

**Harnessing the
Adjunct Brain Trust:
Improving
Developmental
Education Through
Transformative
Leadership**



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School of General Education
Purdue University Global**

Description and Outcomes

Managing the Braintrust - A Leadership Perspective

Defining the Braintrust - Adjunct Roles at PG

Harnessing the Braintrust to Improve Teaching and Learning

Embracing the Braintrust - Cooperation, Collaboration, and Community

Living the Braintrust – an adjunct perspective

Discussion

References

Contact Information

Session Agenda

Session Description

Adjuncts play a vital role in advancing developmental programs. The leadership of one department:

- redefined the role of adjuncts;
- created internal opportunities for professional development and career growth;
- encouraged adjunct input into program and curriculum development; and
- fostered a culture of collegiality, collaboration, and equality among all faculty.

Session Outcomes

Participants will:



Discover how the department created and implemented changes that foster growth opportunities for faculty;



Examine how faculty have responded to the process and improved their leadership, motivation, organization, and time management, and



Discuss how the changes impacted student learning and success by building and strengthening leadership skills among faculty, advancing great place initiatives, and providing resources and tools that maximize efficiency in day to day operations.

MANAGING THE BRAINTRUST - A LEADERSHIP PERSPECTIVE

Michael Keathley, PhD
Academic Department Chair
Composition and WAC





Changing Role of Adjuncts

Burns, Smith, and Starcher (2018) contend adjuncts should shoulder increasing responsibility for programs' missions and goals.

Across higher education, three quarters of faculty work in part-time positions (Cain, 2015).



Challenges

As Fox and Powers (2017) and Eagan, Jaeger, and Grantham (2015) show, job satisfaction suffers due to wages, job insecurity, lack of development opportunities, and feelings of not being valued.

Goldstene (2015) argues these concerns threaten teaching effectiveness, growth, and innovation.



Solutions

Brennan and Magness (2018) contend that the obvious fix of conversion to full-time faculty only serves a minority of adjuncts.

Barnett (2018) advocates for solutions based on transformative leadership, especially within online programs.

Missions and Goals – Be a Great Place to Work

Purdue Global's Mission Statement

Purdue University Global delivers personalized online education tailored to the unique needs of adults who have work or life experience beyond the classroom, enabling them to develop essential academic and professional skills with the support and flexibility they need to achieve their career goals.

The SoGE Mission Statement

The General Education program supports the academic, social, personal, and professional development of learners throughout their engagement with the University. It also provides a learning experience that is engaging, enjoyable, and applicable to students' personal and professional lives while preparing students to meet expectations in chosen fields of study. Purdue Global is committed to professional and career preparation for all graduates. As an institution and an educational community, we commit to graduating “thinkers who can work and workers who can think.”



Leadership Qualities

Trust	Strategy	Engagement	Empowerment	Vision
<p>All cultures understand a climate of fairness and mutual respect that benefits all members (Hitt, Keats, & Yucel, 2003)</p>	<p>“Strategic agility evokes contradictions, such as stability-flexibility, commitment-change, and established routines-novel approaches” (Lewis, Andriopoulos, & Smith, 2014, p. 58).</p>	<p>Leaders as catalysts for innovation and even creative destruction (Kuyatt, 2011).</p>	<p>The diversity of teams must be energized to keep the organization progressing (Agbor, 2008; Morrill, 2010; Yukl, 2015; Darling, 2012).</p>	<p>Vision must energize, even to the point of changing the world (Yucel, 2015; Kurke, 2007).</p>
<ul style="list-style-type: none"> ▪ Payscale ▪ Faculty/employee expectations ▪ Monitoring/evaluating/coaching ▪ Transparency ▪ Communication ▪ Awards/recognition 	<ul style="list-style-type: none"> ▪ Meetings/chats ▪ Research Pipeline/individual projects ▪ Service opportunities ▪ Change agency 	<ul style="list-style-type: none"> ▪ FTA role ▪ Google sites/Hangouts ▪ Curriculum ▪ Learning communities 	<ul style="list-style-type: none"> ▪ Taskforces ▪ Special projects ▪ Information sharing ▪ Mentoring ▪ PDLs ▪ Leadership 	<ul style="list-style-type: none"> ▪ Mission statements ▪ Strategic goals ▪ High expectations

