

Supporting Non-tenure Faculty with Time- and Cost-Effective Faculty Development

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Abstract

Faculty development yields benefits by increasing skills in instruction that translate into increased student success and retention. Tenure and non-tenure faculty have similar support needs, and developers can best aid all through being cognizant of the demands placed on them and employing approaches that respect faculty time. Proven helpful support services for non-tenure faculty include furnishing consultations, materials, special workshops, external services, retreats, and instruments such as knowledge surveys and structured focus groups.

“Lecturer,” “adjunct faculty,” and “provisional faculty” are three among the many full- and part-time instructional appointment titles that we collectively term as “non-tenure faculty.” Key resources exist about non-tenure faculty (Baldwin and Chronister 2001; Cross and Goldenberg 2009; Gappa and Leslie 1993; Lyons 2007; Shaker 2009), for these faculty (Beck and Grieve 2008; Bianco-Mathis and Chalofsky 1996; Lyons 2004; Lyons, Kysilka, and Pawlas 1999), and for those who manage non-tenure faculty (Baron-Nixon 2007; Grieve and Worden 2000; Wallin 2005).

The American Federation of Teachers (2008) and the Center for the Education of Women (Waltman and August 2007) currently offer the most detailed compilations of data on non-tenure faculty. AFT (2008) notes that instruction at all public institutions of higher education is furnished by 35 percent tenure and tenure-track faculty, 18 percent full-time non-tenure faculty, and 47 percent part-time non-tenure faculty. All these percentages would decrease if instruction performed by graduate students had been included. The Center for the Education of Women (Waltman and August 2007) notes that unionized institutions employ a much lower percentage of full-time non-tenure faculty (28 percent) than do institutions without unions (53 percent).

Nature of Non-tenure Faculty

Gappa and Leslie (1993) note four types of part-time faculty: (1) aspiring academics who seek full-time careers in higher education; (2) professional experts who bring special knowledge and experience from their ongoing professional practice that occurs outside academe; (3) career enders, recently retired and late-career professionals attracted to college teaching by an intrinsic desire to remain active and share expertise gained through lifetime experiences; (4) freelancers, talented professionals who are innovative and unique in their ability to manage multiple careers. Baldwin and

Chronister (2001) offer an additional profile for full-time non-tenure faculty. Their categories include (1) tenure-track hopefuls who appear equivalent to “aspiring academics,” (2) participants in second/alternate careers, (3) trailing spouses of other university employees, and (4) tenure-track rejecters who decline to accept the different life that brings the stresses associated with tenure-track work. The last two are former “aspiring academics” that met their aspirations.

Many of the forty-three recommendations that Gappa and Leslie (1993) offered involved faculty development, but until the early 1990s, faculty developers existed in few institutions. Lecture was the universal instructional modality, scores on student ratings forms were the main standard for judging successful instruction, and emphasis on assessment of student learning lay a few years ahead.

Today, faculty development centers exist in about 27 percent of over 3100 institutions covered by the regional accreditation agencies of the U.S. (Kuhlenschmidt 2009), with the highest concentrations in the regions of the Northwest (43.4 percent) and New England (30.2 percent), and the lowest in the North Central region (21.6 percent). Regional accreditation agencies now stress assessment of student learning above all else.

Nature of Institutions that Employ Non-tenure Faculty

Regional accreditation agencies recognize the tension between efforts to minimize costs and efforts to maintain educational quality. How institutions integrate non-tenure faculty is one criterion that these agencies use to see if institutions support conditions conducive to producing learning. The recent accreditation guideline of the Western Association of Colleges and Schools states: “The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development” (WASC 2008a).

Institutions vary in the degree to which they invest in their non-tenure faculty. “Investment” includes tangible resources and the intangible contributions of respecting non-tenure faculty and developing them to serve as long-term members of the academic community. An institution’s success in promoting learning has much to do with how the institution supports its faculty, and such investment maps conceptually into “initial,” “emerging,” “developed” and “highly developed”— four stages described in accreditation rubrics used to discern an institution’s development in the assessment and promotion of student learning (WASC 2008b). The “initial” and “emerging” categories of such rubrics capture much of the character of the low-investment institutions, which accrediting agencies note lack the focus required to produce effective learning. High-quality instruction present there exists at the scale of courses and arises solely from the personal initiative of individual instructors.

In contrast, “developed,” and “highly developed” stages of regional accreditation rubrics capture the character of institutions that can support the kinds of learning through aligned curricula that uncoordinated courses cannot furnish. These institutions commit to student learning as one distinctive plank of their institutional missions, which is an enacted mission supported with awareness by those who study and work on the campus (Kuh et al. 2005).

