Supporting the Professional Development Needs of Part-Time Instructors

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Learning Outcomes

• Participants will identify the needs of part-time instructors at their home institutions in order to develop plans for PTI support.

• Participants will recognize the benefits of offering part-time instructor professional development in order to enhance student success at their home institutions.

• Participants will start developing a plan of support for their campus part-time instructors that can be implemented at their home institutions.
Challenges for PTIs

- PTIs often earn substandard pay and receive no benefits.
- Sometimes they have multiple jobs or multiple teaching positions across several colleges/universities.
- Some are graduate students or working on advanced degrees/training.
- Many feel disconnected from their departments or the campus community.
- Most don’t know where on campus to go for teaching help or support.
- Many have excellent real-world experience but lack current teaching experience.
- According to a March 2017 AAUP report, 70.4% of faculty jobs are contingent. Report describes the termination of an adjunct in Colorado without accordance of academic due process (also featured in Inside Higher Ed, 3/29/17).
The Problem

• GSU has never regulated a training/support program for PTIs.
• During the 2018-19 academic year 954 PTIs taught 3284 sections and 71,335 GSU students.
• Some depts. have intensive training and some don’t do anything.
• Often PTIs are hired the day or two before classes start.
• PTIs have problems getting into the “system.”
• Many PTIs feel that they have no connection to campus community.

Research into the needs of PTIs and the success of PTI initiatives

• Gypsy Scholars, Migrant Teachers and the Global Academic Proletariat by Teeuwen & Hantke (2007)
• Adjunct Faculty Development: Reported Needs and Innovative Solutions by Forbes, Hickley, & White (2010) in J. Professional Nursing
• Professional Development for Adjunct Teaching Faculty in a Research-Intensive University: Engagement in Scholarly Approaches to Teaching and Learning by Webb, Wong, & Hubball (2013) in International Journal of Teaching and Learning in Higher Education
  • Programs that included mentoring, post-teaching reflective debriefs, blended and distance learning support were critical in engaging PTIs in learner-centered teaching practices.
• Mentoring adjunct faculty using the cornerstones of effective communication and practice by Rogers, McIntyre & Jazzar (2010) in Mentoring and Tutoring: Partnership in Learning.
The Process

Part 1: PTI Orientation designed for new PTIs Aug. 2017

Issue: Many returning PTIs attended

Question: How do we address the needs of all of our PTIs?

Part 2: PTI Faculty Development Day with tracks Aug. 2018

Issue: Too short and some topics not covered

Question: How do we find out what our PTIs need and provide the most effective PD?

New track
Returning track

Part 3: PTI Evening of Technology Jan. 2019

• On-going PD
• Surveys
• Engagement
• Targeted website and onboarding materials

Part 1: Orientation Schedule

• Welcome
  • CETL and Library information
• Concurrent Sessions I
• Concurrent Sessions II
• Lunch discussions
• Concurrent Sessions III
• Compliance (FERPA) information
  • Next Steps, and Wrap-up

• Participants could attend 3 of the following 5 sessions:
  • Working with iCollege
  • “Uh oh...now what do I do?” Issue with Classroom Management
  • Creating a Dynamic Syllabus
  • Providing Constructive Feedback
  • Designing Student Learning Outcomes
Part 1: Pen and paper survey attached to agenda

Positive response but low response rate

Q1: Quality of information gained (4.53/5)
Q2: Pedagogical probability of incorporation into teaching (4.5/5)
Q3: Overall rating of workshops (4.59/5)
Q4: Overall experience in sessions (4.53/5)
Q5: Did you like the format of the orientation? 100% responded YES

Survey Results

80 attendees. N = 32 (40%) completing the survey

Part 1: Qualitative comments

• Of the 40 responses 20 left comments:

  • Logistical
    • “It would be very helpful to have the symposium more than 2 days before classes start...it is nearly impossible to incorporate some of these things (i.e. dynamic syllabus) to your courses because there is not enough time before the first day.”
    • “It might be a good idea to plan it a little bit before the beginning of the semester so that we can implement what we have learned.”
    • “Wish iCollege were longer” VS “I didn't like the iCollege session. First off, my computer didn't work. Second, if you knew nothing about iCollege, you didn't get it in the session. There's too much to cover in 50 minutes.”

