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## Adjunct Faculty Training, Mentoring and Evaluation at the Department Level

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# 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?



A 3D illustration of a person holding a magnifying glass over the word 'AGENDA'. The person is a simple grey figure with a white face, holding a large magnifying glass with a black handle. The word 'AGENDA' is written in large, bold, blue, sans-serif capital letters. The magnifying glass is positioned over the 'G' and 'E' of the word.

# AGENDA

- 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



#2



# 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

CAMPUS:

TERM STARTS:

**MATH 111, College Mathematics for Aviation I**

**Teaching Discipline: Mathematics**

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.

**Degrees within teaching discipline:**

Column One

Mathematics (MS or PhD)

Column Two

Mathematics (MA)

Mathematics Education

Statistics

Engineering

Physical Sciences

# 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 3<sup>rd</sup> party software
- Mid-term checks
- Annual observations/evaluations
- Ratings

# Course Monitors

Home | Secure | [https://erau.instructure.com/courses/12227/pages/mpls-course-monitors?module\\_item\\_id=221056](https://erau.instructure.com/courses/12227/pages/mpls-course-monitors?module_item_id=221056)

WW Mathematics, Ph College of Arts & Sci My Account ERNIE Client Admin Tool : A Tutor.com: Dashboard Reservation Confirme 6278 Paradi

MPLS Resource Center > Pages > MPLS Course Monitors

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Conferences

Assignments

Quizzes

Collaborations

Grades

Pages

Outcomes

EagleVision

Hunt Library

## MPLS Course Monitors

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

- [Donna Roberts](#)- BSIS 473 (content only)
- [Bobby McMasters](#) BSIS degree questions
- [Emily Faulconer](#)- CHEM 139, 141L and PHYS 142/304
- [Jeff Ferner](#)- CSCI 109 (content only)
- [Doug LeVegue](#)- MyMathLab/MyStatLab/StatCrunch questions & checking Canvas set up for CSCI 109
- [Beverly Wood](#)- MATH 106
- [Jeanne Poray](#)- GNED 103
- [Elena Vishnevskaya](#) - MATH 111 & MATH 112
- [Soumyadip Acharyya](#)- MATH 140/142/143 & MATH 345
- [Amy Riordan](#)- MATH 241/242/243 & MATH 250/251/252/253
- [Bobby McMasters](#) - MATH 211 & MATH 320
- [Jerry Krantz](#)- MATH 222 & MATH 412
- [John Bradham](#)- PHYS 150/160//250/253, WEAX 201 & MindTap
- [JR Hanamean](#)- PHYS 102 & WebAssign
- [Richard Kuseski](#)- PHYS 301 & BIOL 107
- [Shelly Whisenhant](#) - WEAX 201

# Course material support for faculty

Basic Math: Math, Physics x Oracle BI Interactive Dashi x

Secure | [https://erau.instructure.com/courses/12227/pages/basic-math?module\\_item\\_id=325395](https://erau.instructure.com/courses/12227/pages/basic-math?module_item_id=325395)

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## Basic Math



**GNED 103 Publisher Provided Materials (NEW Aug 2017)**

- 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... just click on the Resources tab.
- [MyMathLab](#) will be used to deliver the student's eBook, assignments and exams.
- Need more information about working with MyMathLab? [Try this!](#)

### GNED 103 Resources

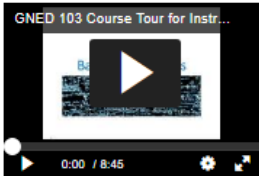
- [GNED 103 Online Syllabus](#)
- [GNED 103 MMT Syllabus Template](#)
- [GNED 103 How-To Guide](#)

### Course Slides

- Publisher slides are available through the Instructor Resources in MyMathLab. Use the "Open MyLab & Mastering" button to see *all* options available to you.
- Henry Brown has shared [his slides!](#)

### GNED 103 Instructor Orientation

- Course Tour:



0:00 / 8:45

# Communication is the key

- Newsletters
- First Saturday “all faculty” meetings
- Course Monitor communications prior and during the term
- Communications during the term
- Observations
- Evaluations

# Newsletters

**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.

# “EV” Faculty Meetings

Jan 2018 MPLS 1st Saturday meeting - Adobe Connect

Events Index

Search

Filter Events

- Slide Changes
- Chat Messages
- Camera

▶ Presentation [0:00:00]

▶ Whiteboard [0:06:20]

▶ Presentation [0:06:23]


▶ Screen Share [1:41:58]

▶ Presentation [1:43:41]

All MPLS Faculty - Sat 1-2018 Meeting.pptx

## 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



Video (1)

John Griffith

Chat (Everyone)

Attendees (31)

John Griffith

Hosts (13)