More developed institutions make higher investment in their faculty. The hiring of non-tenure track faculty in these institutions is selective and tries to recruit faculty who can support the general mission of the university. Full-time non-tenure faculty have benefits and compensation sufficient to permit their making a profession of college teaching by working solely within that single institution. The Center for the Education of Women (Waltman and August 2007) notes that administrators at such institutions reveal that they value their non-tenure faculty for the excellent teaching they provide. They have rich opportunities for development to enable their success and, hopefully, their long-term retention, even though they may lack the lifetime security of tenure faculty.

A Case Study of Success

There is perhaps no better example of success in faculty development at the scale of a major public university system than the California State University (CSU) system. Gappa and Leslie (1993) recognized the progressive nature of the CSU and the improved status that collective bargaining brought to non-tenure faculty.

The CSU makes serious commitments to fostering high-quality instruction and learning. As of this writing, the twenty-three CSU campuses each have a designated faculty developer, and an additional developer heads the CSU’s Institute for Teaching and Learning (ITL—see www.calstate.edu/ITL/). Strong networking occurs among these developers, and the support provided by ITL and the CSU professionals enables developers to share talents and support activities (California State University Institute for Teaching and Learning 2009) that otherwise would not be possible.

Under the collective bargaining agreement, massive layoffs of non-tenure faculty could have been the path chosen to address California’s catastrophic financial shortfall of 2009. Instead, CSU faculty as a whole voted to take pay cuts with furloughs in order to retain as many of their non-tenure colleagues as possible. All administrators and staff shared in the 2009 pay cuts. At our Cal State Channel Islands campus, the president immediately created a “Helping Hands Fund” supported by volunteer donations to help campus employees caught in situations in which pay cuts caused particular difficulty. The attraction to remain on such a supportive campus as a full-time non-tenure faculty member can be as strong as the attraction to seek a tenured position elsewhere, as revealed by our own rate of over 95 percent retention each year of full-time faculty.

Non-tenure faculty on several CSU campuses have representation in faculty governance and seats on the faculty development advisory committees, and can serve as principal investigators on research grants. After a time, they can achieve the security afforded by multi-year contracts.

Recent Trends in Evaluating Faculty

Traditionally, the quantitative data generated about instructional quality derived mostly from summative end-of-course student rating forms. Although experts agree that such ratings are inadequate in themselves for evaluating instruction or faculty (Berk 2006; Theall, Abrami, and Mets 2001), evaluators still use the results such that student ratings alone can harm faculty careers. Non-tenure faculty are especially vulnerable to misuses of student ratings, so some mention is essential. The topic of student ratings constitutes the largest body of scholarship in higher education literature, and detailed discussion is not possible in this paper. Nuhfer (2009) offers an easily accessible, well-referenced, regularly updated synthesis.

Many ratings forms in use today reflect their origins in an era of teaching as lecture. Although instruction now employs active engagement strategies, ratings forms have not necessarily shifted in accord with that change. Student ratings specialists note: “An emphasis on student-centered learning has made traditional forms of student ratings of questionable relevance as a universal approach to judging teaching effectiveness” (Abrami, Rosenfield, and Dedic 2007). An institution’s use of ratings forms that reward lecture behaviors can drive vulnerable faculty from effective engagement methods and back into lecturing (Thorn 2003).

How universities employ student ratings affects the quality of the workplace for faculty. Misuse of student ratings converts a useful instrument into an academic weapon of mass destruction on faculty enthusiasm and self esteem. Developers sometimes have to help faculty regain their self-confidence as a preliminary step to helping them gain essential skills. When no faculty development support is available, low ratings coupled with feelings of isolation can so damage faculty morale that their ability to serve students remains compromised.

Where support is available, the ratings inspire faculty to seek help, make changes, take needed risks in making changes, and strengthen instruction. Use of mid-term diagnostic surveys and consultations leads to significantly better end-of-term ratings. McKeachie (2007) describes how ratings performed properly can be an ideal tool that supports a learning community.

Systems of student evaluation of teaching should encourage students to think about their own educational experiences—to develop clearer conceptions of the kinds of teaching and educational experiences that contribute most to their learning. The student opinion form could, and should, be educational in the highest sense—helping students gain a better understanding of the goals of

education, stimulating them to think metacognitively about their own learning, motivating them to continue learning, and encouraging them to accept responsibility for their learning.

Some metropolitan institutions have recently redesigned student ratings instruments. The University of Minnesota (Langley et al. 2007) constructed their new instrument to draw upon significant information about addressing student learning outcomes. CSU Channel Islands replaced an established commercial form with one designed around our learner-centered mission statement (Nuhfer et al. 2008). We piloted the new form, found it as psychometrically sound as the commercial form, and the faculty voted by an overwhelming margin to approve its use.

