Valuing the Undervalued: Professional Development for Chairs and Adjuncts

Academic Chairpersons Conference
Austin, TX
February 2015
Chairs and Adjuncts Share Much in Common

- Unintended position
- Underprepared for position
- Undervalued
- Overworked
- Underpaid
- Colleague disconnect
- Little time for research
- Little time to grade papers
Need for Professional Development

• Both chairs and adjuncts play pivotal role
• Access to PD limited for both
Challenges to Professional Development

• Steady turnover
• Diversity in experience and disciplines
• Decentralized hiring system
• Lack of resources
• May feel stronger allegiance to faculty (i.e., chairs) or students (i.e., adjuncts) than to institution
What other challenges to professional development do you face?
Challenges to Evaluation

- Priorities (for chairs) and SLOs (for adjuncts) department specific
- Already feel undervalued
- May fear job security
- May be overly cautious about what they say and do
What other challenges to evaluation do you face?
How to facilitate PD

• Convenience
• Readily available and accessible
• Online
• e-Learning and m-learning
• Mentoring
• Networking
What else have you done to facilitate professional development?
IDEA’s Feedback Systems

• Feedback System for Chairs
  – Gap analysis
  – Partnered with Wiley Learning Institute

• Student Ratings of Instruction
  – New 12-item instrument: *Teaching Essentials*
  – Revised 40-item instrument: *Diagnostic Feedback*
  – Revised 18-item instrument: *Learning Outcomes*
Feedback System for Chairs

- Customized data and analysis
- Gap analysis
- Interactive tables and charts
- Executive summary of strengths
- Areas for improvement
- Optional direct links to Wiley Learning Institute
Teaching Essentials

• New 12-item instrument
  • includes specific teaching methods and external variables greatest impact on student ratings of overall course and instructor excellence

• No FIF required

• Application
  – EOT- End of term- April
  – ARS-Automatic Response System- TBA
# IDEA 2

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Items (est.)</th>
<th>Application</th>
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<tbody>
<tr>
<td>Diagnostic Feedback 2.0</td>
<td>40 items</td>
<td>Comprehensive assessment of overall teaching effectiveness</td>
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<tr>
<td>Learning Outcomes 2.0</td>
<td>19 items</td>
<td>Best for courses where outcomes rather than teaching methods are the focus, such as clinical, practicum, and lab</td>
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<tr>
<td>Teaching Essentials</td>
<td>12 items</td>
<td>Provides a screening of fundamentals of teaching for quick review of faculty performance</td>
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Teaching Essentials

Screen (EOT)
EKG - Short
Basic screen for heart condition

Pulse (ARS)
Quick Immediate
Base-level assessment

Diagnostic Feedback

Echocardiogram - More thorough
Diagnose heart disease

Learning Outcomes
Patient History
Not Diagnostic Outcomes -based