  • General
    • “Would suggest more technology classes” and “I would like to see more hands-on technology workshops.”
    • “Stress and health of faculty”
    • “I really took a lot from this symposium. Enjoyed all speakers.”
    • “Thanks for helping me write a better syllabus!”
    • “As a first time GSU/PC instructor, I received instruction and insight on how to meet the goals and objectives of the student, instructor and the university. Thank you!”
Part 1: Follow-up electronic surveys (March 2017)

- Orientation Follow-Up Survey (12 Respondents or 15%):
  - 88% felt the orientation was helpful or very helpful in preparing them to teach at GSU.
  - 67% attended additional CETL functions throughout the year.
  - 83% felt that they were knowledgeable/skillful at creating a syllabus.
  - 83% felt learning outcomes were Very Important, but only 50% felt that they were knowledgeable/skillful in creating them.
  - 91% felt it was Very Important to engage students.
  - 75% felt it was Very Important to provide feedback, but only 50% felt skillful.
  - Only 50% felt they were skillful with the university Learning Management System (iCollege).
  - Qualitative responses: wished sessions were more in-depth, wanted more iCollege support, want after hours or weekend workshop

Part 2: 2018 PTI Faculty Development Day

- Based on feedback during and after the 2017 orientation the plan for 2018 was revised
- Similar event (full-day Saturday in August) but with two tracks
  - Returning PTIs
  - New PTIs (stayed together for the first concurrent session)
- Sessions (tagged as for new or returning)
  - Working with iCollege (various sessions)
  - 5-Minute Formative Assessment
  - Creating a Learner-Centered Syllabus
  - Providing Constructive Feedback
  - Designing cheat-proof assignments
  - Classroom Management
Fall 2018 post PTI Orientation survey told us…

PTI’s want more workshops on enhancing instruction with technology!

<table>
<thead>
<tr>
<th>iCollege Basics</th>
<th>Creating videos</th>
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<tbody>
<tr>
<td>Classroom Technology</td>
<td>iCollege Quizzes</td>
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<td></td>
<td>GSU Email</td>
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<td></td>
<td>iCollege Grade book</td>
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<td>Classroom Technology</td>
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<td>iCollege and Webex</td>
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<td>Lecture capture</td>
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<td>Creating blogs and websites</td>
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Part 3: Solution One—additional technology support

• Keep the regular format for Fall PTI Faculty Development Day
  • Limit to basic technology-oriented workshops such as
    • iCollege Basics
    • Classroom Technology
• Add 3 additional technology-enhanced instruction events throughout the year.
  • August, January, May/June
    • Evening
    • On-campus
    • Virtual
Part 3: An Evening of Technology (EoT)

- August
  - On-Campus
  - Virtual
  - Thursday prior to the start of the semester

- January
  - On-Campus
  - Virtual
  - Thursday prior to the start of the semester

- May/June
  - Virtual
  - Thursday prior to the start of the semester

How did we choose the EoT workshops?

- Survey administered electronically to all current PTIs
  - October 2019

- Considerations
  - Historical workshop offerings that garner interest
  - Feedback from past surveys
  - CETL staff availability
EoT Planning Survey

Please rank which iCollege topics you would most like to learn more about.

1 is the topic you would MOST like to learn about.
13 is the topic you would like to learn about the LEAST.

- College login, post a syllabus, post an announcement, view the classlist, send an email, and post lecture notes
- College: Set up a points-based grade book
- College: Set up a weighted grade tool
- College: Create learning modules, create HTML content and upload PowerPoint, Word, and PDF files
- College: Set up a quiz using multiple choice questions
- College: Using Pen tool for office hours and online lectures
- College: Making course materials more accessible
- College: Create self-assessment activities using StudyMate (e.g., Flashcards)
- College: Using Turnitin for plagiarism detection
- College: Using the assignment tool
- College: Adding media to your course (e.g., instructor videos and screen captures) using Kaltura
- College: Using VoiceThread for student collaboration
- College: Releasing content for specific audiences

Please rank which other technology-focused topics you would most like to learn more about.

