Contingent Commitments

Bringing Part-Time Faculty Into Focus

CCCSE
Center for Community College
Student Engagement

Acknowledgments

Our gratitude is unconditional.

For their incalculable contributions to the lives and learning of community college students, and for dedication to the work under circumstances that can be both trying and triumphal, we salute the thousands of part-time faculty who teach more than half of community college courses.

For hosting Center staff and consultants for the 32 focus group sessions that provide a cornerstone for this report, we express sincere gratitude to community colleges across the country. Because of their commitment and generosity of spirit, we have been listening hard to part-time faculty and to the full-time faculty, administrators, and staff who work with them.

For his early work on this project, we offer special thanks to George A. Baker III.

For more than a decade of support for the Center's focus group work, making it possible to lift up the voices of American community college students, we owe enormous thanks to MetLife Foundation. Now, that support has enabled us to amplify in similar ways the voices of community colleges' part-time faculty members—and to place front and center the importance of working more effectively with them. As always, the overarching aim is to serve the interests of improved engagement, learning, and college completion among the students who need higher education most.

Kay M. McClenney
Director
Center for Community College Student Engagement

Arleen Arnsparger
Project Manager, Strengthening the Role of
Part-Time Faculty in Community Colleges
Center for Community College Student Engagement

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> "All part-time faculty should be integrated into the life of the institution. Part-time faculty should not be expected to exist as a separate community, as shadows on the periphery of the institution; chroniclers of the part-time faculty experience report that they too frequently inhabit a much different world than that of their full-time colleagues."
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> — ROUECHE, ROUECHE, & MILLIRON, 1995, P. 156

Student Success Cannot Be Conditional

Part-time faculty teach approximately 58% of U.S. community college classes and thus manage learning experiences for more than half (53%) of students enrolled in community colleges (JBL Associates, 2008). Often referred to as *contingent faculty*, their work is conditional; the college typically has no obligation to them beyond the current academic term. At many colleges, the use of contingent faculty began with hiring career professionals who brought real-world experience into the classroom. Historically, colleges also have hired contingent faculty when enrollment spiked, the college needed to acquire a particular type of expertise, or full-time faculty members were not available to teach a particular course.

Increasingly, however, contingent faculty have become a fundamental feature of the economic model that sustains community college education. Because they typically have lower pay levels than full-time faculty and receive minimal, if any, benefits, part-time faculty are institutions' least expensive way to deliver instruction. As public funding, as a percentage of college costs, has steadily declined—and as colleges have been forced to find ways to contain costs so they can sustain college access—the proportion of part-time faculty has grown at colleges across the country. Today part-time faculty far outnumber full-time faculty at most colleges.

Expanding the size of the contingent workforce is a rational economic solution because it minimizes costs and maximizes flexibility; colleges can easily expand or reduce instructional capacity based on shifts in enrollment. However, plans that are driven solely by economics do not always serve students well. Whatever the economic strategy, colleges that are committed to helping more students earn credentials must rethink their model for working with part-time faculty so that all faculty are expected—and prepared—to serve their students effectively.

For the past three years, the Center for Community College Student Engagement has listened systematically to part-time faculty and their full-time colleagues, including faculty, staff, and administrators. This report, which draws in part on 32 focus groups with these individuals, aims to help colleges improve engagement with part-time faculty so more students have access to the experiences that will lead to success.

CCFSSE and Focus Groups

The Center administers four surveys that complement one another: Survey of Entering Student Engagement *(SENSE)*, Community College Survey of Student Engagement *(CCSSE)*, Community College Faculty Survey of Student Engagement *(CCFSSE)*, and Community College Institutional Survey (CCIS). All are tools that assess student engagement—how connected students are to college faculty and staff, other students, and their studies—and institutional practice.

This report provides data drawn from *CCFSSE*, which is administered to faculty teaching credit courses in the academic term during which the college is participating in *CCSSE*. The faculty survey elicits instructors' perceptions about student experiences as well as reports about their teaching practices and use of professional time. (At colleges that choose to participate in *CCFSSE*, all faculty members for whom the college provides a valid e-mail address are invited to complete the survey.)

A total of 71,451 faculty responded to *CCFSSE* from 2009 through 2013, the years used for data in this report. In 2011, the Center added a permanent set of items that focus on promising practices for community college student success. The number of faculty respondents between 2011 and 2013 was 47,699.

This report also draws from 32 focus groups conducted with part-time faculty, full-time faculty, administrators, and staff at community colleges across the country. Colleges participating in the focus groups represent a cross-section of U.S. community colleges—large and small; urban and rural; and diverse in terms of geography, presence of unions, and students served.

Part-time and full-time faculty members participating in the focus groups are diverse in terms of gender; race/ethnicity; teaching field; degrees held; number of years teaching; and, for part-time faculty, reasons for teaching part time.

Contingency: An Effect That Multiplies

In 2009, the 987 public community colleges in the United States hired more than 400,000 faculty members; 70% of them were contingent, or part-time, hires. Between 2003 and 2009, the number of full-time faculty grew by about 2%, compared with a roughly 10% increase for part-time faculty (Knapp, Kelly-Reid, & Ginder, 2010).