DEFINING THE BRAINTRUST - ADJUNCT ROLES AT PG

Stephanie Thompson, PhD

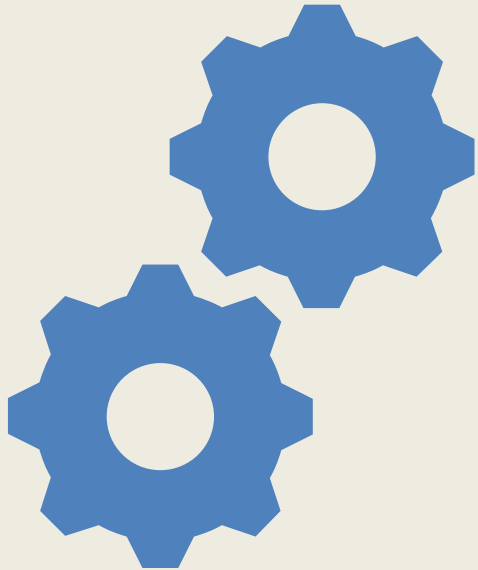
Full-time Faculty and CM 220 Course Lead

Composition and WAC

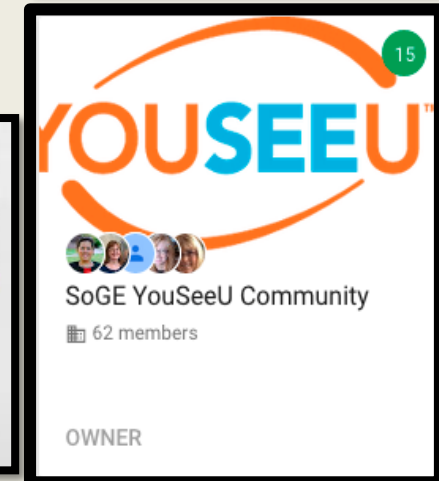
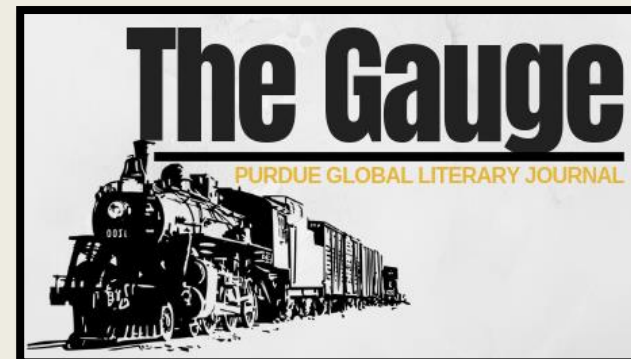
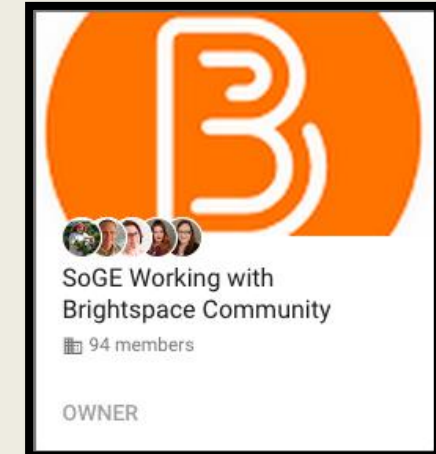
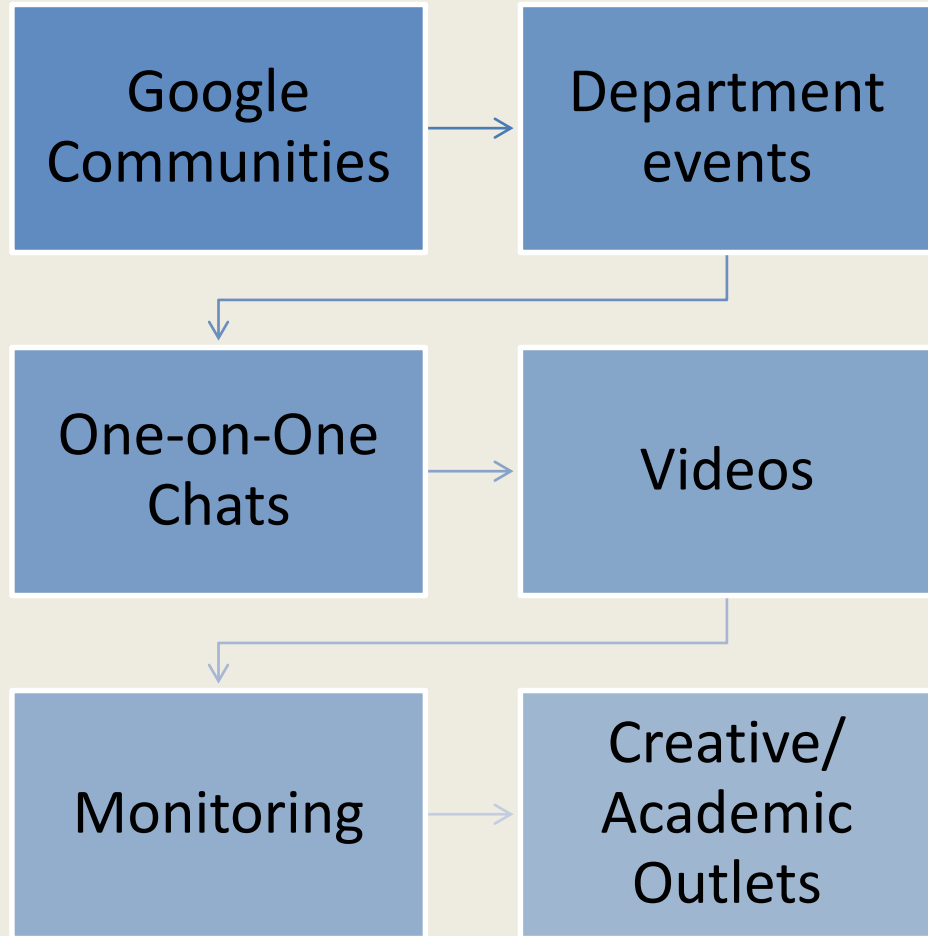