Both the CSU Channel Islands and University of Minnesota instruments are pedagogically neutral forms designed to work for both lecture and alternative instructional modalities. Both forms exclude global items in an effort to encourage reviewers to make thoughtful interpretations by using all information collected.

The Case for Investment in Faculty Development

Instruction is the common overlap of duties of tenure and non-tenure faculty. A growing body of research confirms that investment in faculty development to support improved instruction is an investment in student success. Quality instruction increases students' learning (Pascarella et al. 2006). High-quality instruction also increases students' persistence in college and lowers attrition (Braxton 2008; Pascarella, Salisbury, and Blaich, forthcoming; Pascarella, Seifert, and Whitt 2008). However, most faculty have not been trained to enact instruction that optimizes learning and meets the needs of today's students, especially unprepared students (Gabriel 2008).

The undergraduate experience today is unlike what most faculty experienced. Nelson (2010) lists some common dysfunctional operational philosophies that are produced when the assumptions of professors and students about learning collide, turn negative, and remain unresolved.

Faculty developers are the primary professionals who work to promote the skills and better connections between instructors and students. Skills that instructors can acquire that produce better learning follow. Extensive documentation for the efficacy of each is available at <http://profcamp.tripod.com/metrorefsnuhfer.htm>.

1. Incorporating interactive engagement methods
2. Promoting discussion
3. Improving clarity and organization
4. Perceiving the importance of the affective domain to learning
5. Employing a developmental framework of adult reasoning into course and curricular planning

6. Constructing and using rubrics
7. Incorporating student self-assessment
8. Understanding evaluation and grading
9. Doing assessment in order to monitor results of one's efforts
10. Acquiring an informed, practical model of how the adult brain functions during learning
11. Employing diagnostic instruments and consultations.

Other practices have documented benefits, but looking at the eleven items quickly conveys why faculty development gives high benefit to cost. To acquire working competence in any of these without support would require that each instructor first discover the merits, next search out and obtain the necessary resource materials, and finally acquire the necessary skill level through study and experience. Cumulatively, this is an inefficient use of an institution's human capital. In an hour, a developer can supply to a group of instructors the grounding that would otherwise require every instructor to spend a minimum of weeks to obtain. Thereafter, a developer can support the instructors during their trial efforts to maximize success.

With high teaching loads (teaching three or more course preparations or four or more course sections each semester) and other institutional obligations, having even the time to maintain the necessary disciplinary expertise is challenging. The additional objective of developing sophisticated instructional practices is daunting, unless the effort receives the professional support required to make such development an efficient process that results in clear benefits.

Seifert et al. (2010) concluded: "efforts focused on learning outcome accountability may benefit more from improving learning environments that enhance learning than focusing solely on outcome attainment such as graduation rates." The improvement of the working environment is an ongoing process. A faculty development office with stability and continuity is essential to effectively support that process.

Faculty Development for Non-tenure Faculty

Within the past two decades, the "do more with less" philosophy championed by legislators and motivational wonks has yielded an unsustainable culture of overwork for college faculty (Gappa, Austin, and Trice 2007) and siphoned away time that faculty need to develop instructional skills. While faculty can learn to work efficiently (Robertson 2003), even the most efficient practice has limits. Faculty time is in such short supply that any development event must prove itself to be worth the time that faculty devote to it.

Providing Self-help Resources

Good references exist on college teaching, but one, *Tools for Teaching* (Davis 2009), stands out as an ideal reference book for busy faculty. Topics compiled concisely in

well-referenced short chapters ensure that a faculty member in search of help need not read the entire book or search for pertinent information scattered among pages. Faculty often discover good solutions to common problems by reading a few pages. Its format offers an ideal troubleshooting guide. We supply a copy to every faculty member on our Channel Islands campus.

Another useful resource for busy faculty is Carnegie Mellon's online diagnostic site and problem-solver (<http://www.cmu.edu/teaching/solveproblem/index.html>). The site is free and offers the convenience of 24/7 access. A faculty member can enter symptoms of a classroom concern and receive preprogrammed suggestions for solutions authored by knowledgeable developers.

Offering Onsite Training

Faculty have insufficient time in their workweek to attend frequent onsite workshops. Occasional weekend workshops can sometimes serve more faculty. Between October 2005 and October 2008, faculty developer Dr. Michael Dabney persuaded about 400 faculty to enroll in occasional all-day Saturday teaching workshops at Hawaii Pacific University. Seventy percent of these faculty were non-tenure faculty (Michael Dabney, personal communication, Monday, October 12, 2009).

