sure what to expect.		A. Yes each question seems to have a specific point to make B. Too extreme for the time C. Parts were helpful. Pearson's presentation hanged only these images-- too specific to her application for use in other disciplines. D. Less is more!		To use more group scenarios	42
43	Not sure what my expectations were for the day; need solid definition early on to what a teaching portfolio is	The scope and ambition intended for only one days interaction.	Late in PM got a sense of topic - too much on visual aids needed more clarification of parts of speakers portfolio - went to quickly		Interesting but not a good use of time. However, enjoying --anytime--getting together to "talk shop"	Will be thinking about new ideas.	43

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44	Excellent workshop -		Karen Pearson's presentation	A. Yes B. Somewhat C. Too late in the afternoon - otherwise very clear presentation D. Nothing specific - - all ok	This was the most affective part of workshop. Yes definitely	Group activities are especially helpful	44
45	The workshop was well done.		Mid morning	A. Yes B. Yes C. Yes	Discussion was helpul. However, I would eliminate the last presentation that started at 4pm I would have extended the Q&A		45
46	I expected to begin writing my portfolio, but listening to the other Prof.'s and the sharing was much more valuable as I can get recommended books from the library and put the portfolio together on my own	Yes, I was pleasantly surprised see previous comment	The course planning exercise amongst our group from various disciplines because we could see in our groups the difficulties that some individuals unnecessarily create to a fear of expressing themselves and how that holds up getting things done as well as is disservice to the rest of is who would benefit from their contribution.	B. Probably but since we haven't started writing in this workshop you might want to remove this question from your eval. C. About the book? D. List of resources	Very, more so than the after lunch speakers	Yes that peer pressure is an effective method for teaching	46
47	Very well. Interesting people and ideas.	# of people participatants , too few out of adjunct	From the very beginning - learning by doing looking at yourself as a teacher and evaluate yourself	A. Good B. Good C. Ok	Very helpful, chance to get to know others and express own ideas	Sharing ideas with colleagues mad lessons fun and relevant	47
48	I had no expectations	The morning was so interactive I was surprised that the afternoon was so lecture based	Don't know	A. Yes B. Yes C. Yes	What do you mean exactly? Small group or whole group. Whole group went off. Small group was good	Yes I liked the ice breaker and I am talking to find a way to adapt something Paul talked about.	48
49	Liked hearing from many speakers - Paul as well as FIT faculty (Daniel and Karen)	Nice starter exercise recalling name plus why do I teach		A. Yes C. Very good	Also discussed shop during lunch		49

7. Are the next steps in your development as a teacher clearer to you?	8. Name any other workshops you have taken that have helped you develop as a teacher.	9. Would you recommend that others in your department participate in the Teaching Portfolio Workshops?	10. How helpful was the presenter?	11. What if any follow-up would you find helpful?	12. On a scale of 1-5 (1=poor, 5=excellent), please evaluate this overall event.
Somewhat		Some yes, others probably wouldn't need it.	He was good at engaging the audience and facilitating group activities. The visual aids could be better; the fonts were too small, and some of the more helpful slides were only shown for a few seconds.	Maybe a session in which we work on parts of our own portfolio, get input and criticism from others in the workshop.	
Not yet - but I have much to think about.	None	Yes	He was a dynamic speaker and his answers to general questions were helpful, however his discipline has so many aspects unique to architecture.	The website will be useful	5
Yes	"Lifespring"	Yes, definitely	He's a master in his craft.		5
Yes	I have taken a couple but do not remember titles.	Yes	Very	Perhaps a review of my RTP when I ever get it done enough! Thanks	4
Yes - need to focus more on activities, in class writing and fostering collaborations among students.	This was my first - but it won't be my last	Yes	Very - Prof. King especially and our group leader Gwen, for the course preparation segment.	The website will be useful	5

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Yes	Writing across the curriculum	Yes absolutely!	Excellent, a lot of information to absorb, but very clearly presented and invigorating.	Looking at website mentioned.	5
Yes - I have time during the summer to work on this.	Critical thinking	Yes	The presenter was excellent!	No, but very enjoyable!	4
Yes		some of my colleagues would benefit	Quite helpful.	Email power point to us.	4
I think this workshop has added something which I can consider.	The writing workshop and the critical thinking workshop	I'll bring it up with my colleagues	Helpful. Talked too long which ate up much of our afternoon group discussion time	that web link is plenty at this point	4
Review classes to spiff up		Yes	Very good		4
Yes	None	Yes	The presenters were helpful however, the speakers need to stick to better time management because when I run over, it has a cascading effect on the participant's time to spend on their group assignments.		5
	Coil workshop, but this was more productive.	Sure	Very		5
		Yes	Very		4

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Yes		Yes	Very much, even though he was from another area, the techniques he described most of the time applied to all of the areas and his experiences was very helpful to think of solutions for my problems.	Yes, in several areas; a workshop on how to engage students to math and science and how to improve teaching; using different tools, different evaluation techniques.	4
Yes	Blended learning	Yes	Afternoon session lectures could have been shorter to allow more table discussion.	As long as the information is available on CET website I can follow up on details covered in the program	5
Yes- really at a good point to start fleshing out my recording and development of lessons.	Angel workshops	Yes!	Great speakers and good at guiding/teaching from the questions and presentations - not just relying on information that surfaces.	writing/feedback session for parts of this portfolio to give a deadline or breakdown of the writing tasks.	4
Yes, it's an ongoing process	First one	Yes it was very helpful	Very helpful and useful	Have in class observations by CET faculty and comments	5
Yes	A.S.I All previous workshops (except one)	Absolutely	Good		4.5
Yes- thinking about how to make my methods more effective.		Yes!	Very	Just do it!	5
Yes (work on the previous statement I made)	None	Yes - absolutely	Very helpful - especially by citing techniques that he uses in class	Looking at examples of teaching portfolios	4 - Represents what I think the teaching portfolio is or should be 5 - Relates to the success in getting me to think and want to improve