Full-Time Adjuncts *and* Adjuncts

- Two definitions
- Varying needs
 - Support
 - Service
 - Engagement
- Identifying strengths
- Working as a unit to help our students

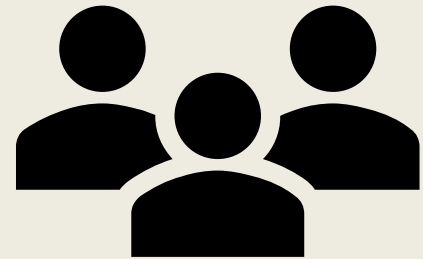


Varying Adjunct Needs



Collaboration

- Best Practices
- Renewed Teaching Perspective
- New Tech
- Adapting/Learning New Platforms
- Camaraderie & Community



HARNESSING THE BRAINTRUST TO IMPROVE TEACHING AND LEARNING

Josef Vice, MAT

CM 107 Faculty and Course Lead

Composition and WAC



Potentially hundreds of
expert voices

Literally hundreds of
years of experience

Multiple perspectives
on problems and
solutions

Treasure trove of
strategies for teaching,
engaging students, and
improving retention

Braintrust as Resource

Monkey Survey
prior to course
revision

Wish list

Composition
Google Site

Quarterly Course
Lead Meetings
with “guest
experts”

Virtual “Comments
Box”