For many part-time faculty, contingent employment goes hand-in-hand with being marginalized within the faculty. It is not uncommon for part-time faculty to learn which, if any, classes they are teaching just weeks or days before a semester begins. Their access to orientation, professional development, administrative and technology support, office space, and accommodations for meeting with students typically is limited, unclear, or inconsistent.

Moreover, part-time faculty have infrequent opportunities to interact with peers about teaching and learning. Perhaps most concerning, they rarely are included in important campus discussions about the kinds of change needed to improve student learning, academic progress, and college completion.

Thus, institutions' interactions with part-time faculty result in a profound incongruity: Colleges depend on part-time faculty to educate more than half of their students, yet they do not fully embrace these faculty members. Because of this disconnect, contingency can have consequences that negatively affect student engagement and learning.

To begin, when colleges' commitment to part-time faculty is contingent, the contingent commitment may be reciprocated. For most part-time faculty, both pay and explicit expectations are low, so the message from colleges boils down to something like this: "Just show up every Thursday at five o'clock and deliver a lecture to your class. Give a mid-term and a final exam, and then turn in a grade, and the college will pay you a notably small amount of money."

This arrangement essentially turns teaching into a transaction that is defined by a few specific tasks, and there often is no expectation—or even invitation—to do more. Thus, the basics of showing up, teaching a class, and turning in a grade can easily become the full extent of a part-time faculty member's engagement with the college and its students. By contrast, expectations for full-time faculty typically include teaching; developing and evaluating programs and curriculum; holding office hours for meeting with students; and service, such as participating in institutional governance.

More important, engagement survey data suggest that this model is not serving students well. Too often, students' educational experiences are contingent on the employment status of the faculty members they happen to encounter.

For example, data from the Community College Faculty Survey of Student Engagement *(CCFSSE)* show that part-time faculty are less

What Matters Most? Students.

Throughout the work of listening to part-time faculty, Center staff were struck by the great variability in what they heard. To some part-time faculty, high and clearer expectations matter. To others, time and space to meet with students matter. To some, more interaction with colleagues matters. To others, being more included in developing courses and innovative approaches matters. To some, pay and other incentives or recognition matter. To others, having more than two weeks' (or two days') notice of their schedule matters. To some, job stability matters. And to others, having the flexibility to teach while maintaining their other work and family commitments matters.

> " Why are so many instructors named *Staff*?
> — STUDENT

The roles and concerns of part-time faculty differ from college to college, and in fact, considerable differences often emerge across divisions and departments within the same college. But what really should and often does matter most to part-time faculty is the same: effective instruction and support for students. It is the institution's job to create the conditions that encourage and enable that work.

likely to use high-impact educational practices—the practices that are most likely to engage students with faculty and staff, with other students, and with the subject matter they are studying. (High-impact practices are addressed in an ongoing series of Center reports, available via www.ccsse.org/center/initiatives/highimpact.)

Differences in the actions of part-time and full-time faculty cannot readily be attributed to differences in the will or abilities of part-time faculty. Most likely, they exist at least in part because colleges too often are not fully supporting part-time faculty or engaging them in critical elements of the faculty experience.
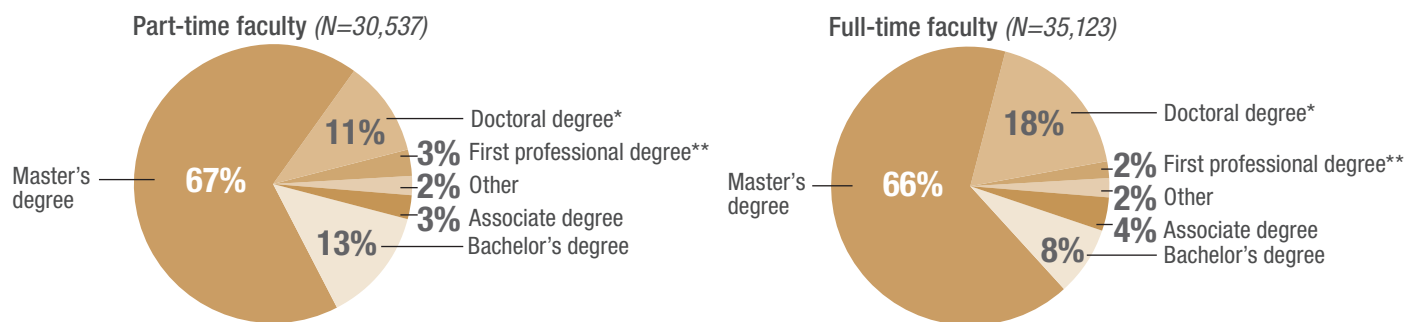
A college can change its relationship with its part-time faculty. Making that change will undoubtedly require some investment of both financial and political capital. Yet even in an environment perpetually characterized by funding constraints, colleges can control how they use the resources they have. College leaders can ask themselves whether their expectations for part-time faculty are aligned with student needs; they can expect part-time faculty to interact with students outside of class, participate in professional development, and incorporate high-impact practices in their teaching; and they can reallocate existing dollars to make sure part-time faculty have the support they need to help students succeed.

Characteristics of Community College Part-Time Faculty

Fewer Advanced Degrees

Part-time faculty are more likely to report their highest degree earned is a bachelor's degree (13% vs. 8% for full-time faculty) and less likely to report that they hold a doctoral degree (11% vs. 18% for full-time faculty).