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Not always but they are much clearer	Summer institutes	Yes	Paul was great		5
	None	Yes - but they might get defensive	He was great!		5
Yes	None - first semester adjunct	Absolutely	A new perspective to the class discussion. Thank you for the information on the senate as well as the union.	At this time I don't know	5
Yes	Great writing workshop	Yes	Extremely helpful - very articulate, knowledgeable, and clear speaker.	Day workshop on using technology in the classroom	4
Yes!	N/A	Yes!	All three were great!	Not sure.	5
Yes- I have been seeking a methodology or format for improvement and a teaching portfolio may be it.		Yes	Excellent.	It would be nice to see the teaching portfolios that the participants develop a reunion session.	5
Somewhat	CET presentations on pedagogy (and include Stanford University pamphlet on sustainability)	Sure	Very open, clear, impassioned and engaging	More examples of teaching portfolios in development.	4
Slightly	How to develop a better CU	Yes	Great		4

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Yes	Online class reviews	Yes	Very good - Paul - Karen - Daniel - all great!	More of a workshop on actually doing a T.P.	4 Could not hear - Need a handheld mike for audience to use. Need name tags: name & dept.
Yes	Critical thinking	Yes	Very answered questions gave good clear critical feedback.		5
No same as before which is clear.	The critical thinking adjunct seminar.	If it was more of a workshop and less of a lecture	They were good as they presented varied ways to being and compile your teaching portfolio	Most the ones that were viewed in today's presentations somewhere that they are easy to access.	3
Somewhat			Somewhat		3
Review both my course focus and each lesson to look for way to enhance interactivity.		Yes			4
Yes		Yes	Very helpful in guiding the discussion	The opportunity to send a first run-through of a portfolio for critiquing.	4
Probably - I need to digest all this	This is my first	Sure	Very		
Yes	All CET classes have been excellent	Yes	Good presenter. Kept our attention throughout the day.	Another seminar where you actually work on the portfolio and get feedback and critique	5

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Somewhat	Not sure	Yes	Paul King was very helpful	Not sure.	4
Yes	all CET programs	Yes	He was engaging non-judgmental inspiring	Not sure.	5
Yes	Technology in the classroom	Yes	The presenter was helpful but too long winded	None	3
Yes	N/A	Yes very much so	Very and a wonderful presenter	Share the teaching portfolios with the other participants	5
2009 and 2010 were somewhat useful also	Yes	Paul was very knowledgeable and helpful but a bit too verbal. Gwen was clear, but, again needs to be more concise. Janet - no opinion. Dan - Short but sweet; it's a shame he had to leave. Karen - Her presentation would have been more interesting if 1) She had been more organized and 2) She had radiated a bit more energy.	A different approach and collaborative work. I like Paul's idea of creating groups the first week so that students have instant connections and they can work/should rely on	Will you send us the e-mail link to the website Paul showed us?	3
The seminar helped to bring a certain focus		possibly	I found his examples of architecture were particularly helpful. They related well to the many visual mediums at FIT	Focus groups that are comprised of instructors from similar departments. Teaching similar classes, to bring a greater focus to how your portfolio is implemented.	4
Reaffirmed that I am doing these kind of self-critiques of my lesson plans and skills.	CUNY better teaching seminar	In a different platform. Organization was needed.	Charming authentic speaker - materials/scope needed to be truncated. Too much to digest all at one sitting. Wilk and Pearson would have been more helpful - clear with #1 solidified		2.5

7. Are the next steps in your development as a teacher clearer to you?	8. Name any other workshops you have taken that have helped you develop as a teacher.	9. Would you recommend that others in your department participate in the Teaching Portfolio Workshops?	10. How helpful was the presenter?	11. What if any follow-up would you find helpful?	12. On a scale of 1-5 (1=poor, 5=excellent), please evaluate this overall event.
Yes good portfolio can be beneficial	I have attended all of them and each has been useful	Yes - definitely	Paul, Gwen, and Janet were helpful in their own way	Ask the participants to show their portfolio to Elaine after the Fall 2011 semester. I will show mine to her.	5
Yes		Yes - but I also think dept. purchased the book. I would have read it and then enjoyed second half of the seminar	Articulate and informative		5
Not yet but when I sit down to write about it, it will be.	N/A	Yes	Paul, the architect, was terrific	A second workshop to start working on the portfolio even if just filling in key words	5
Yes		Absolutely	Very helpful	Paul 2 - letting the entire FIT community know how valuable the adjunct faculty is...a wonderful exciting group. Very intelligent people with great ideas.	5
Yes	Don't remember the names	Yes	We had several presenters/leaders I liked Janet and Daniel the most. I didn't interact with Gwen. Paul's talk seemed to ease and went on too long I have attention issues as it was difficult to stay focused	None that I can think of	5
					4