1 is the topic you would MOST like to learn about.
5 is the topic you would like to learn about the LEAST.

- Classroom Technology: Using iClicker and Hovercards
- Creating a website using iWeb/SiteRaider
- GSU Email
- Creating accessible Word, PowerPoint, and PDF documents
- Recording lectures

Please let us know if there are other technology-focused topics you are interested in learning about that were not included above.

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Results

N=77

- College login, post a syllabus, post an announcement, view the classlist...
- College: Set up a points-based grade book
- College: Set up a weighted grade book
- College: Create learning modules, create HTML content and upload PowerPoint...
- College: Setup a quiz using multiple choice questions
- College: Using Webex for office hours and online lectures
- College: Making course materials more accessible
- College: Create self-assessment activities using StudyMate (e.g., Flashcards)
- College: Using Turnitin for plagiarism detection
- College: Using the assignment tool
- College: Adding media to your course (e.g., instructor videos and screen captures) using Kaltura
- College: Using VoiceThread for student collaboration
- College: Releasing content for specific audiences
Part 3: On-Campus EoT Agenda

Check-in and Networking 4:30 p.m.
Location: Building CN
Technology Fair 5:00 p.m. – 6:30 p.m.
Giveaways and opportunities to view technology services.
Learn about:
- Duo Multifactor Authentication
- Campus ID
- TopHat
- iClicker
- Cyber Security
- Lynda.com

Part 3: On-Campus EoT Agenda

Technology Information Session One
6:40 p.m. – 7:30 p.m.
Spend the evening learning new solutions and gaining new tools with hands-on workshops on topics. Choose from:

- iCollege: Login, post a syllabus, post an announcement, view classlist, send an email, and post lecture notes || Room CA 1500
- iCollege: Set up a weighted grade book || Room CB 2304
- iCollege: Create learning modules, create HTML content and upload PowerPoint, Word, and PDF files || Room CB 2305
- iCollege: Using Webex for office hours and online lectures || Room CC 1140
- iCollege: Adding media to your course (e.g. instructor videos and screen captures) using Kaltura || Room CC 1160
- iCollege: Setup a quiz using multiple choice questions || Room CC 1200
- Recording Lectures using Kaltura CaptureSpace || Room CE 1100
- Creating a website using sites.gsu.edu || Room CE 1800
- Classroom Technology- Using Ink2Go and Hovercams || Room CE 1190
On-Campus EoT Agenda

Technology Information Session Two
7:40 p.m. – 8:30 p.m.

Choose from:
- iCollege: Login, post a syllabus, post an announcement, view classlist, send an email, and post lecture notes || Room CA 1500
- iCollege: Set up a weighted grade book || Room CB 2304
- iCollege: Releasing content for specific audiences || Room CB 2305
- iCollege: Using Turnitin for plagiarism detection || Room CC 1140
- iCollege: Making course materials more accessible || Room 1160
- iCollege: Securing Exams || Room CC 1200
- Creating accessible Word, PowerPoint, and PDF documents || Room CE 1100
- Using Office 365 for Email and Collaboration || Room CE 1180
- Classroom Technology- Using Ink2Go and Hovercams || Room CE 1190

Part 3: Virtual Agenda

Technology Information Session One
6:40 p.m. – 7:30 p.m.

Spend the evening learning new solutions and gaining new tools with hands-on workshops on topics. Choose from:
- iCollege: Login, post a syllabus, post an announcement, view classlist, send an email, and post lecture notes
  
  To join the training session >

- iCollege: Set up a weighted grade book
  
  To join the training session >

- iCollege: Create learning modules, create HTML content and upload PowerPoint, Word, and PDF files
  
  To join the training session >

Similar session repeated from 7:40-8:30pm
What are PTIs said about An Evening of Technology?