HIGHEST DEGREES HELD

Part-time faculty *(N=30,537)*

Master's degree — **67%**

11% Doctoral degree*
3% First professional degree**
2% Other
3% Associate degree
13% Bachelor's degree

Full-time faculty *(N=35,123)*

Master's degree — **66%**

18% Doctoral degree*
2% First professional degree**
2% Other
4% Associate degree
8% Bachelor's degree

*For example, PhD and EdD
**For example, MD, DDS, JD, and DVM

Percentages may not total 100% due to rounding.
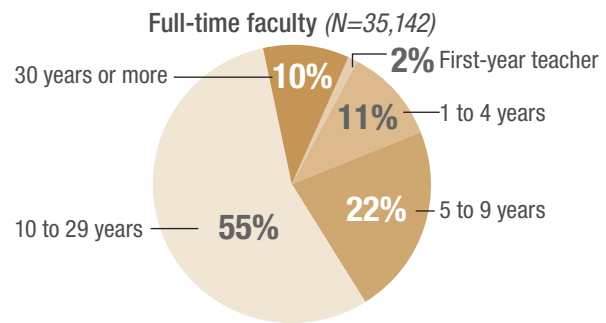
Source: 2009–13 CCFSSE data

Terminology pertaining to part-time faculty members varies from one community college to another. This report and the companion online discussion guide use the terms **part-time faculty** and **adjunct faculty**, applying them interchangeably. Some institutions use the term **contingent faculty**. Contingency is discussed in this report not just as a way of characterizing terms of employment, but also as a descriptor of conditions that may influence not only the work of part-time faculty but also students' experiences.

Less Teaching Experience

Part-time faculty are more likely to be new to teaching: 37% of part-time faculty have fewer than five years of teaching experience, compared with 13% of full-time faculty. On the other end of the experience scale, 39% of part-time faculty have 10 or more years of teaching experience, compared with 65% of full-time faculty.

YEARS OF TEACHING EXPERIENCE

Part-time faculty (N=30,594)

- 30 years or more — **6%**
- First-year teacher — **9%**
- 10 to 29 years — **33%**
- 1 to 4 years — **28%**
- 5 to 9 years — **26%**

Full-time faculty (N=35,142)

- 30 years or more — **10%**
- First-year teacher — **2%**
- 1 to 4 years — **11%**
- 5 to 9 years — **22%**
- 10 to 29 years — **55%**
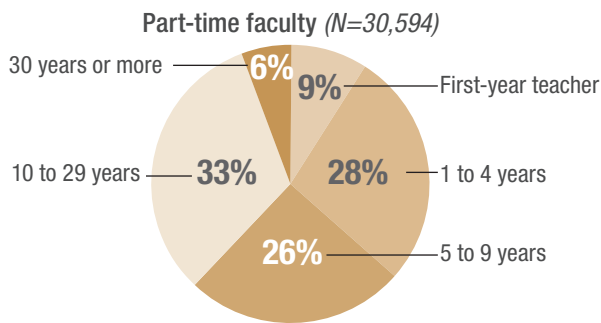
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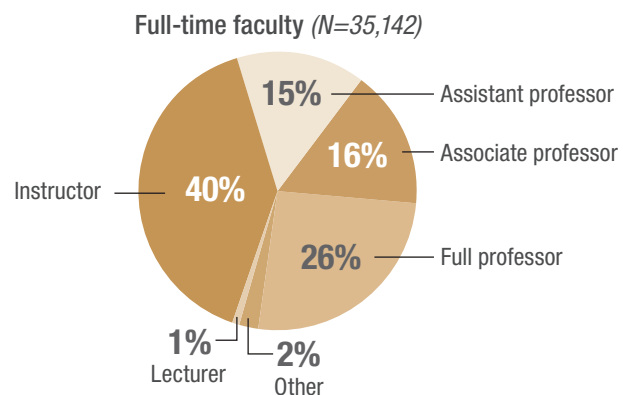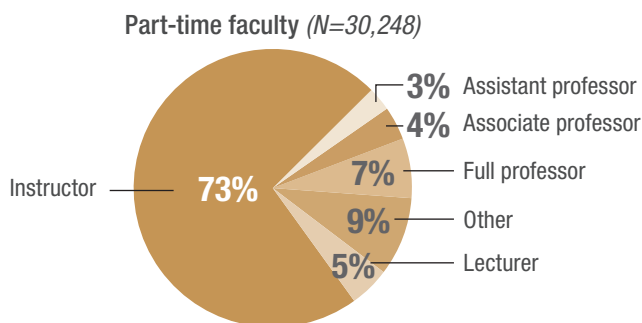
Source: 2009–13 CCFSSE data

> " Part-time faculty make critical contributions to teaching and learning in the higher education enterprise—educationally, socially, and economically. . . . Part-time faculty are sleeping giants; their sheer numbers and their impact on college instruction cannot and should not be ignored. . . . The issues that have separated part-timers from the larger academic community will not go away. They will be addressed, or they will maim higher education. "
>
> — ROUECHE, ROUECHE, & MILLIRON, 1995, P. 157

More Likely to Be Instructors or Lecturers

More than three-quarters of part-time faculty have a rank of instructor or lecturer, compared with less than half of full-time faculty.