Presenters (0)

Participants (18)

0:01:16/1:47:34



# 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
- 3<sup>rd</sup> 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

<b>I. PRE-COURSE REQUIREMENTS</b>		
<b>OBSERVATION ITEM</b>	<b>RATING</b>	<b>MODE</b>
a. Posted a detailed faculty profile and course policies (attendance, late work, response time, incomplete grades and extensions)	E/M/B	All
b. Added dates to course modules	Yes/No	All
c. Posted a detailed Welcome Announcement	E/M/B	All

<b>II. IN-COURSE REQUIREMENTS</b>		
<b>OBSERVATION ITEM</b>	<b>RATING</b>	<b>MODE</b>
INSTRUCTOR-STUDENT INTERACTION - This section deal instructor/student interaction is appropriate for the course subject		
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)	E/M/B	All
b. Solicited input and challenged students via comments, questions and forums	E/M/B	Asynch

# Faculty Observation

III. GRADED FEEDBACK, DISCUSSION FOR		
OBSERVATION ITEM	RATING	MODE
a. Exhibited subject mastery and explained concepts clearly	E/M/B	All
b. Related concepts to students' experiences	E/M/B	All

c. Provided meaningful and quality feedback (quantitative and/or qualitative, as appropriate)	E/M/B or simply Yes/No	All
d. Used one of the following feedback tools: DocViewer, SpeedGrader, Assignment Comments, interactive rubrics, audio/video (As applicable)	Yes/No/NA	All
e. Posted clarifying information and/or asking for feedback	E/M/B	All

<b>V. LEARNING MANAGEMENT SYSTEMS (LMS)</b>		
<b>OBSERVATION ITEM</b>	<b>RATING</b>	<b>MODE</b>
a. Posted other announcements as needed	Yes/No/NA	All
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	E/M/B	All

<b>VI. POST-COURSE</b>			
<b>OBSERVATION ITEM</b>	<b>RATING</b>	<b>MODE</b>	
a. Final Grades Posted within 7 days after term ends.	Y/N	All	
b. Honored contact time as outlined for courses in accordance with information in FAC-09 POM Item and terms of contract	Y/N	Synch	