The senior author had similar results in 1999 in filling to capacity an all-day Saturday summer workshop on non-tenure faculty at the University of Colorado at Denver. That workshop focused exclusively on the needs of non-tenure faculty, and invitations went only to them. All attendees received *Tools for Teaching*. Experienced non-tenure faculty served as presenters for most of that program. The event ended with an open-panel discussion that focused on non-tenure faculty needs and solutions the university could provide through immediate actions.

Infrequent (annual) workshops with high attendance can be very effective. High attendance results from timely advertisement and priming faculty interest on the topic through short thematic newsletters distributed several weeks ahead. Starting in 1993, the senior author instituted an annual Friday in February Faculty Development Day, and carried that tradition through fourteen years at two institutions. The choice of date resulted because the fewest academic professional societies met in February, and the fewest classes met on Fridays, so the annual event occurs when the most faculty can attend.

The day has a festive air of celebration, with catered breakfast and lunch, and participants receiving a book to supplement the workshop—usually a book authored by the guest presenter. Attendance at these activities exceeded space capacity—beyond one hundred faculty—with a good mix of tenure and non-tenure faculty, and additional attendees from administration. If it appeared any seats might remain available, faculty at nearby community colleges and universities received invitations to participate. Contacts established in this way were exciting and proved beneficial.

Books furnished with workshops are more than lures to induce participation. Although workshops inspire faculty and generate interest, by the time some faculty members are able to apply the workshop content, the inspiration may remain after the essential learning has faded. However, if a well-indexed book and materials designed for rapid application come with the workshop, they will be used. Workshops supplemented by good resources result in more faculty taking action than do workshops without them.

On November 7, 2008, the faculty developers of California State University, through coordination of the CSU System ITL, sponsored a one-day Train-the-Trainer workshop in Long Beach that included travel support. Ten workshop topics resulted from needs submitted from all campuses. Several sessions provided both training and the materials needed for attendees to deliver the workshops to colleagues back on their home campuses. Participants included a good mix of interested tenure and non-tenure faculty.

Offering Externally Provided Online Seminars

Heavy off-campus obligations of part-time faculty, in particular, can prevent their accessing faculty development support offered during the normal workweek.

Richard Lyons, author of several key books on adjunct faculty, perceived the problem of connecting part-time faculty with developers, and founded AdjunctSuccess® (see <http://adjunctsuccess.net/index.php>) to address training through online seminars. Individual faculty can subscribe to participate in these training seminars, or institutions can become members of AdjunctSuccess® and purchase blocks of “seats” for their faculty at reduced costs. The costs for both individual subscriptions and enrolling faculty via institutional memberships are very reasonable: currently under fifty dollars for access to fifteen seminars, a newsletter, and ancillary supporting materials.

In an interview (Richard E. Lyons, personal communication, Friday, October 9, 2009), Lyons noted that non-tenure faculty often experience culture shock when they encounter contemporary students, and lack of support to discuss and resolve their challenges leaves faculty feeling isolated and disempowered. Lyons is passionate about supporting and empowering non-tenure faculty. Helping them to engage constructively, share concerns and challenges, and succeed in facilitating the learning of diverse and often unprepared students are all goals of AdjunctSuccess®.

AdjunctSuccess® training adds a powerful option to a development office. A service like AdjunctSuccess® can provide good training for a critical populace of faculty that resident developers might serve only with difficulty and ineffectively. Incorporating a resource like AdjunctSuccess® enables campus developers to serve diverse faculty in a manner that is time and cost effective. Such delegation of tasks frees time for the resident developer to handle responsibilities and requests that he/she cannot delegate.

Hawaii Pacific University (HPU) offers a model for successful integration of externally provided online seminars into a comprehensive faculty development program.

Dr. Michael Dabney, faculty developer at HPU, revealed that 48 percent of his faculty are non-tenure. Some live in the mainland U.S. and teach resident courses in Honolulu in summer or teach online through the year. The hiring units recruit their faculty for their content expertise. Most have little or no prior training in classroom instruction, and their hiring unit is unable to provide such training or devote the time needed for counseling them (M. Dabney, personal communication, Monday, October 12, 2009).

The Teaching and Learning Center at HPU provides a rich source of resident services and activities (<http://www.hpu.edu/index.cfm?contentID=9473andsiteID=1>) and uses AdjunctSuccess® to serve faculty whom Dabney reports he could not well serve without this resource. He reported beginning with fifteen spaces in AdjunctSuccess® in 2006 and now subscribes about sixty faculty annually. AdjunctSuccess® seminars serve a mix of faculty from varied institutions, but HPU supplements these with one online institutional seminar designed cooperatively by Dabney and Adjunct Success®. Dabney provides his faculty with certificates for completing each online seminar, describes the faculty as highly satisfied with the instruction and technical support provided by AdjunctSuccess®, and summarizes this facet of development as imparting “huge benefits.”