FACULTY RANK

Part-time faculty (N=30,248)

- Instructor — **73%**
- Assistant professor — **3%**
- Associate professor — **4%**
- Full professor — **7%**
- Other — **9%**
- Lecturer — **5%**

Full-time faculty (N=35,142)

- Instructor — **40%**
- Assistant professor — **15%**
- Associate professor — **16%**
- Full professor — **26%**
- Lecturer — **1%**
- Other — **2%**

Percentages may not total 100% due to rounding.

Source: 2009–13 CCFSSE data

Less Likely to Have Tenure

Among faculty at institutions with a tenure system, 5% of part-time faculty, as compared with 86% of full-time faculty, are tenured or on a tenure track. (Approximately 35% of *CCFSSE* respondents work at institutions without tenure systems.)

TENURE STATUS AMONG FACULTY AT INSTITUTIONS WITH A TENURE SYSTEM

Part-time faculty *(N=20,061)*

Not on tenure track **95%**

2% On tenure track, but not tenured
3% Tenured

Full-time faculty *(N=21,783)*

21% On tenure track, but not tenured

Not on tenure track **14%**

65% Tenured

Source: 2009–13 CCFSSE data

Typology of Part-Time Faculty

Part-time faculty are a diverse group of professionals who bring a broad range of skills and expertise to community colleges. This group includes the following:

› Faculty hoping to use part-time teaching as a springboard to a full-time appointment

› Faculty who piece together a full—or overfull—work load by teaching classes at multiple institutions or on multiple campuses of the same institution (often called *freeway fliers*)

› Faculty who choose to work part time while balancing other life demands

› Career professionals who teach about the fields in which they are working, either offering practical expertise or filling a need for a specific specialty (e.g., teaching a foreign language) or for a new class in an emerging field (e.g., green technology)

› Online faculty who work for one or more colleges

› Graduate students

› Retirees

› Administrators and staff

More Likely to Teach Developmental Education

Part-time faculty are more likely to teach the students who need the most help: 16% of part-time faculty and 5% of full-time faculty report that they teach only developmental education courses.

Part-time faculty *(N=23,347)*

- I teach ONLY college-level courses — 66%
- I teach ONLY developmental courses — 16%
- I teach both developmental and college-level courses — 18%

Full-time faculty *(N=24,225)*

- I teach ONLY college-level courses — 75%
- I teach ONLY developmental courses — 5%
- I teach both developmental and college-level courses — 20%

Source: 2011–13 CCFSSE data

Profile of a Developmental Education Faculty Member

Part-time faculty are significantly more likely to teach only developmental education classes than are full-time faculty. Therefore, the characteristics of part-time faculty influence the characteristics of a typical developmental education instructor.

Faculty who teach only developmental education courses are ***more likely*** to have the following characteristics:

› **A position of instructor.** 73% of faculty who teach only developmental education are instructors, compared with 57% of faculty who teach both developmental education and college-level courses and 54% of faculty who teach only college-level courses.

› **Fewer years of teaching experience.** 66% of faculty who teach only developmental education have fewer than 10 years of experience, compared with 44% of faculty who teach both developmental education and college-level courses and 46% of faculty who teach only college-level courses.

› **Part-time employment.** 76% of faculty who teach only developmental education are employed part time; 24% of faculty who teach only developmental education are employed full time.

Faculty who teach only developmental education courses are ***less likely*** to have the following characteristics:

› **A tenure-track position.** At institutions where there is a tenure system, 80% of faculty who teach only developmental education are *not* on a tenure track, compared with 50% of faculty who teach both developmental and college-level courses and 52% of faculty who teach only college-level courses.

› **A master's degree or higher.** 25% of faculty who teach exclusively developmental education report that their highest degree earned is a bachelor's degree, compared with 6% of faculty who teach both developmental and college-level courses and 10% of faculty who teach only college-level courses. In contrast, 5% of faculty teaching only developmental education courses report a doctoral degree as their highest degree earned, compared with 13% of faculty who teach both developmental education and college-level courses and 17% of faculty who teach only college-level courses.

Faculty who teach only developmental education courses also are somewhat more diverse than faculty overall. Faculty who teach only developmental education, like the faculty overall, are predominantly white. However, 10% of faculty who teach only developmental education are black and 6% are Hispanic, as compared with 7% and 5%, respectively, among the overall faculty population.

Issues and Strategies: Engage Faculty to Engage Students

The practice of effectively engaging community college faculty has a lot in common with the practice of effectively engaging community college students: Clearly articulate high expectations and then provide the training and support needed to meet those expectations.

This work begins with the institutional process of defining and communicating *what matters* to the college—clearly articulating institutional values, goals, and related expectations for employees. These issues apply to all faculty because everyone who teaches needs support to do the job well. This report, however, highlights part-time faculty because they are responsible for the majority of instructional time, and they typically receive the least support.

This report grows out of one stark reality: Many part-time faculty are essentially working with one hand tied behind their backs. Colleges need to do a better job of working with part-time faculty because engaging *all* faculty is a vital step toward meeting college completion goals.