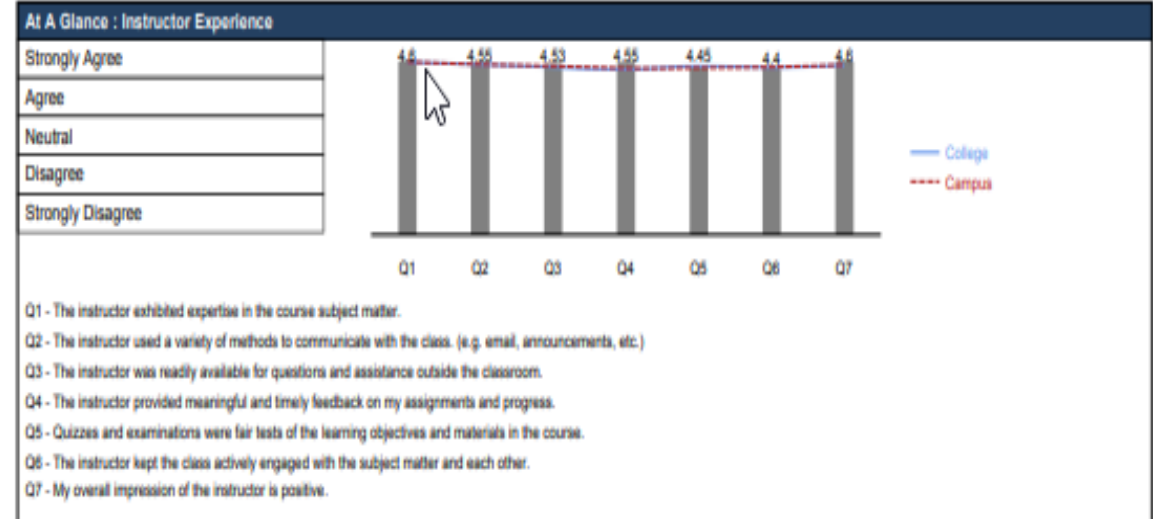
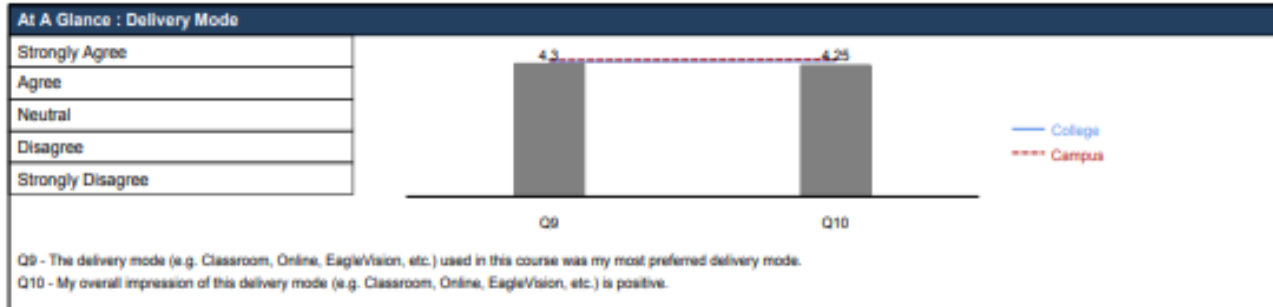
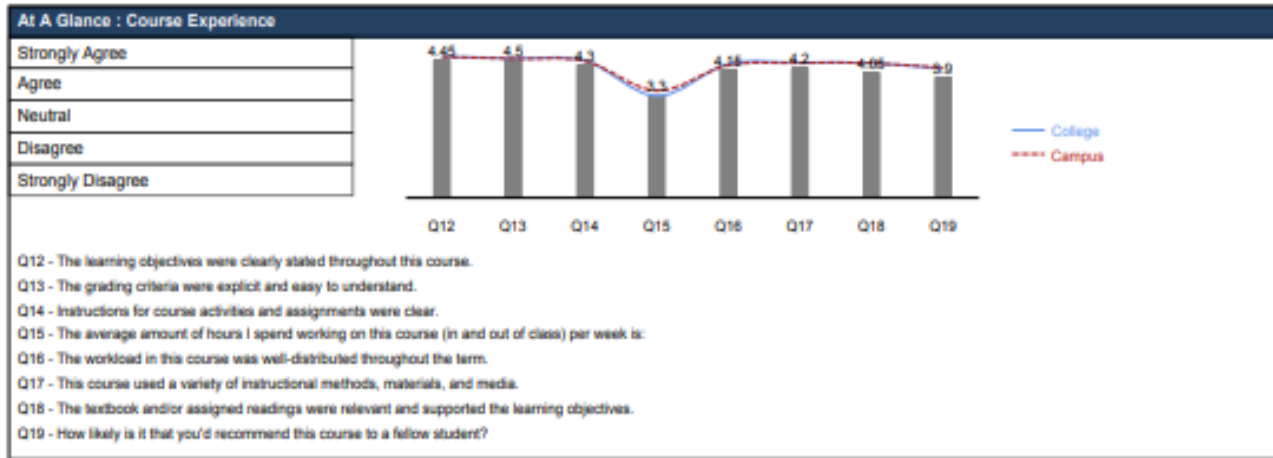
- Observer Comments
- Faculty Comments/Signature
- Date and time of Observation
- Observer Signature

# 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



# 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

PHYSICS - Ohio State Un

Secure | <https://www.coursehero.com/sitemap/schools/105-Ohio-State/departments/11774-PHYSICS/>

Course Hero Search Find Get Instant Use Earn b  
Study Resources v Tutoring Help v Flashcards v Contr

Home > Schools > Ohio State > PHYSICS

PHYSICS Dept. Info ⓘ  
School: [Ohio State University \(Ohio State\)](#) \* Professor: BernardMulligan, Sta  
Number of courses: 99

\* We aren't endorsed by this school

All Courses Documents Q&A Flashcards Advice

225K Like G+ Tweet

### Popular Courses

<b>PHYSICS 1250</b> 440 Documents   13 Q&As   9 Advice	<b>PHYSICS 133</b> ✓ 144 Documents   1 Advice
<b>PHYSICS 1200</b> 100 Documents   4 Q&As   3 Advice	<b>PHYSICS 104</b> ✓ 87 Documents

PHYS 102 : intro to phys

Secure | <https://www.coursehero.com/sitemap/schools/69150-Embry-Riddle-Aero-University/courses/19976>

Documents (346) Q&A (8) Flashcards Advice (5)

## intro to phys Documents

All (346) | Assessments | Assignments | Essays (4) | Homework Help (190) | Lab Reports (26) | Le

Showing 1 to 30 of 346

6 pages Module 2 - Experiment - ...

22 pages Module 2- Experiment - M...

2 pages Lee\_Ex8

225K Like G+ Tweet

# 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?

John C. Griffith, Ph.D.

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Chair, Mathematics, Physical and Life Sciences  
Embry-Riddle Aeronautical University-Worldwide Campus



# References

- US News and World Report (2018)  
<https://news.erau.edu/headlines/us-news-world-report-ranks-embry-riddle-worldwide-one-of-nations-best-online-educators/>