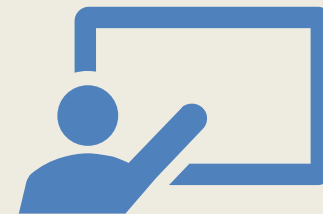
Harnessing the Braintrust

EMBRACING THE BRAINTRUST - COOPERATION, COLLABORATION, AND COMMUNITY

Teresa Marie Kelly, MAT

CM 107 Faculty

Composition and WAC



Mentoring and More

**Mentoring New
and Existing
Faculty as a
Gateway**

Inspire Don't Clone

Encourage Growth

Look Beyond

**Kick Them Out of
the Nest**

Cooperation

Encourage Engagement

Point Out Strengths

Invite Participation

Equality not Hierarchy

Forge Connections

Collaboration



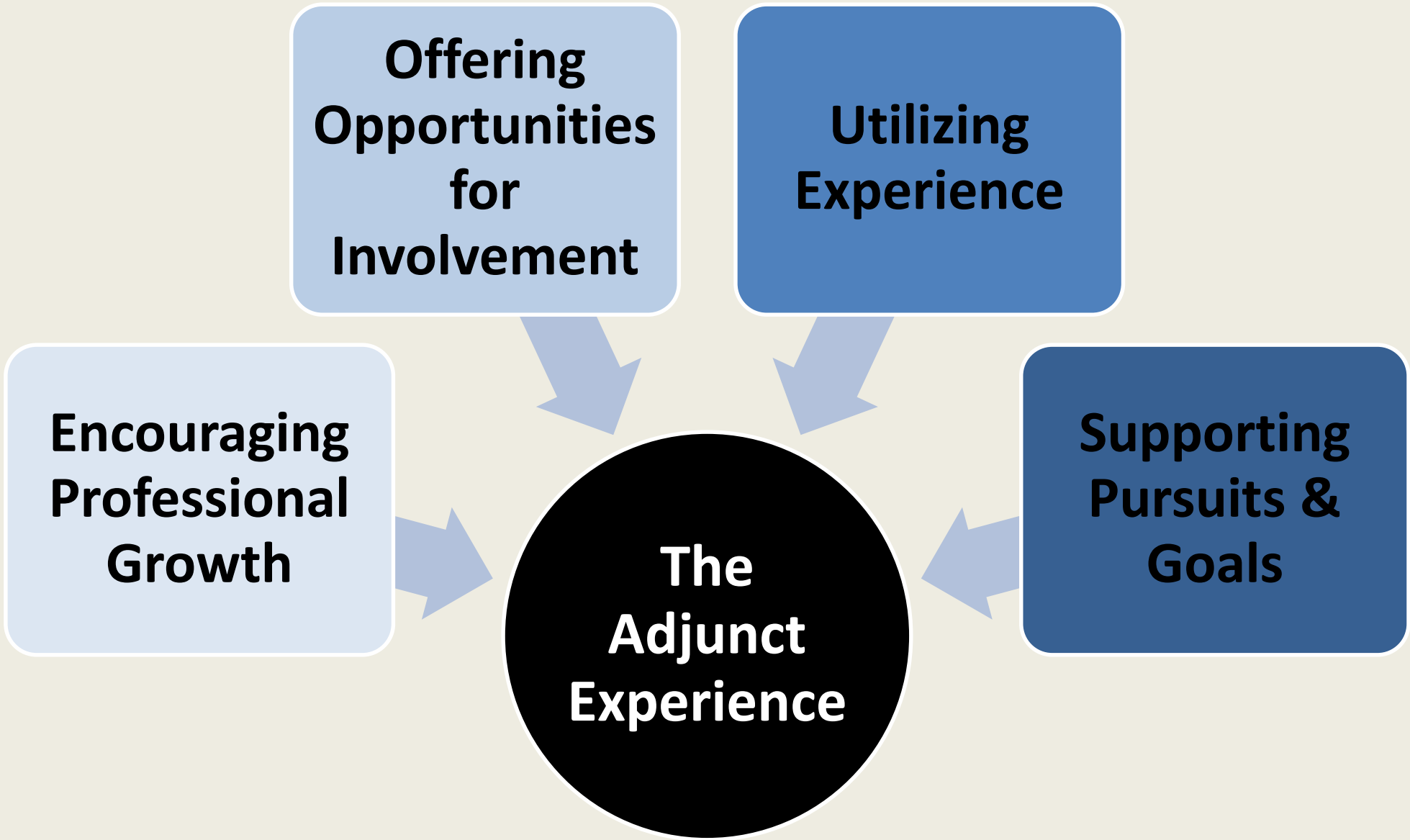
Inspiring Leaders



LIVING THE BRAINTRUST – AN ADJUNCT PERSPECTIVE

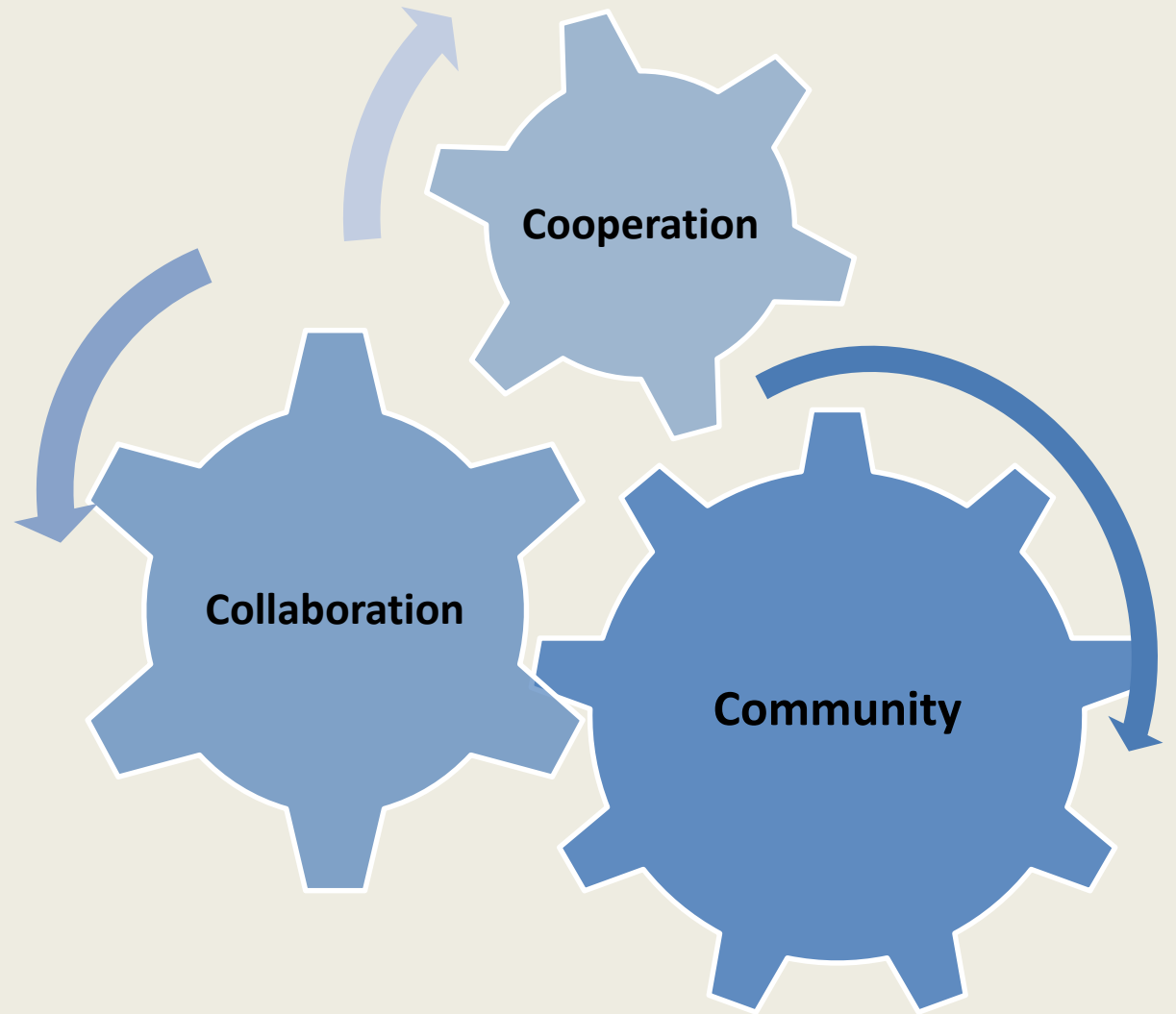
William Ashley Johnson, MFA
Full-Time Adjunct
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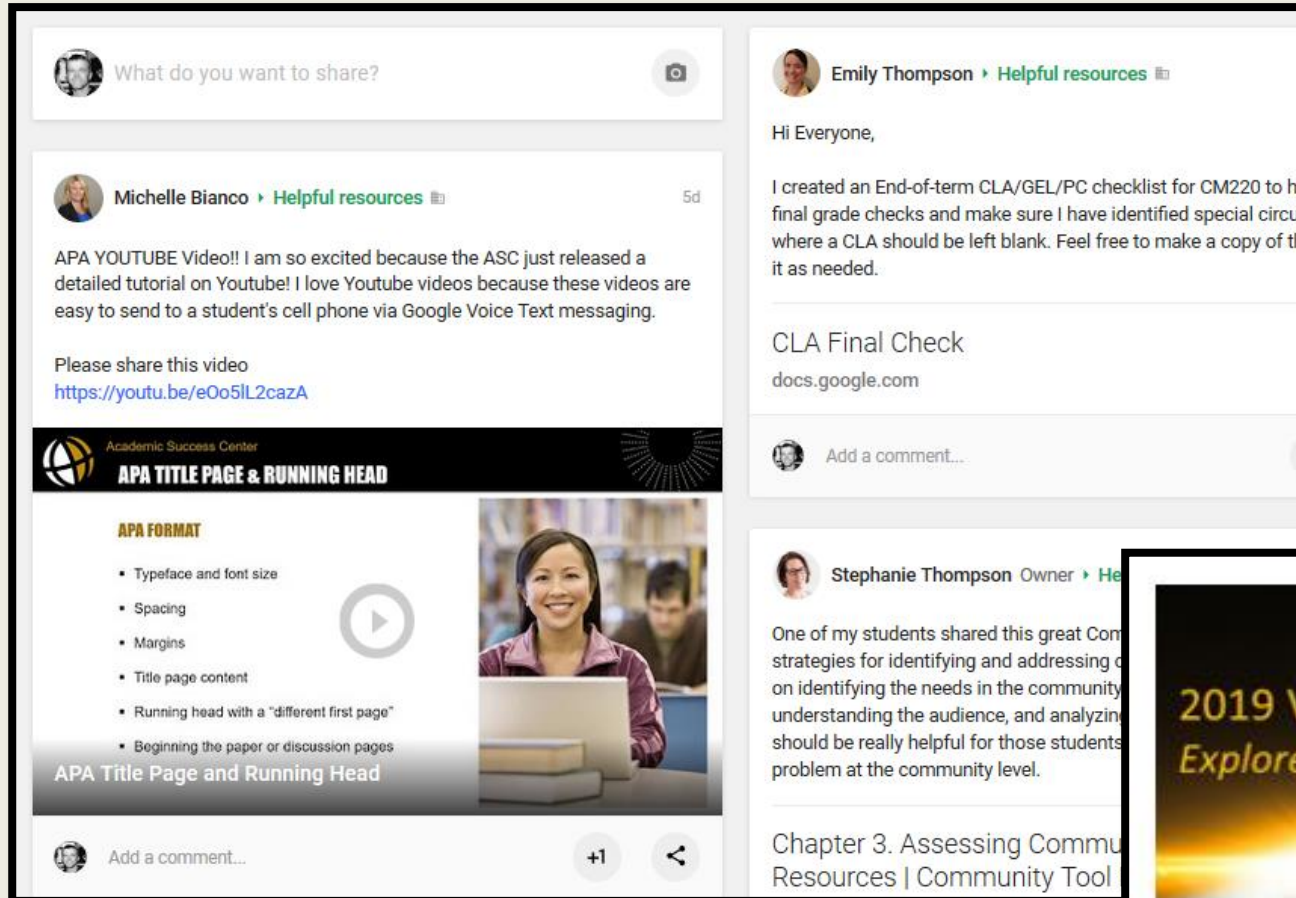


