

Best Practices Session

Academic Affairs Council May 9, 2006

What are some of the most successful strategies you have found in your department/division with non-contracted faculty:

Hiring

- Use full-time faculty applicants as PT faculty candidates (Jerry Wille)
- Hire retirees – from our dept and others` (Mark Weiss)
- Ask current PTF for suggestions – have them tell (Kathy Clark)
- Ask OSU—Call department faculty about grad students (Mike Hougum)
- Share with other community colleges (Linda Spain)
- Recruit from workplace (Professional/technical, nursing) (Faye Melius)
- Check pools for other departments (Kathy Clark)
- Career Fair (Linda Carroll)
- Recruit from grad students they mentor at OSU (Mary Browning)
- County fair booth (Fred Haynes)
- Make contacts at conferences (Carolyn Lebsack)

Inclusion in department

- Invite them (and pay them) to attend meetings (Linda Spain)
- Ask for input on curriculum development issues (Cathy Lovingier)
- Invite them (and pay them) to department retreat during in service
- Invite them to department parties (holiday)
- Send out meeting minutes (Linda Spain)
- Have department listserv (Linda Spain)
- Use BlackBoard to run virtual meetings (Russ Burchard)
- Send email—“how’s it going.” (Margarita Casas)
- Decorate their offices (Colleen Clancy)
- Include them in solicitations for equipment, conferences etc. (Kathy Clark)
- Pay their dues for conferences, organizations (Mary Ann Lammers)
- Designing professional development activities around PT needs (Mary Browning)
- Include them in the institutional processes such as institutional effectiveness. (Kathy Clark)
- Meet with them before they return to teaching; buy gifts, send notes, take them to lunch.
- In service training once per term (Linda Donald)
- Include in collaboration with department—e.g. choice of textbooks (Mike Hougum)
- Schedule meetings around PT schedules (Faye Melius)
- Include PTF when building class schedules (Mary Browning)
- Give them orientation notebooks (Linda Donald)

Recruiting

- Send recruitment letters to regional grad schools (Faye Melius)
- Send letters to professional organizations (Ed Watson)

Mentoring

- One FT faculty (with release time) meets with PT regularly (Cathy Lovingier)
- Have PT orientation handbook (Cathy Lovingier)

- Have mentor coordinator (with release time); (Carolyn Lebsack)
- Each PT meets weekly with individual mentor; have different mentor each quarter (Carolyn Lebsack)
- Retired faculty mentors (paid); can mentor in different departments (e.g. Speech, English)
- Don't have mentor be department chair or be involved in professional appraisal of PT (Rob Lewis)
- Assign a FT faculty to a course (lead instructor) (e.g. Math 65) and have course meetings with all instructors (Cathy Lovingier; Linda Spain)
- Lead instructor (not compensated) meets with new PT and is charged with bringing PT up to speed on specific course; general orientation goes to department chair. (Kathy Clark)
- All new PT faculty spends 3 days with FT, clinical instructor (16-32 compensated hours); (Faye Melius)
- 10 hours of training with new faculty (Russ Burchard)
- PT faculty that wants to take on a new class "shadows" other instructor in term before. Not compensated but PT are willing to do it as professional development opportunity. (Kathy Clark)
- Internship program for people who want to teach with LB but have no teaching experience (modest pay based on learning community model) (Elizabeth Lundy)
- "Course circles" as part of fall in service—share materials, ideas, syllabi (Linda Spain)
- Have course books for general biology series with activities, examples of exams, etc. (Carolyn Lebsack)
- Make FT faculty available to talk about classes they have taught (Linda Spain)
- Put course resources on common computer drive so everyone can have access to it. (Kathy Clark)
- Business Tech labs at the center always have at least one FT faculty teaching; meet with PTF every quarter.

Helping them improve their teaching

- As part of mentoring program, mentor will sit in on class during term and give feedback. Also PTF can sit in on FT class (Carolyn Lebsack)
- Making PT aware of appraisal process, observations, student appraisals.
- Refer them to Alice Sperling
- Quarterly orientation for new PT faculty—spend 1/3 to 1/2 time talking about teaching and learning strategies. (Alice Sperling)
- Have department library (Kathy Clark)
- Peer reviews (mutual)—all faculty mixed together, PT and Contract. (Mary Browning)
- Send them to professional development opportunities (Elizabeth Lundy); Pay for them; help them with applications. Send them to Alice Sperling or Vicky Keith for help with professional development application.
- Help them understand how to read evaluation reports (Kathy Clark)

Communicating with them

- Have a mail box in the department (Christy Stevens)
- Include in department email groups (Mike Houglum)
- Encourage them to get LB email address
- Email "check ins" a couple of times a quarter (Kathy Clark)
- "Bump into them" (on purpose); Have a personal conversation (Mike Houglum)
- Invite them to come to weekly department meetings and pay them (Cathy Lovingier)
- Have email and individual voice mail for each PTF (Elizabeth Lundy)

Teaching them LBCC policies

- PT faculty handbook with policies (Jerry Wille, Carolyn Lebsack)
- Use online and other resources for college wide policies (Alice Sperling)
- Give them a laminated contact sheet (Sheri Billetter)
- Meet with each person new to Benton Center (whether or not new to college) to orient them to resources, facilities, etc. (Colleen Clancy)
- Work with them while they are working their way through a policy issue—no one knows everything. Have a climate that it's okay to ask. (Gary Ruppert)

Helping them learn to support community college students

Keeping their morale up

Access to facilities – offices, computers, etc.

Availability to students – esp. around finals

Was this a good way to talk about best practices issues?

- Yes - if you want to review our current practices. Put us in small groups if we want to create new ideas.
- Contributions in large group were not equal. Some people didn't talk; some talked much more than others.
- Goal was to get as many ideas on the table.
- Good strategy because it gave us all a chance to hear everything.
- Doing this as a large group has a disadvantage in that not all topics are as relevant to everyone's work. Some of today's ideas, for example, were not as relevant to workforce and non-credit faculty.