- Response rate to post-event survey not as good as we would have liked.
  - Perhaps due to semester start-up
- Overall, how would you rate the An Evening with Technology event?
  - Good and Excellent ratings
- Some attendees reporting having trouble with connecting to virtual sessions
  - “I found it helpful to have an overview of the various technologies.”
  - “Perhaps participants could send in specific questions ahead of the event, so Instructors could tailor the presentations to address concerns.”

Paired with PC-CETL PTI One Stop Teaching Shop

- In an effort to keep PTI’s engaged throughout the semester, PC-CETL offered a virtual One Stop Teaching Shop.
- It was advertised as an opportunity to think and reflect on making that ONE change in their course to improve student success.
  - Review and design a creative syllabus
  - Come up with ways to offer quick and easy formative assessments
  - Take a core concept and make it come alive
  - Offer general assistance with anything to support their teaching
- Offered during a 2-hour window through Webex during a weeknight evening
  - 15 participants
  - Followed up the next week by email with an invitation to stop by our CETL office for further assistance and resources
Spring 2019 Survey Results

Location

- 34 PC
- 28 ATL

Have you ever participated in PTI training events offered through CETL?

- 4, Not sure
- NO 26
- YES 32

Were you affiliated with Georgia State University in another capacity before you were hired as a Part-Time Instructor?

- Yes, as a student 12
- Yes, as a faculty member 10
- Yes, other 7
- No 34

N = 63; survey is still open

Spring 2019 Survey Results

Response rate

- Evening of Technology 7
- Part-Time Instructor Faculty Development 12
- iCollege Faculty Development 5
- iCollege support 14
- Pedagogy and Technology Workshops 2
- Teaching and Learning Community 2
- Book Club 0
- Teaching Consultations 3
- Part-Time Instructor Pedagogy 1
- None 17
Representative Qualitative Survey Responses

What was your greatest teaching challenge this year?

- Dealing with academic dishonesty
- Motivating students to remain engaged
- Not having an office for office hours
- Mastering iCollege
- Short time to develop course
- The year’s not over!
- Getting information last minute
- Huge range in student skills
- Student distractions in class

What was your greatest teaching success this year?

- Helping a student on the verge of failure turn it around
- Student enthusiasm
- Helping students focus on an academic path
- Seeing students experience the “ah-ha” moment
- Not the pay
- Figuring out how to make an online quiz in iCollege

What resources would improve your teaching experience at GSU?

- Somewhat of a sense of community
- Access to copiers outside normal business hours
- More face to face interactions with other PTIs
- Better pay
- Better communication with department
- Fewer steps in being hired
- Develop a 30-minute primer on iCollege
- A small budget to purchase teaching aides
- Help with grading
- Technology help after hours
- Classroom supplies (dry erase markers and erasers)
- Provide support to faculty teaching on the weekends
How to communicate with PTIs

- Website/Eventbrite Registration
- Faculty Newsletters
- Direct emails to PTIs (not all use their GSU email accounts)
- Deans/Department chair
- iCollege Announcement
What can we do to support PTIs?

• At GSU:
  • PTI teaching award (started in 2017)
  • Most CETL programs have always been available to PTIs but can change the language to be more inclusive and welcoming
  • Will continue with the PTI Faculty Development Day and Evenings of Technology
    • Direct new PTIs to the new Onboarding (record sessions and post videos, post handouts, start iCollege discussion board in our CETL Faculty Development course)

• Other non-GSU resources:
  • SPACE (Symposium for Part-Time, Adjunct and Contingent Educators) on June 22, 2019 at KSU
    • http://www.spaceducators.com/
    • Find a way to support attendance perhaps through a conference grant

Time to brainstorm and plan

• Use the worksheet to answer:
  • What resources does your institution offer for PTIs/Adjuncts?
  • What type of support do you think PTIs need the most at your institution?
  • What three topics would you include in a workshop/orientation for PTIs
  • What types of courses do you think PTIs at your institution teach?
  • How does and should PTI support change over the course of the semester and academic year
Share ideas and wrap-up

Contact information

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Thank you for attending!