Adjunct Faculty Training, Mentoring and Evaluation at the Department Level

Academic Chairpersons' Conference
Dr. John Griffith
Embry-Riddle Aeronautical University - Worldwide
Things to think about

• How many of you were adjuncts?
• How were you treated?
• How did you feel when you were hired full time?
• What did you do to prove yourself?
• How does your university treat adjunct faculty?
• Are they kept informed?
• Are they trained?
• Are they observed?
• ERAU Background (your situation may be different)
• Why Adjunct Faculty are important
• The selection process
• Train to expectations
• Communication is the key
• Why it is good to observe/evaluate and rank
• How adjuncts can help you
• Handling good – and poor performance
• Future full time faculty pool?
Embry-Riddle Aeronautical University (ERAU) Worldwide Campus

#1

BEST ONLINE PROGRAMS
US News & WORLD REPORT
VETERANS BACHELOR'S
2018

#2

BEST ONLINE PROGRAMS
US News & WORLD REPORT
BACHELOR'S
2018
Background on ERAU-Worldwide

• 133 campuses worldwide
• 23K students driving approximately 86K enrollments annually
• 82% online
• 4% classroom or classroom video sync learning combination
• 8% Video synchronous EagleVision (EV) Classroom
• 6% are Video synchronous learning (EV) Home
• 5 major terms per year – 9 week terms
• Students mostly working adults – average age in low 30s
• 50% military
• 87% male – 13% female
Why Adjunct Faculty are important

• Teach Approximately 90% of courses
• Bring a variety of knowledge to include applied work experience
  • Help relate course content to real life experiences
• Provide different perspectives during course design
• Flexibility in scheduling
• Many have exceptional qualifications
• Spread out in many time zones

WHY?
The selection process

• Academic qualifications a must for accrediting agencies
• Terminal degreed faculty must teach at least 25% of students
• Degree in discipline or 18 hours of graduate credit in discipline
• Work experience in discipline if degree is over 7 years old
• Clearance to teach by individual course
# Faculty Course Clearance

## FACULTY COURSE CLEARANCE APPLICATION

**ERAU-Worldwide**

<table>
<thead>
<tr>
<th>CAMPUS:</th>
<th>TERM STARTS:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>MATH 111, College Mathematics for Aviation I</th>
<th>Teaching Discipline: Mathematics</th>
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<tbody>
<tr>
<td>This is a pre-calculus course designed for the student aviation. Topics include a review of the fundamentals of algebra; linear equations and inequalities, quadratic equations; variation; polynomial, rational, exponential, logarithmic and trigonometric functions; radian measures; right triangle solutions, vectors and the laws of sines and cosines.</td>
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### Degrees within teaching discipline:

<table>
<thead>
<tr>
<th>Column One</th>
<th>Column Two</th>
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<tbody>
<tr>
<td>Mathematics (MS or PhD)</td>
<td>Mathematics (MA)</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Statistics</td>
</tr>
<tr>
<td>Engineering</td>
<td>Physical Sciences</td>
</tr>
</tbody>
</table>
Train to expectations

• FACD 101: Teaching at ERAU-Worldwide
• FACD 300: Teaching within an LMS
• FACD 302: Supporting Online Learners
• FACD 400: Making the Blend
• FACD 801: IGNITE Pedagogy Introduction
• FACD 802: Igniting Research in Your Course
Mathematics, Physical and Life Sciences Dept. (MPLS) view

• 15 full time and 150 adjunct faculty
• Adjunct Faculty Support Website
• Between 30 and 50 sections per major term
• Syllabus review for classroom courses
• Course set up with 3rd party software
• Mid-term checks
• Annual observations/evaluations
• Ratings
Course Monitors

MPLS Course Monitors

We've established someone you can turn to with all of your course-related questions. The Course Monitors/Wranglers listed below can help you more than anyone else when it comes to teaching your courses!

- Donna Roberts - BSIS 473 (content only)
- Bobby McMasters - E95 degree questions
- Emily Faulconer - CHEM 139, 141I and PHYS 142/304
- Jeff Ferrier - CS109 (content only)
- Deve LeVaque - MyMathLab/MyStatLab/StatCrunch questions & checking Canvas set up for CSCI 109
- Beverly Wood - MATH 106
- Jeanine Proux - ONED 103
- Piera Veinนางsīngā - MATH 111 & MATH 112
- Sarah Allin - MATH 140/142/143 & MATH 345
- Amy Bostrom - MATH 241/242/243 & MATH 250/251/252/253
- Bobby McMasters - MATH 211 & MATH 220
- Jerry Krantz - MATH 222 & MATH 412
- John Bradham - PHYS 150/160/250/253, WEAX 201 & MindTap
- JR Hanson - PHYS 102 & WebAssign
- Richard Kvasnak - PHYS 301 & BIOL 107
- Shelby Whitehead - WEAX 201
Course material support for faculty