Use of an external provider is not a substitute for a resident faculty developer. Only the latter can sustain a supportive campus community, serve and inform key committees and task forces, provide requested diagnostic evaluations, and supply appropriate tools and personal consultations for assisting instructors with immediate and unpredictable challenges that occur in classes or the institution. Supporting individual instructors on a personal basis and preventing their feeling isolated or abandoned during difficulties is an institutional responsibility.

Offering Summer Retreats

Summer offers a time when non-tenure faculty can usually dedicate a few uninterrupted days to developing professional competency. The weeklong Boot Camp for Profs® (see <http://profcamp.tripod.com/bootcamp09.htm>), begun in 1993, serves both tenure and non-tenure faculty. It emphasizes a progressively developing awareness of self and relationships with students and colleagues in making a successful, satisfying professional life through promotion of learning. Participants bring an initial draft of their teaching philosophy to Boot Camp and refine it constantly over the course of their week. They leave with an excellent library of resources to enable extension of their learning and development of more sophisticated practices over several years.

Boot Camp employs a unique conceptual model based on the development of fractal neural networks in the brain in the course of passing from the novice through the expert stages of learning (Nuhfer 2007). This program provides awareness of the seldom-appreciated power of affect (Nuhfer 2008) and of small-scale choices (lesson design) on large-scale outcomes, such as signature qualities of institutional degrees.

The camp encourages bringing key aspects of faculty development back to students as a way of helping undergraduate students develop mindful learning philosophies and appreciation for diverse frameworks of reasoning.

The second author on this paper, a veteran lecturer, experienced Boot Camp in 2009 and provides a few excerpts of its benefits.

I came out of a graduate program in history that prided itself on training us not just as historians but also as teachers.... What I primarily learned was how to be a good teaching assistant, not how to be a good professor.... The Boot Camp for Profs was the experience that truly taught me how to be a good teacher at the university level.

[I]t provided me with a physiological understanding of my students ... with practical tools that would help develop the neural networks vital to critical thinking.... This year I have noted that more students are doing the reading ... and consequently are better prepared to go beyond mere facts to why events happened as they did. My survey students are, in short, suddenly taking their first steps in learning to think critically, and doing so with less immediate effort on my part....

In short, the Boot Camp experience gave me three things I needed to fulfill my potential as a leader (teacher being, in my opinion, too limited a term for the college experience). First, it gave me an understanding of the physiology of learning, allowing me to orient my labor to take advantage of that physiology. Secondly, it gave me specific tools that I could integrate into my presentations that, I believe, make my classes more varied and interesting as well as helping develop the connections in the brain that underlie critical thinking. Thirdly, it gave me feedback tools that allow me to fine-tune my presentations to the needs of my students.

Lesser-known, Valuable Faculty Development Instruments

Two instruments, knowledge surveys (Nuhfer and Knipp 2003) and structured focus groups Millis (2004), yield valuable data that well merits the investment of time to produce it. The instruments can promote instructional improvement, provide data on assessment of learning, and help individual faculty in building a strong portfolio for evaluation. The fact that both yield quantitative information is important to non-tenure faculty because it can balance and inform the numerical results yielded by summative student ratings. Together with formative diagnostic surveys (Nuhfer 1996), these can solve the perilous problem that occurs when either faculty or their reviewers ask faculty developers for a letter that supports a case for good or poor teaching.

No faculty developer who understands evaluation will insert her/himself into the evaluative process by supplying such a letter. A better approach is to provide development instruments that yield reliable data that faculty can use as evidence-based support for their own cases. Formative diagnostic surveys, knowledge surveys, and structured focus groups are all forms of student ratings, but provide more timely information. The quantitative information they provide bears more directly on student learning than do traditional summative student ratings forms.