College leaders who want to better serve their students should closely examine their expectations of and support for their part-time faculty—and how both are shaped by the institution's culture, policies, and practices. Specifically, college leaders can consider emphasizing the following:

› **Part-time faculty and student engagement**, including use of college resources that support students, connections with students both inside and outside the classroom, and increased use of high-impact educational practices

› **Getting started**, including hiring, expectations, and orientation and how each of these shapes the role of part-time faculty

› **Professional development and support**, including learning about effective teaching, having an assigned mentor, other intentional connections with colleagues, awareness of and access to college resources that support faculty work, and familiarity with resources that support students

› **Evaluation and incentives**, including performance review and feedback, compensation, and recognition of professional contributions and excellence

› **Integration into student success initiatives**, including involvement in data-informed decisions about improving student success

› **Institutional culture**, including foundational values and norms regarding students, learning, human diversity, and ways the people in the campus community interact with one another

The following pages include quantitative data as well as information and perceptions from focus groups. Colleges can use these findings to identify the supports faculty need to best serve their students and then to ensure that all faculty, whether full- or part-time, are engaged with supports appropriate to their roles and needs.

Part-Time Faculty and High-Impact Practices

An ongoing series of Center reports addresses high-impact educational practices—the practices that are most likely to actively engage students with faculty and staff, with other students, and with the subject matter they are studying.

Research on high-impact practices consistently shows that the use of high-impact practices is too low across the board—and that, in most

> The practice of effectively engaging community college faculty has a lot in common with the practice of effectively engaging community college students: Clearly articulate high expectations and then provide the training and support needed to meet those expectations.

cases, part-time faculty use these practices even less frequently than do full-time faculty (Center, 2013).

In some respects, it is not surprising that full-time faculty spend relatively more time than part-time faculty on some high-impact practices. Full-time faculty members would, for example, typically spend more time advising students simply because they typically teach more classes each semester and spend more time on campus.

Use of other high-impact practices, however, would be expected to be equivalent for part-time and full-time faculty. For example, too few faculty overall refer students to various academic and support services, but part-time faculty are more likely to say they *rarely/never* do so.

In addition, when faculty are asked to identify activities that are part of their teaching role, part-time faculty report a narrower set of activities than do full-time faculty. For example, 7% of part-time faculty, compared with 55% of full-time faculty, indicate that academic advising is part of their teaching role.

REFERRALS TO ACADEMIC AND SUPPORT SERVICES

How often do you refer students to academic advising/ planning services?

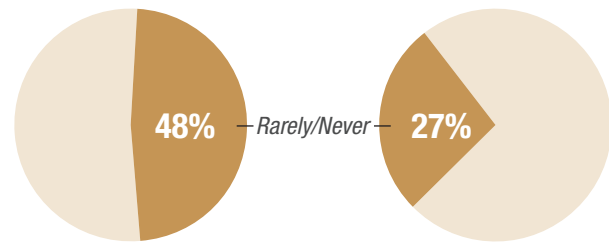Part-time faculty *(N=30,308)*   Full-time faculty *(N=35,583)*

25% —*Rarely/Never*— 14%
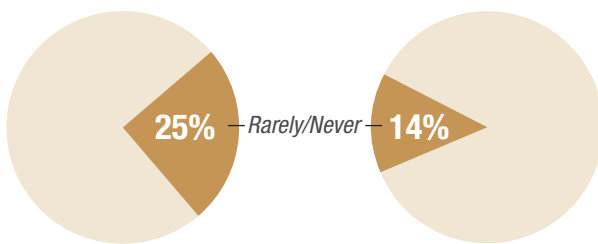
How often do you refer students to financial aid advising services?

Part-time faculty *(N=27,695)*   Full-time faculty *(N=34,298)*

48% —*Rarely/Never*— 27%

How often do you refer students to computer lab?

Part-time faculty *(N=29,411)*   Full-time faculty *(N=34,838)*
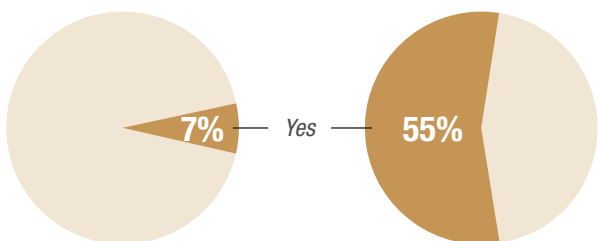
26% —*Rarely/Never*— 18%
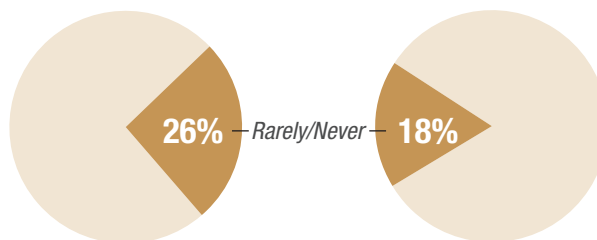
Source: 2009–13 CCFSSE data

TEACHING ROLES

During the current academic year, is academic advising part of your teaching role at this college?
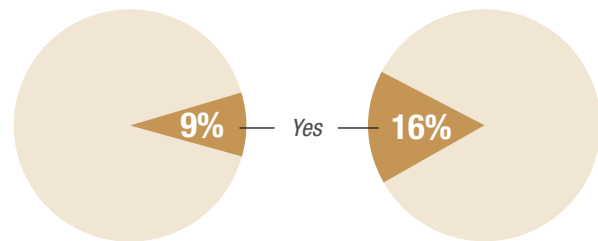
Part-time faculty *(N=33,699)*   Full-time faculty *(N=37,344)*

7% —*Yes*— 55%

During the current academic year, is team teaching part of your teaching role at this college?