Basic Math

- Request a copy of the textbook at the publisher's website.
- Many resources such as chapter PowerPoint slides, solutions, and the instructor's Resource Manual are available via the publisher's site.
- MyMathLab® will be used to deliver the student's eBook, assignments, and exams.
- Need more information about working with MyMathLab? Try this!
Communication is the key

• Newsletters
• First Saturday “all faculty” meetings
• Course Monitor communications prior and during the term
• Communications during the term
• Observations
• Evaluations
A big Thanks to Adjunct Faculty. We simply could not do it without you! Each month MCS and PLS Discipline will highlight outstanding work by MPLS Adjunct Faculty.

**MATHEMATICS & COMPUTER SCIENCE:** Jeanne Poray would like to specially thank the following Adjunct faculty for their work with MATH 106 redesign – *<Listed names here>*. This work includes revising Learning outcomes and formatting the course to the new text. This redesign is meant to benefit students in this critical math course. The ideas gained from these adjunct faculty have gone a long way to improve this course.

**PHYSICAL & LIFE SCIENCES:** J.R. Hanamean would like to thank the following adjunct faculty on their work on the Physics 102 test bank project. *<Listed names here>*. This group is ensuring there are enough questions to rotate through from term to term to ensure students cannot get the answers from sites such as Course Hero. We appreciate the dedication this group has shown to make Physics 102 a quality learning experience.
All MPLS Faculty Saturday Meeting Overview

- Classroom Course Cancellation Stipend
- WW Initiatives
- Blended Learning
- Feedback and some best teaching practices
- Mathematics Update
- PLS Updates
- Statistics and Computer Sciences Update
- BSIS Update
- MPLS Faculty Senators
- Questions
Course set up instructions from course monitor

• Get ready to teach e-mail sent to faculty 60 days prior to course start
• Courses in Canvas approximately 45 days prior
• Imbedded in the course instructions which direct faculty to MPLS Resource Center
• Syllabi due 30 days prior and approved no later than (NLT) 21 days prior to course start date
• Canvas set up NLT 2 weeks prior to course start
• 3rd party software set up NLT one week prior to course start
Why it is good to observe, evaluate and rank

• Hawthorne Effect
  • It does not matter what they did with the lights- performance improved!
• Some want to be acknowledged for doing good work
• Provide hints for better performance
• Identify for promotion, training, removal
  • Have remedial training option available
• Performance ranks used for scheduling faculty for future terms
Warning signs

• Observation
  • Lack of interaction on discussion boards
  • Lack of feedback on graded items even if rubric was used
  • Instructor not using rubric
  • Instructor not meeting contact time
  • Does not zero out grades or keep grading up to date
  • Does not know the subject matter – gives wrong answers

• Student Evaluations
  • Multiple complaints about grading taking longer than a week or lack of feedback
  • Low overall scores over multiple courses with “red flag” issues remaining constant
# Faculty Observation

## I. PRE-COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>Rating</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Posted a detailed faculty profile and course policies (attendance, late work, response time, incomplete grades and extensions)</td>
<td>E/M/B</td>
<td>All</td>
</tr>
<tr>
<td>b. Added dates to course modules</td>
<td>Yes/No</td>
<td>All</td>
</tr>
<tr>
<td>c. Posted a detailed Welcome Announcement</td>
<td>E/M/B</td>
<td>All</td>
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## II. IN-COURSE REQUIREMENTS

<table>
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<tr>
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<th>Mode</th>
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</thead>
<tbody>
<tr>
<td><strong>INSTRUCTOR-STUDENT INTERACTION</strong> - This section deals with instructor/student interaction in appropriate settings for the course subject</td>
<td></td>
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</tr>
<tr>
<td>a. Promoted and participated in Canvas Discussion Board Forums. Where discussion topics permitted, commented on a minimum of 1/3rd of the initial discussion threads (IAW Course Developer guidance)</td>
<td>E/M/B</td>
<td>All</td>
</tr>
<tr>
<td>b. Solicited input and challenged students via comments, questions and forums</td>
<td>E/M/B</td>
<td>Asynch</td>
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## III. GRADED FEEDBACK, DISCUSSION FORUM