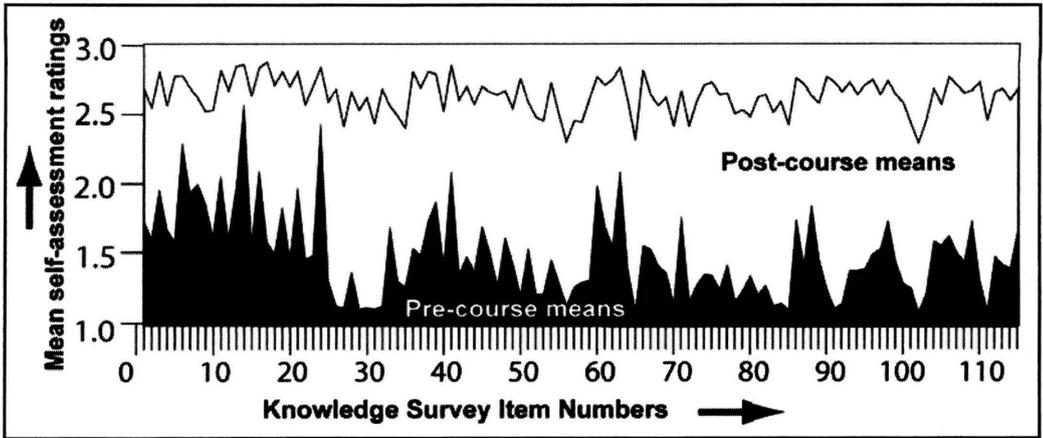
Knowledge Surveys

Knowledge surveys consist of numerous ordered items written as test questions and other challenges. They provide disclosure of course content and levels of thinking challenge (e.g., cognitive levels of Bloom 1956). Students interact with the survey at the beginning of the course, the end of the course, and during the course and report on a three-point scale their ability to address each survey item successfully at the moment (Figure 1). Knowledge surveys commonly produce Cronbach Coefficient Alpha reliabilities greater than 0.95, and the data yielded by the instrument is immensely useful. Sample course knowledge surveys and a set of tutorial modules on knowledge surveys are available through the case stories of the MERLOT/ELIXR website at <http://elixr.merlot.org/>.

Knowledge survey data derived at the beginning of a course provide information on student background and preparation. During the course, the survey serves as an instructional alignment tool for faculty, and it helps students to organize their knowledge and develop self-assessment skills. Data from the end of a course, paired with that taken in the beginning, gives a detailed record of learning gains. Longitudinal data is helpful to evaluate the effectiveness of different methods employed in the class. Knowledge surveys completed by exiting seniors offer ways to assess curricula, programs, and degrees (Cleveland et al. 2009).

Figure 1.

Stacked area plot of pre- and post-course ratings produced by class averages derived from responses of 79 students in three sections of a psychology course to each item of a 115-item knowledge survey. The ordinate scale displays the class average responses to a 3-point scale in response to instructions: “Mark a ‘3’ as response to the item ONLY if you feel confident that you can now respond to the challenge sufficiently for graded test purposes. Mark a ‘2’ as response if you can now answer at least 50% of it or if you know precisely where you could quickly get the information needed and could return here in 20 minutes or less to provide a complete answer for graded test purposes. Mark a ‘1’ as response if you are not confident that you could adequately meet the challenge for graded test purposes at this time.”



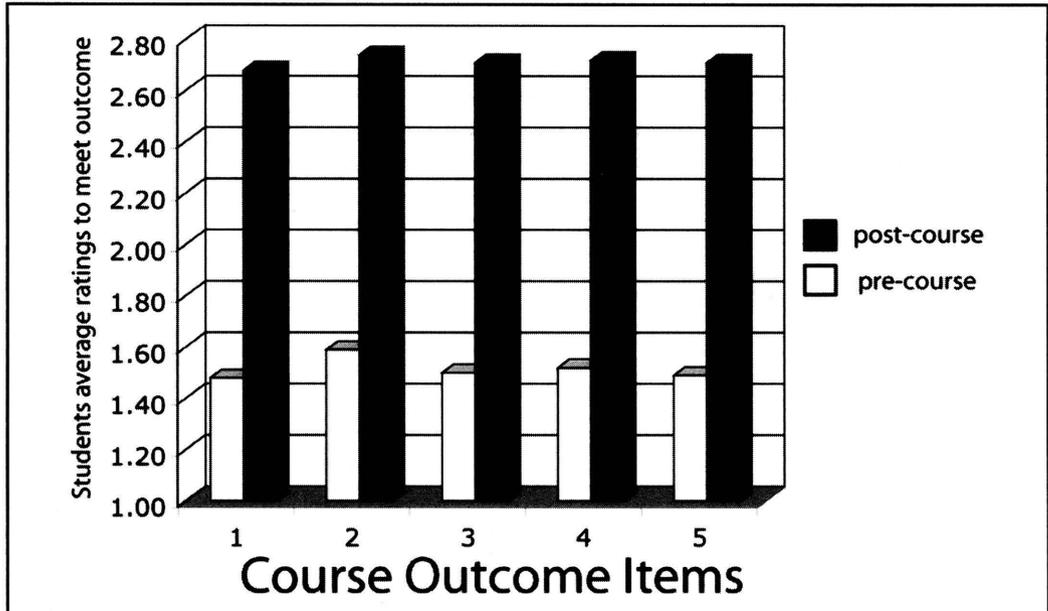
The course that produced the data for Figure 1 had five published learning outcomes (Figure 2). The detail of disclosure of content in the course afforded by the knowledge survey enabled course content to be mapped easily into course outcomes (Figure 2); the changes in students' mastery of outcomes is concisely displayed in Figure 3.