Part-time faculty *(N=33,699)*   Full-time faculty *(N=37,344)*

9% —*Yes*— 16%

Source: 2009–13 CCFSSE data

Faculty Allocation of Time

CCFSSE includes a collection of items asking that faculty respondents describe how they use their professional time in a typical week and specifically in the classroom.

When controlling for credit hours taught, part-time and full-time faculty spend their in-class time in similar ways. They spend essentially the same proportions of class time on teacher-led discussion, student presentations, lecture, small group activities, and so on. But there are notable differences in how part-time and full-time faculty spend their time outside of class. Part-time faculty spend significantly less time preparing for class, advising students, and giving written and oral feedback (other than grades) to students than do full-time faculty.

One would expect that part-time and full-time faculty, by the nature of their appointments, would spend different amounts of time on tasks that take place outside of class. To account for this difference, Center staff analyzed the amount of time faculty report spending on various activities using analysis of covariance (ANCOVA) and controlling for the number of credit hours faculty were scheduled to teach during the academic year (including summer).

Note on Methodology. The sample sizes for these analyses range from more than 63,000 to more than 67,000, depending on the amount of data missing for each item. Given this range of sample sizes, even very small differences between part-time and full-time faculty can be statistically significant, but the actual difference from a decision-making perspective would be uninformative. Therefore, the Center used the following criteria to define notable differences between part-time and full-time faculty: The model R-squared had to be greater than .03, and the variance explained by faculty status had to be greater than 1%.
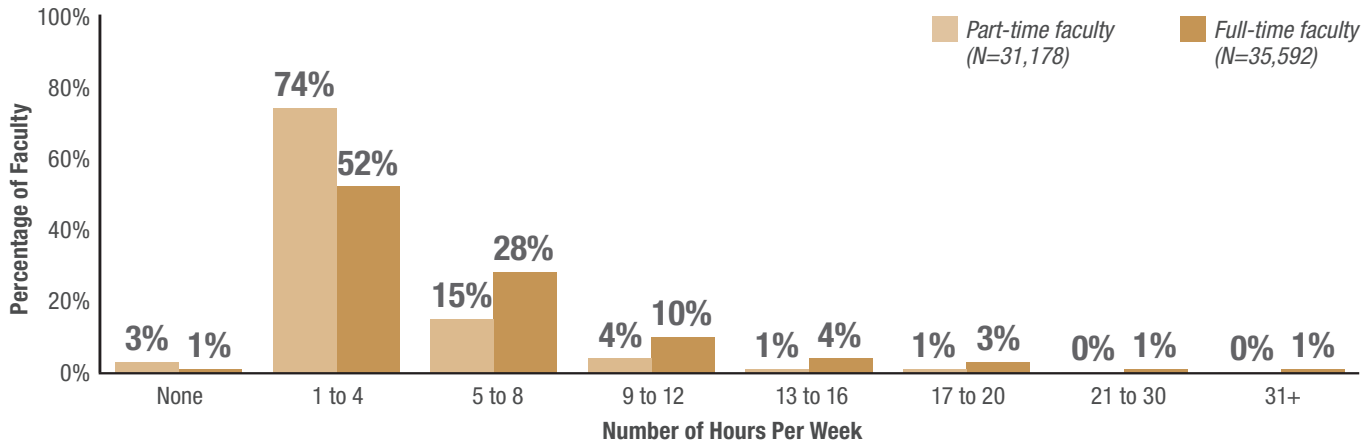
The number of hours per week were presented in eight categories: 0 = None, 1 = 1 to 4, 2 = 5 to 8, 3 = 9 to 12, 4 = 13 to 16, 5 = 17 to 20, 6 = 21 to 30, and 7 = 31+ hours. Even after controlling for the number of credit hours scheduled to teach, full-time faculty devoted significantly more time to providing feedback (adjusted means: full-time = 1.77, part-time = 1.37), preparing for class (adjusted means: full-time = 2.30, part-time = 1.98), and advising students (adjusted means: full-time = 1.39, part-time = 0.71) than did part-time faculty. See www.ccsse.org/center/initiatives/ptf for technical details about these analyses and additional results.