Encouraging Professional Growth

- Adjunct to Full-Time Adjunct
- Faculty Evaluator – Portfolio Development & Assessment Program
- New Faculty Mentor
- Faculty Liaison – Center for Teaching & Learning
- Presentations & Publications – Virtual General Education Conference, Virtual Literary Festival, Educator’s Exchange, Distance Learning Administration Annual Conference & Proceedings, NADE



Offering Opportunities for Involvement



What do you want to share?

Michelle Bianco • Helpful resources 5d

APA YOUTUBE Video!! I am so excited because the ASC just released a detailed tutorial on Youtube! I love Youtube videos because these videos are easy to send to a student's cell phone via Google Voice Text messaging.

Please share this video
<https://youtu.be/eOo5lL2caZA>

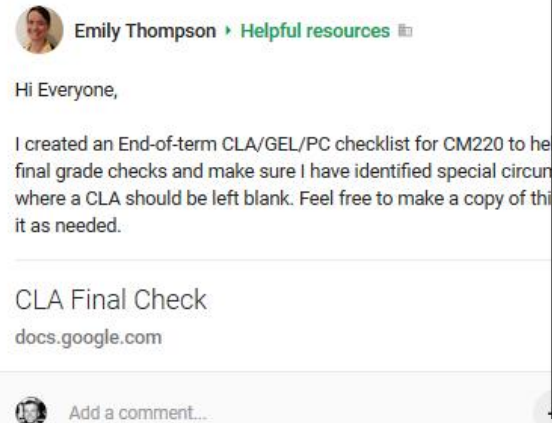
Academic Success Center
APA TITLE PAGE & RUNNING HEAD

APA FORMAT

- Typeface and font size
- Spacing
- Margins
- Title page content
- Running head with a "different first page"
- Beginning the paper or discussion pages

APA Title Page and Running Head

Add a comment...



Emily Thompson • Helpful resources

Hi Everyone,

I created an End-of-term CLA/GEL/PC checklist for CM220 to help with final grade checks and make sure I have identified special circumstances where a CLA should be left blank. Feel free to make a copy of this as needed.

CLA Final Check
docs.google.com


Add a comment...