Figure 2.
Illustrative mapping of course content specified by knowledge survey items to five published course learning outcomes for a section of the psychology course addressed in Figure 1.

| Published Outcomes Psychology 211 | Knowledge survey items mapping to outcome | Class Means Achievement X/3.0 Student N = 27 |
|--|--|---|
| 1. Demonstrate knowledge and understanding of theory and research in learning, perception, and cognition | 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 78, 79, 83, 86, 87, 89, 90, 92, 94, 95, 96, 98, 99, 100, 101, 102, 103, 106, 108, 109, 110, 111, 112, 113, 114, 115 | start of course - 1.48/3.0 end of course - 2.68/3.0 |
| 2. Evaluate the appropriateness of conclusions presented in disseminated research relevant to psychology | 9, 11, 13, 14, 15, 16, 17, 20, 24, 28, 29, 33, 36, 38, 42, 45, 48, 49, 50, 51, 55, 59, 62, 66, 68, 69, 71, 88, 89, 90, 95, 99, 104, 105, 106, 108, 110, 112, 113, 114 | start of course - 1.59/3.0 end of course - 2.74/3.0 |
| 3. Construct examples of how psychological theories and principles relate to everyday life. | 7, 8, 11, 12, 13, 14, 17, 19, 23, 28, 30, 34, 36, 38, 39, 42, 43, 44, 45, 48, 49, 51, 52, 55, 58, 59, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 73, 74, 75, 78, 80, 81, 82, 84, 86, 87, 88, 89, 91, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115 | start of course - 1.50/3.0 end of course - 2.71/3.0 |
| 4. Explain and defend against common thinking fallacies | 8, 11, 13, 14, 15, 17, 19, 28, 29, 30, 33, 36, 42, 43, 45, 48, 49, 50, 51, 54, 55, 58, 59, 62, 65, 66, 67, 68, 69, 74, 76, 77, 85, 88, 89, 95, 98, 103, 107, 108, 109, 110, 112 | start of course - 1.52/3.0 end of course - 2.72/3.0 |
| 5. Explain behavior using different cognitive and learning theories or models | 7, 8, 16, 17, 18, 19, 20, 21, 22, 25, 26, 28, 29, 30, 36, 38, 39, 41, 42, 43, 44, 45, 47, 48, 50, 51, 52, 54, 55, 58, 59, 61, 62, 64, 65, 66, 67, 68, 69, 71, 74, 75, 86, 87, 93, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 115 | start of course - 1.49/3.0 end of course - 2.71/3.0 |

Figure 3.

Summary of pre-post gains in students' reported mastery of learning outcomes (See Figure 2.) Each bar in the graph results from averages of students' responses to dozens of knowledge survey items that contribute to meeting each of the stated course outcomes.



Knowledge surveys are ideal instruments that both the department chair and the non-tenure faculty can use together to ensure course integrity across sections taught by varied instructors. The role of the chair is to convey the essential learning outcomes that the course must produce to all instructors. Thereafter the instructor can design the course to meet these outcomes. The knowledge survey serves to make the outcomes public and allows students and the instructor to track their learning and complete the course with greater success.

