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The role of an educator is to help learners comprehend new information,

University of South Florida Saint Petersburg

Taught up to 6 classes per semester of the following courses: Intermediate Algebra, Introductory Statistics, Finite Math, and College Algebra, first as an adjunct faculty member, then as a Visiting Instructor and now full time Instructor.

INVISTA conducted extensive site wide training (~500 employees at the facility) on Quality Improvement Processes including Six Sigma methodologies, Process Hazards, all aspects of OSHA regulatory compliance issues, and safe working practices at all levels of the organization

University of Delaware

ACT math scores are correlated to success in introductory college math courses, specifically Intermediate Algebra and College Algebra. She is also looking at whether there may be other factors such as high school grade point average that correlate better with success in these courses. Because of my experience with teaching these courses and my background in statistical analyses of data, she has asked me to collaborate in the research and publish an article based on the results.

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I was co coordinator along with Ms. Swartout for the Fall 2018 semester coinciding with my hiring as a full time Instructor. I was responsible for orientation and mentoring of new 3 new adjunct faculty, scheduling for the Math group as well as leading all interactions with the Biology Chair and CAS administration.

I represented the Math Group on the Math Success Group, a collaborative effort between members of USFSP and USF Tampa tasked with sharing success strategies to improve the DFW rate in high risk math courses at USFSP

I am the course coordinator for Introductory Statistics ensuring alignment of content, teaching and assessments among full time and adjunct faculty. I have significantly contributed to the ongoing revision of these two courses in collaboration with other full time faculty.

I developed and now teach the asynchronous Online Introductory Statistics course, which has gotten good reviews from students and colleagues.

I developed and taught the one week course in Mathematics for the Summer Success Institute in Summer 2019. This course was part of the USFSP Summer program to help prepare incoming first time in college students for success at the university level. The course introduced students to the level of expectations for mathematics courses.

obtained the USFSP Online Teaching Certification in 2019 so I was well prepared when I had to take 3 classes online at the end of the Spring 2020 Semester.

I was selected to teach for the first USFSP Provost's Summer Institute. The Summer Institute is an initiative to help prepare FTIC's that did not meet criteria for Fall admission to be successful at USF. I developed a course that integrated Introductory Stats and Introduction to Environmental Science with Dr. Jim Ivey. We each taught 2 sections of about 30 students and we coordinated our lessons and assessments so students would have a sense of the integration of the subjects that they would learn. All the students were recent high school graduates, so teaching the course involved a lot of interacting with students to help them understand how to be successful university level learner as well as teaching them about Statistics. The course was taught in an online synchronous modality, so part of the challenge was to the students get comfortable with this mode of learning as well as ensuring that they had a sense of belonging to USF even though they were all distanced.

PUBLICATIONS

I co-authored an article published in ICPEL's Education Leadership Review; a peer reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership. The article "University First-Time-in-College Students' Mathematics Placement and Outcomes: Leadership Response to Local Data" Jenifer J. Hartman, Radford Janssens, and Karina K. R. Hensberry The article described a study and outcomes that was initiated along with colleagues from the USF College of Education to determine how analysis of extant student data could enable leaders to better understand the problem, identify ways in which university policies and/or practices could be modified to increase students' pass rates in their initial math courses,