Stephanie Thompson Owner • Helpful resources

One of my students shared this great Community Resources video. Strategies for identifying and addressing community needs on identifying the needs in the community, understanding the audience, and analyzing the problem should be really helpful for those students who are working on a problem at the community level.

Chapter 3. Assessing Community Resources | Community Tool



2018 Educators' Exchange

Virtual Teaching Assistants - Using Intelligent Agents to Increase Faculty Presence and Student Engagement

with William Ashley Johnson

Tuesday, September 11th at 12:30pm ET

Session Description: Maintaining a regular classroom presence, while at the same time fully engaging students, may seem like a tall order for just one instructor. However, in this Educator's Exchange session, William Ashley Johnson discusses how instructors can utilize Intelligent Agents as Virtual Teaching Assistants to increase both instructor presence and student engagement. The session will review relevant research on the importance of faculty presence, the role student engagement plays in learning, and how educators can use Intelligent Agents to quickly and easily maximize both elements.



2019 Virtual General Education Conference

Explore Beyond: Building for the Future Through General Education

General Education
Living and learning a lifetime of growth

Utilizing Experience

- Collaboration Projects
- Monthly Brightspace Busting Sessions, Developer/Host
- Bongo/YouSeeU Seminar Faculty Trainer
- *The Gauge* Literary Journal, Poetry Co-Editor
- Research Pipeline Contributor

Pairing:	Strengths:
Ashley Johnson	Brightspace, visuals, and grading feedback.
Marilyn Sahiba-Burke	Use of announcements to keep students engaged and informed.




BRIGHTSPACE BUSTING
Grading Class Seminars

Host: William Ashley Johnson
Guest Speakers: Jessica Love and Emily Thompson

In our first Brightspace Busting session of 2019, we'll take a closer look at grading class seminars within our new seminar platform. Along with demonstrating a step-by-step process for retrieving and sorting the seminar chat log, we'll also review how to locate and manage seminar attendance. Multiple strategies for managing seminar grading will be shared. In addition, we'll discuss a few time-saving tips and techniques to make our grading process more efficient and effective. Please come with any questions and/or personal experiences or approaches you have for seminar grading. See you there!

Join us on Thursday, January 31st, 2019 from 1 - 1:30 PM ET
<http://khe.adobeconnect.com/bb2019/>



YOUSEEU Q&A/LIVE DEMO SESSIONS
B-TRACK-18048

GREETINGS, SOGE FACULTY!

In an effort to assist with our transition to the YouSeeU seminar tool, the School of General Education (SoGE) is pleased to announce that we will be holding three live sessions to support faculty in this process.