<table>
<thead>
<tr>
<th>OBSERVATION ITEM</th>
<th>RATING</th>
<th>MODE</th>
</tr>
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<tbody>
<tr>
<td>a. Exhibited subject mastery and explained concepts clearly</td>
<td>E/M/B</td>
<td>All</td>
</tr>
<tr>
<td>b. Related concepts to students' experiences</td>
<td>E/M/B</td>
<td>All</td>
</tr>
<tr>
<td>c. Provided meaningful and quality feedback (quantitative and/or qualitative, as appropriate)</td>
<td>E/M/B or simply Yes/No</td>
<td>All</td>
</tr>
<tr>
<td>d. Used one of the following feedback tools: DocViewer, SpeedGrader, Assignment Comments, interactive rubrics, audio/video (As applicable)</td>
<td>Yes/No/NA</td>
<td>All</td>
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<tr>
<td>e. Posted clarifying information and/or asking for feedback</td>
<td>E/M/B</td>
<td>All</td>
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</table>
### V. LEARNING MANAGEMENT SYSTEMS (LMS)

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>Rating</th>
<th>Mode</th>
<th></th>
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<tbody>
<tr>
<td>a. Posted other announcements as needed</td>
<td>Yes/No/NA</td>
<td>All</td>
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<tr>
<td>b. Was present and active in the course (communicating, grading, commenting and providing feedback) within every 48 hrs. Responded to student inquiries as much as possible within 24 hours</td>
<td>E/M/B</td>
<td>All</td>
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### VI. POST-COURSE

<table>
<thead>
<tr>
<th>Observation Item</th>
<th>Rating</th>
<th>Mode</th>
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<tbody>
<tr>
<td>a. Final Grades Posted within 7 days after term ends.</td>
<td>Y/N</td>
<td>All</td>
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<tr>
<td>b. Honored contact time as outlined for courses in accordance with information in FAC-09 POM Item and terms of contract</td>
<td>Y/N</td>
<td>Synch</td>
<td></td>
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</table>
• Observer Comments
• Faculty Comments/Signature
• Date and time of Observation
• Observer Signature
Evaluation includes

- Review of student survey from all courses since last evaluation
- Comments from course monitors
- Review of training status (FACD courses)
- Rating can be:
  - Exceeds
  - Meets
  - Does not meet
  - Recommendation for remedial training
- Dept. Chair signs and forwards to faculty member who also signs
Student survey data

At A Glance: Course Experience

Q2: The learning objectives were clearly stated throughout the course.
Q3: The grading criteria were explicit and easy to understand.
Q4: Instructions for course activities and assignments were clear.
Q5: The average amount of hours I spend working on this course (in and out of class) per week is:
Q6: The workload in this course was well-distributed throughout the term.
Q7: This course used a variety of instructional methods, materials, and media.
Q8: The textbook and/or assigned readings were relevant and supported the learning objectives.
Q9: How likely is it that you’d recommend this course to a fellow student?

At A Glance: Instructor Experience

Q1: The instructor exhibited expertise in the course subject matter.
Q2: The instructor used a variety of methods to communicate with the class (e.g., small announcements, etc.)
Q3: The instructor was easily available to questions and assistance outside the classroom.
Q4: The instructor provided meaningful and timely feedback on my assignments and progress.
Q5: Success and examinations were fair tests of the learning objectives and materials in the course.
Q6: The instructor kept the class actively engaged with the subject matter and each other.
Q7: My overall impression of the instructor is positive.

At A Glance: Delivery Mode

Q8: The delivery mode (e.g., Classroom, Online, EagleVision, etc.) used in this course was my most preferred delivery mode.
Q9: My overall impression of this delivery mode (e.g., Classroom, Online, EagleVision, etc.) is positive.
Warning signs cont.

• Course monitor
  • Faculty does not turn in syllabus in or have course set up on time
  • Ignores advice from course monitor
  • Argues with course monitor

• Other
  • Less than ½ of 1 percent of students submit a grade appeal or grievance
  • Several over one or more courses
How adjuncts can help you

• Bring Industry Experience into the classroom
• Flexible scheduling
• Help develop courses
• The “Course Hero” story
The Course Hero story
Handling good – and poor performance

• Good
  • Consider bringing them on full time
  • Select to develop courses in their area of expertise
  • Schedule often
  • Use as positive example

• Poor
  • Minor adjustments made by Course Monitor
  • Can offer remedial training
  • Decertify for specific courses
  • Inactivate
Back to the questions we started with...

• How many of you were adjuncts?
• How were you treated?
• How did you feel when you were hired full time?
• What did you do to prove yourself?
• How does your university treat adjunct faculty?
• Are they kept informed?
• Are they trained?
• Are they observed?
Questions?

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Embry-Riddle Aeronautical University-Worldwide Campus
References

  https://news.erau.edu/headlines/us-news-world-report-ranks-embry-
  riddle-worldwide-one-of-nations-best-online-educators/