A First Look at Faculty Allocation of Time. The bar charts on the following page show the number of hours faculty spend providing feedback, preparing for class, and advising students. Even though the data in these charts do not control for the number of credit hours a faculty member was scheduled to teach, they provide some insight into the differences between part-time and full-time faculty. For example, 74% of part-time faculty report spending 1 to 4 hours per week providing feedback, compared with 52% of full-time faculty. After the four-hour point, there are larger percentages of full-time faculty than part-time faculty in every category. The data show similar patterns for preparing for class and advising students.
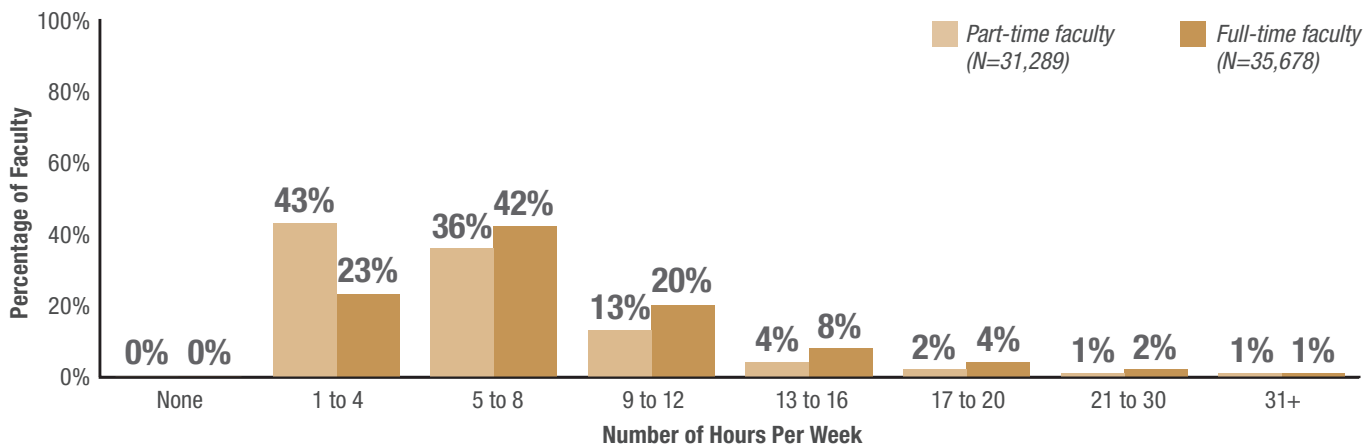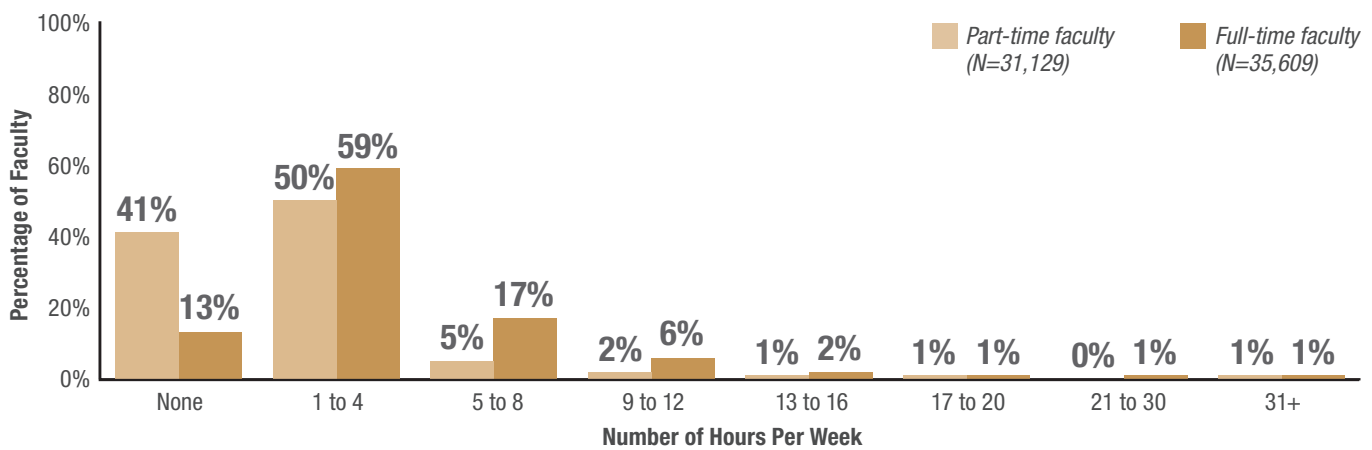
FACULTY ALLOCATION OF TIME

Number of hours in a typical seven-day week spent giving other forms of written and oral feedback to students (in addition to grades)

Part-time faculty (N=31,178)
Full-time faculty (N=35,592)

Number of Hours Per Week	Part-time	Full-time
None	3%	1%
1 to 4	74%	52%
5 to 8	15%	28%
9 to 12	4%	10%
13 to 16	1%	4%
17 to 20	1%	3%
21 to 30	0%	1%
31+	0%	1%

Percentage of Faculty

Number of hours in a typical seven-day week spent preparing for class

Part-time faculty (N=31,289)
Full-time faculty (N=35,678)

Number of Hours Per Week	Part-time	Full-time
None	0%	0%
1 to 4	43%	23%
5 to 8	36%	42%
9 to 12	13%	20%
13 to 16	4%	8%
17 to 20	2%	4%
21 to 30	1%	2%
31+	1%	1%

Percentage of Faculty

Number of hours in a typical seven-day week spent advising students

Part-time faculty (N=31,129)
Full-time faculty (N=35,609)

Number of Hours Per Week	Part-time	Full-time
None	41%	13%
1 to 4	50%	59%
5 to 8	5%	17%
9 to 12	2%	6%
13 to 16	1%	2%
17 to 20	1%	1%
21 to 30	0%	1%
31+	1%	1%

Percentage of Faculty

Percentages may not total 100% due to rounding.