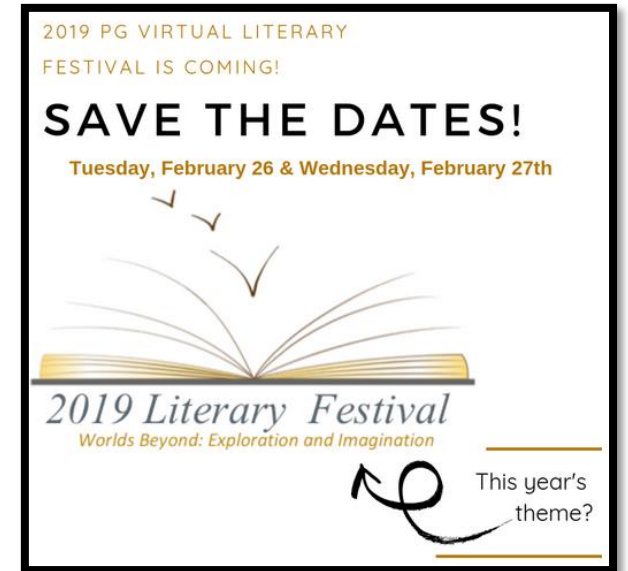
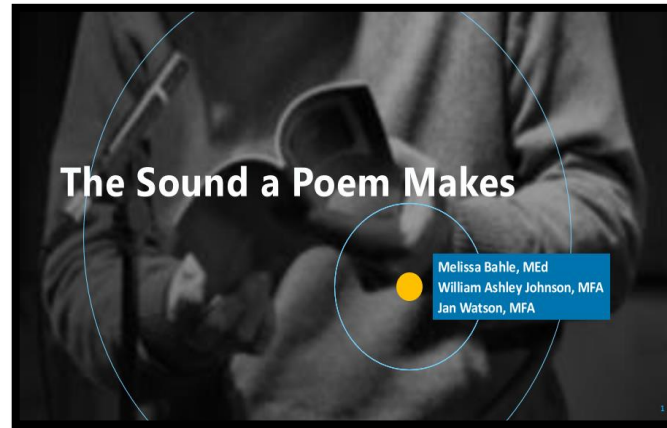
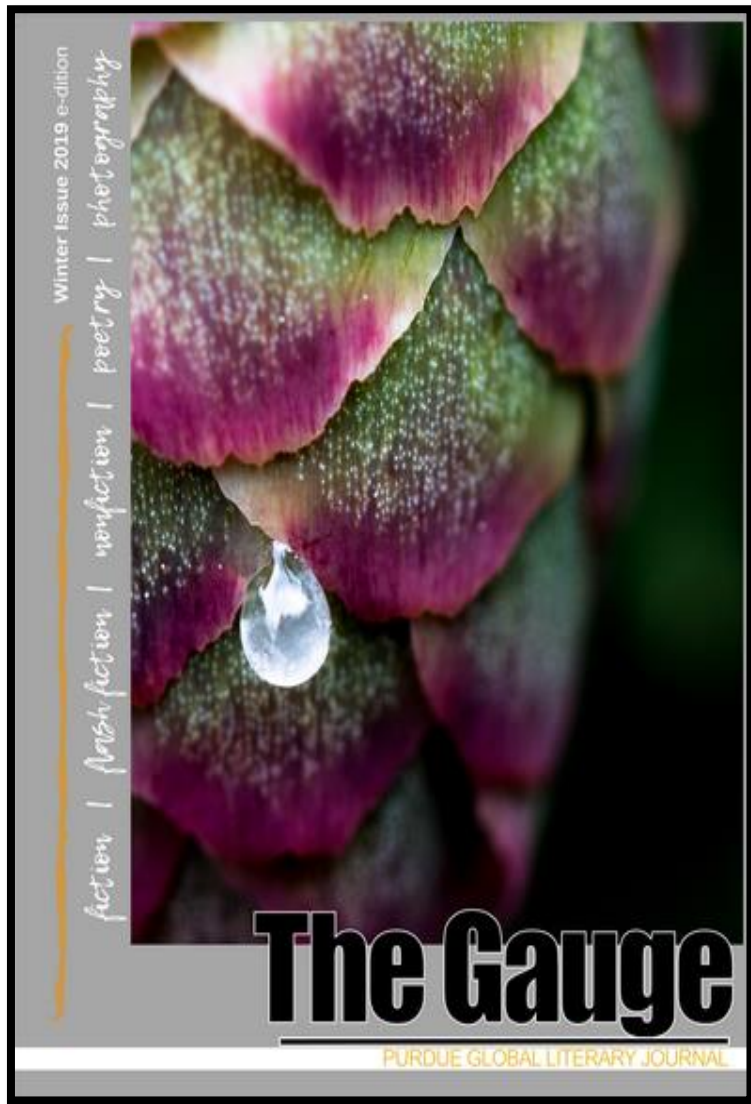
Each session will run for one hour and will consist of a demonstration of the YouSeeU seminar tool followed by a time for Q&A. These sessions are designed with faculty in mind and are specific to our use here within the SoGE. **NOTE: You will receive a series of invitations to session times and encourage you to accept the session that works best with your schedule.**

Sessions: Tuesday, October 16th @ 1pm ET, 4pm ET, and 8pm ET
Link to Training Sessions: <http://khe2.adobeconnect.com/youseeu/>

Steps to take in preparation for the live sessions:

- Complete the [YouSeeU Seminar \(CTL07\)](#) workbook
- Enroll via the CTL Workshop page: Review the [CTL's YouSeeU Guide](#) and explore the user guides, new seminar expectations, and supporting materials.
- Watch this [Interactive Training for New Seminar Expectations and Best Practices](#).
- Practice creating sessions in YouSeeU in order to: practice using webcams, practice audio, upload and present PPTs, practice screenshares, review your recordings. 'be reflective' Think about your process.
- Check your 18000 class sections for the YouSeeU Seminar Tool to be listed under 'More Tools' and fix the calendar widget.

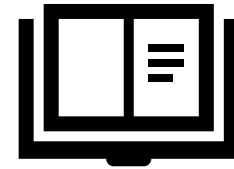
We are truly looking forward to having all of our B-Track Faculty come out and participate. As this is the first phase in the rollout, you all will serve as trailblazers!



Supporting Pursuits & Goals

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Questions, Discussions, and Contacts



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