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Adjunct Faculty Certification 101: Introduction to Teaching and Learning

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Adjunct Faculty Certification 101: Introduction to Teaching and Learning

Sally Struthers
Kent Zimmerman
Course Designers

March 2, 2011
Innovations 2011 Conference
San Diego CA
Sinclair Community College

- Fall enrollment: 25,000+
- Full-time/part-time faculty ratio 50/50
- Non-union
- Semesters
- Adjuncts:
  - Level I Pay is $782 per credit hour
  - Level II Pay is $828 per credit hour
The College determined that faculty development was a top priority.

The CTL was opened in 2008.

The Mission Statement:

... promote effective and creative teaching through collaboration and reflection to ensure Sinclair's diverse students have the best opportunities for developing their potential as members of the global community.
Center for Teaching and Learning (CTL)

Begun in 2008
Katherine Rowell, Ph.D., Director
Handles faculty development
  * Various Institutes
  * Adjunct Certification course
  * Café discussions and more…
Ten “Faculty Associates”
94 Peer Trained Reviewers
Adjunct Certification Course

• The College administration decided to move from a 60/40 to a 50/50 faculty ratio split;

• Influx of new adjunct instructors might have an impact on perceived quality of teaching;

• The CTL Director was charged with ensuring the adjuncts had:
  – an understanding in pedagogy; and
  – resources for effective teaching
Adjunct Certification Course

- Designers investigated other adjunct certification course offerings.
- Most course offerings focused solely on administrative issues.
- Some courses had blocked access; information was not made available.
- No other course combined classroom management with performance skills.
Adjunct Certification Course

• The Department has selected a person with solid content knowledge.

• The unanswered question?
  – Do we know what kind of classroom facilitator we are placing in front of our students?
  – We need to find out!
Adjunct Certification Course

- The goal was to provide consistent training to all adjuncts.
- A certification course would include:
  - classroom management;
  - facilitation techniques;
  - college resources;
  - an opportunity for the adjunct to review the classroom style of a FT faculty;
  - an opportunity to review the classroom performance skills of the adjunct.
Adjunct Certification Course

• Designers incorporated the work of Dr. Joseph Lowman into the course model.

• Lowman wrote *Mastering the Techniques of Teaching*. According to his model, the master teacher is successful both in the "intellectual dimension" and the "interpersonal dimension."
Adjunct Certification Course

• In the **intellectual** dimension, teachers are well-organized, good at establishing relevance, dynamic in the classroom, and appear to love teaching their material.

• On the **interpersonal** side, they treat students as individuals, encourage questions and discussion, and behave in a positive manner toward students.
Adjunct Certification Course

- Students would benefit by having all adjuncts introduced to a consistent package of information.
- Adjuncts would benefit through knowledge, mentoring, and fast-tracking to Level II pay.
- Department Chairs would benefit by now focusing primarily on the content concerns of the adjuncts.
- The College would benefit by employing well-rounded, more prepared adjunct instructors.
Adjunct Certification Course

• Initially, the Course was offered as a Hybrid model:
  – Three face-to-face classes with two online sessions interspersed.
  – The Course was offered in an intense five week format.
  – Collegial networking developed in the classroom and online discussion opportunities.
Adjunct Certification Course

• The Hybrid model, though very successful, proved to be unsustainable.

• Through adjunct faculty feedback, the format was perceived as too intense:
  – a five week commitment during a term;
  – other college teaching duties;
  – family responsibilities; and
  – work expectations.
Adjunct Certification Course: Single Session

- Enrollment dropped significantly in the Hybrid model.
- The Course still needed to be offered.
- An alternative format was needed to meet the needs of adjunct.
- The Single Session offering was born.
Single Session Format

• Up to 50 participants enrolled
• Meet from 9 a.m. – 5 p.m.
• Uses 2 – 4 trained course facilitators;
• All adjuncts meet together in morning;
• Breakout sessions in afternoon;
• Five weeks to complete five quizzes;
• Ten weeks to complete process.
Delivery

• So far:
  • <5 hybrid sessions were offered.
  • 24 single day sessions

• Sessions planned for December, 2013 on campus and January of 2014 at a satellite campus.
Adjunct Certification Course

• **Current Course Requirements:**

  1) Register for and complete the **Angel Training I - Basics** module with an 80% (or higher) and bring a copy of the certificate of completion to the first meeting of the Adjunct Faculty Certification Course;

  2) Attend all sessions of the first meeting of the AFCC, sign the session rosters, and actively participate in the break-out sessions.
Adjunct Certification Course

• Current Course Requirements:

  3) Take all the quizzes with an 80% (or higher) on each by the posted deadlines.

Please note: Failure to score 80% or higher on any particular quiz after two separate attempts will result in that individual's dismissal from the Adjunct Faculty Certification Course.
Adjunct Certification Course

Current Course Requirements:

4) Be observed in a classroom facilitation by a member of the Center for Teaching and Learning Peer Review team. Attend a follow-up meeting with the Peer Review team member to discuss this activity. Both tasks are due by the posted deadlines.

5) Score 80% or higher on each graded activity to receive certification.
Adjunct Certification Course

Teaching 101 Adjunct Faculty Certification Course

Center for Teaching and Learning
Sinclair Community College
Dayton, OH 45402

Completing the Course

When you have completed the Angel 1 course, passed all of the quizzes with a score of 80% or above, observed a full-time faculty member and been observed, then complete the course checklist and turn it in along with any documentation (observation forms, etc.) to Linda Schock at the CTL office on the third floor of building 14. There is some conflicting wording in the course about how the forms are to be turned in (which we are editing for next time), but the way we’d like to do it is to have you collect all of the items and turn them in together to Linda.