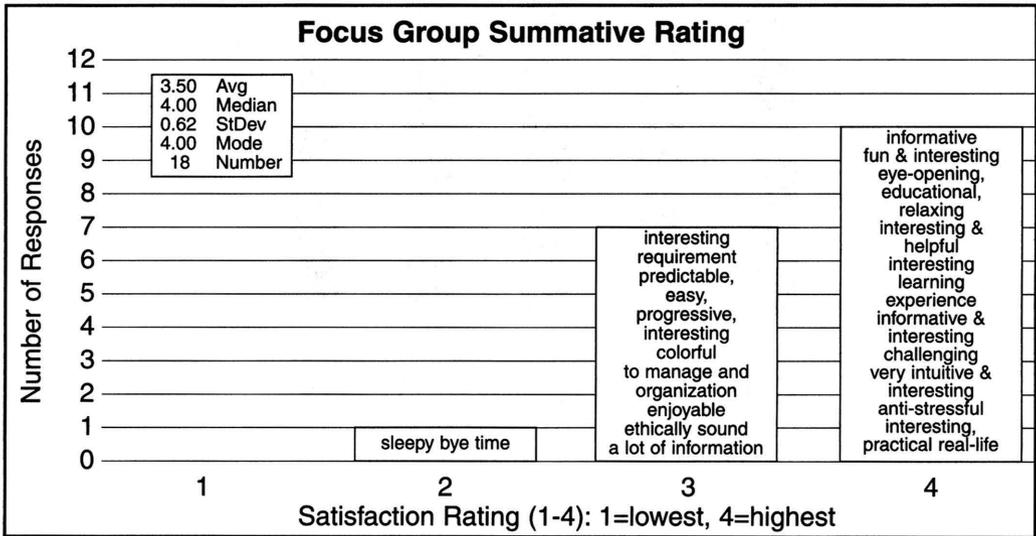
Structured focus groups

Small-group diagnostic exercises performed about mid-course allow instructors to make changes in the course and alert the instructor for the need to seek help. A short version of the structured focus group requires only twenty minutes of class time. It involves use of a 3" x 5" card for individual reflection and a prepared sheet for a small group roundtable exercise. A facilitator directs the entire exercise by using PowerPoint® guiding slides, collects the data, and assembles a report. Materials needed to run the focus group, direct it in class, and process the data are in a kit assembled in a ZIP file, which readers may download from the Channel Islands Faculty Development resource site at http://facultydevelopment.csuci.edu/on_line_resources.htm.

During reflection, each student rates her/his general satisfaction on a four-point scale and supplies an adjective or brief phrase that describes the course. When processed, the data reveals in a single summary graph the distribution of students' satisfaction with the course and reasons they assigned their ratings (Figure 4). The averages and comments recorded in focus groups will be like those that will appear on end-of-term student ratings forms unless changes occur.

Figure 4.

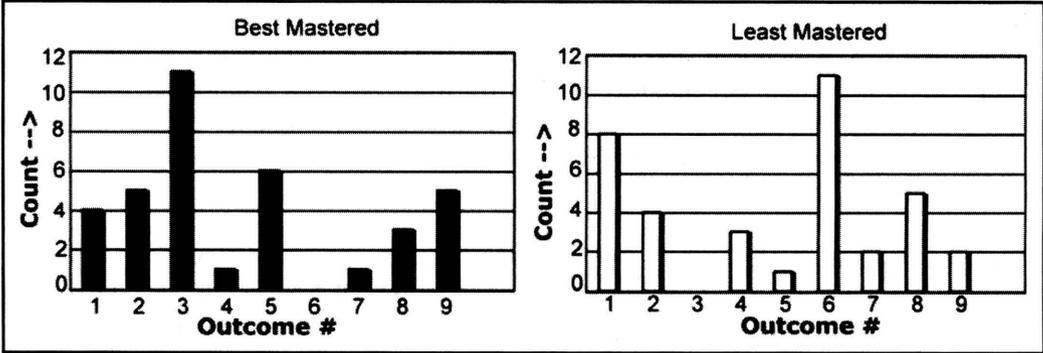
Summary of students' general satisfaction on a four-point scale derived from reflection exercise done in structured focus groups. The results are useful to the faculty member and to students, if the instructor chooses to share the results.



When the focus group is run late in the term, a second step of the reflection exercise involves looking at the published course outcomes and selecting the two best-met outcomes and the two outcomes least met. The exercise reminds both instructor and students of the larger unifying outcomes that the course represents, and aids the instructor in future planning if the information reveals need for focus (Figure 5).

Figure 5.

Focus group results of outcome achievement at mid-term. Each student independently selected two best-met and two least-met of the nine course outcomes. The class agreed that the best-met outcomes were #3 and #5, and the least-met outcomes were #6 and #1. The strong inverse relationship between these ($r = -0.91$) show strong class consensus regarding all four outcomes. The instructor then knew to focus on improving class mastery of outcomes #6 and #1 in the remainder of the course.



The information from the interactive portion of the structured focus group derives from groups of about four students who use a worksheet in a roundtable format. Each group arrives at a list of strengths and a list of desired changes and prioritizes the most important three of the list. The facilitator compiles the information from the worksheets of all groups and organizes the strengths and desired changes into common themes. This permits creation of a simple summary table, organized from themes most frequently cited by the groups to those least frequently cited (Figure 6).

Figure 6.
Ordered major strengths and weaknesses derived from roundtable portion of structured focus group diagnosis of class with about sixteen students (four groups).

| Theme (Strengths) | Number of Occurrences |
|---|-----------------------|
| 1. Good teacher’s attributes..... | 6 |
| 2. Meaningful content learning | 4 |
| 3. Good pedagogy | 2 |
| Theme (Desired Changes) | Number of Occurrences |
| 1. Testing and evaluation issues | 5 |
| 2. Information overload breadth versus depth..... | 3 |
| 3. Group projects | 2 |
| 4. Maintaining attention under conditions | 2 |

Conclusion

Non-tenure faculty have special faculty development needs based upon the kind of roles they assume within various kinds of institutions. In any institution that commits to optimize student success and learning, faculty development is an essential support service for all faculty. Faculty development should serve both non-tenure and tenure faculty through activities that give high returns for time invested. High commitment by institutions to faculty produces high commitment by faculty to producing good learning experiences for students.

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