Peer Reviews Have Been Announced

All of your peer reviews have loaded into the system; the next step is for observers to sign up for the observation and contact you. Depending on where and when you teach, it could take a week or three to find someone who can observe you—be patient, and contact Brad if you have any questions. Your observer will schedule three meetings with you: a pre-observation meeting, the observation, and the post-observation
Adjunct Certification Course

The First Day: Everything That is Important!

Getting Started in ANGEL - Semesters
Student Guide - How to Submit Assignments and More!

Session 01
Angel Training Resources

Session 02
Classroom Management

Session 03
Student Engagement

Session 04
Communication: Presentation Techniques, Teaching Styles, and Technology

Session 05
Student Support Services, Sinclair Policies and Procedures

Session 06
Ethics and Federal Education and Rights Privacy Act

Quizzes
Sessions 2, 3, 4, 5 and 6
The First Day of Class: Payload Information, How to Pass the Course...
Session 01: Review of ANGEL Training - basic materials...

Assuming you have now passed your Angel Training I - Basics test, we wanted you to have an easy way to reference the materials you learned about ANGEL. Here is that material at your fingertips.

Once you pass the Angel Training I - Basics test, there will be no additional questions about ANGEL on any subsequent quiz. If you have any questions about the ANGEL material, this would be a good time to contact your AFCC instructor.
Session 02: Classroom Management:
Session 02: First Day of Class, the Syllabus, Classroom Observations...

- Conducting the first day of class – the key elements of the initial class meeting
- Receiving input from senior faculty members
- Establishing clear expectations and classroom guidelines;
- Examining Master vs Teaching Syllabi;
- Discussing the consequences of vague syllabi
Session 3: Student Engagement

Session 03 - Introduction and Objectives
Session 03 - Activity #1
Knowing our students
Session 03: Activity #2
Active Learning
Session 03: Activity #3
Discussion as a Way of Teaching - Stephen Brookfield
Session 03: Activity #4
Diversity
Session 03: Active Learning, Discussion Techniques, Diversity Issues…

- Engaging students effectively in the learning process;
- Exploring a variety of classroom learning techniques;
- Trying different active learning techniques;
- Encouraging students to think critically;
- Introducing faculty to diversity issues on campus.
Session 4: Communication

Session 04
Communication: Presentation Techniques, Teaching Styles, and Technology

- Session 04: Introduction and Objectives
- Session 04: Activity #1
- Session 04: Activity #2
- Vocal Cues
- Session 04: Activity #3
- Other Nonverbal Issues
Session 4: Presentation Techniques, Vocal Cues and Nonverbal Issues

- Examining five teaching styles;
- Critiquing the potential of PowerPoint and effective handouts – the purpose and impact of visual aids upon a presentation;
- Exploring the various capabilities of the classroom technology;
- Understanding the influence of nonverbal and vocal cues;
- Giving feedback to a presenter.
Session 5: Student Support Services, Policies and Procedures

Session 05: Introduction and Objectives

Session 05: Activity #1
- Student and Academic Support Services

Session 05: Activity #2
- Video Interviews

Session 05: Activity #3
- How can I help?

Session 05: Activity #4
- Sinclair Policies and Procedures for Faculty
Session 5: Student Support Services, Policies and Procedures

- Student Support Services
- The Ombudsman
- Disability Services
- Counseling Services
- Campus Police
- Adjunct Faculty Handbook
Session 6: FERPA

Session 06: Introduction and Objectives

Session 06 - Activity #1
Ethical and Legal Issues

Session 06 - Activity #2
FERPA Case Study Scenarios: Read and decide

Session 06 - Activity #3
FERPA Case Study Scenarios: Answers
• Ethical and legal issues for faculty –

A community college employee whose college is a member of a national organization has been invited to speak at the organization’s annual conference. She can accept complimentary admission to the conference and payment or reimbursement of her travel and lodging expenses connected to the conference.

• Family Educational Rights and Privacy Act (FERPA) – the legal implications of not following the federal law spawns very lively discussions!
Number of Certified Adjuncts

- 2008-2009: 17 certified adjuncts
- 2009-2010: 131 certified adjuncts
- 2010-2011: 96 certified adjuncts
- 2011-2012: 72 certified adjuncts
- 2012-2013: 37 certified adjuncts

Total: 353 certified adjuncts
## Success Rate

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<th>Pass %</th>
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<td>Totals:</td>
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Failures

• Some adjuncts were surprised at rigor of the course;

• Some adjuncts are not comfortable with the ANGEL Course Management System;

• Some were taking the course just to take it – not to pass it.
Unintended Consequences

- The Peer Review Process has become a huge scheduling job – a very labor intensive;
- 32 Peer Reviewers were approved;
- One CTL staff member was added just to handle Adjunct Certification process.
Success!

• Sinclair’s Adjunct Faculty Certification Course has been positively received by Department Chairs and the adjuncts that it serves.

• The Adjunct Faculty Certification Course received the “Innovation of the Year” award from the League for Innovation in the Community College.
Demonstrate Course
Questions?
Contact information

- For more information, contact:
  - Kathy Rowell, CTL Director  
    katherine.rowell@sinclair.edu
  - Sally Struthers, Course Designer  
    Sally.Struthers@sinclair.edu
  - Kent Zimmerman, Course Designer  
    Kent.zimmerman@sinclair.edu