Source: 2009–13 CCFSSE data

Not Enough High-Impact Practices for Students or Faculty

In earlier research (Center, 2013), the Center concluded that students' participation in multiple high-impact practices is beneficial, although too few students have the opportunity to experience them. Center analysis at that time was based on one year of *CCFSSE* data on high-impact practices. That analysis found that neither full-time faculty nor part-time faculty members used high-impact practices frequently in their teaching—and that part-time faculty were significantly less likely than full-time faculty to engage in these practices. The findings presented here, based on three years of *CCFSSE* data, reinforce the Center's earlier reports.

Structured group learning experiences—*student orientation*, *student success course*, *first-year experience*, *learning community*, and

accelerated or fast-track developmental education—are one type of high-impact practice. Most faculty members—83% to 88% of part-time faculty and 61% to 77% of full-time faculty—report that they have no role in planning, designing, or facilitating these experiences.

Data on the structured group learning experiences also show that part-time faculty are rarely engaged in any role other than teaching. Planning and designing the experiences, advising or referring students to them, training related to the experiences, and all other non-teaching activities are typically undertaken by full-time faculty. This raises the questions of whether part-time faculty are marginalized in the colleges' work to improve student success and whether they have untapped skills that could be helpful in these areas.

FACULTY ROLES IN STRUCTURED GROUP LEARNING EXPERIENCES

During the current academic year at this college, in which of the following ways, if at all, have you been involved in the practices listed below?

Student orientation

	Part-time faculty	Full-time faculty
No role	87%	61%
Teaching role	7%	15%
Non-teaching role	5%	24%
N	20,293	22,166

Student success course

	Part-time faculty	Full-time faculty
No role	84%	74%
Teaching role	12%	13%
Non-teaching role	4%	12%
N	20,292	22,151

First-year experience

	Part-time faculty	Full-time faculty
No role	83%	63%
Teaching role	13%	19%
Non-teaching role	4%	18%
N	19,450	22,051

Learning community

	Part-time faculty	Full-time faculty
No role	88%	75%
Teaching role	9%	17%
Non-teaching role	3%	8%
N	20,093	22,036

Accelerated or fast-track developmental education

	Part-time faculty	Full-time faculty
No role	88%	77%
Teaching role	10%	16%
Non-teaching role	2%	7%
N	20,308	22,156

Percentages may not total 100% due to rounding.

*Source: 2011–13 CCFSSE data*

Alert and Intervention

Alert and intervention is another high-impact practice. Full-time faculty are more likely to take action when students are struggling in their classes.

Which of the following statements describe actions you have taken in regard to students who have been struggling academically during the current semester/quarter in your selected course section?
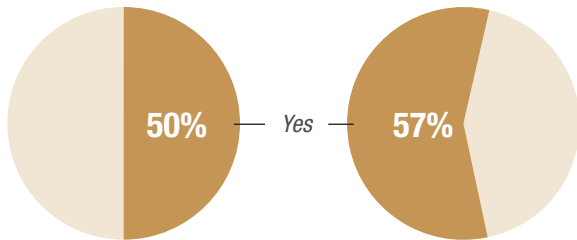
I've contacted students directly during or outside of class.

Part-time faculty *(N=23,413)*   Full-time faculty *(N=24,286)*

84% — *Yes* — **88%**
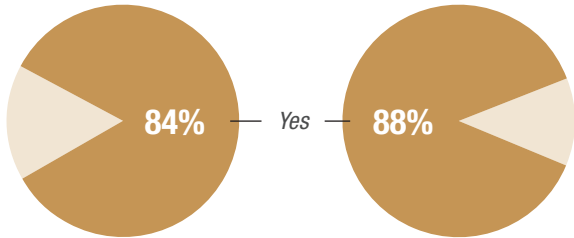
I've referred students to college tutoring services or I have required that students participate in college tutoring services.

Part-time faculty *(N=23,413)*   Full-time faculty *(N=24,286)*

50% — *Yes* — **57%**

I've contacted someone else in the college who contacts students as part of a systematic early warning system or as part of an informal intervention process.

Part-time faculty *(N=23,413)*   Full-time faculty *(N=24,286)*

29% — *Yes* — **36%**
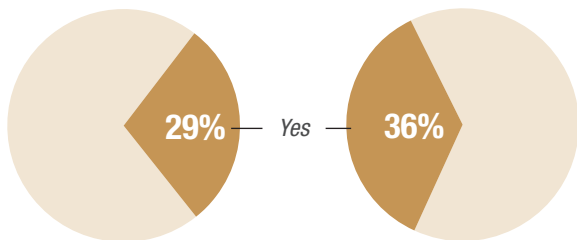
Source: 2011–13 CCFSSE data

Getting Started: Hiring, Expectations, and Orientation

Research indicates that many colleges do not develop a plan for achieving student success goals and then hire strategically to accomplish those goals. As Kezar, Maxey, and Eaton assert, "Many faculty—particularly part-timers—face poor working conditions that are commonly characterized by one or more of the following . . . : last minute hiring decisions and a lack of time to prepare for providing instruction . . . ; a lack of access to orientation, mentoring, and professional development opportunities . . . ; exclusion from curriculum design and decision making . . . ; a lack of access to office space, instructional resources, and staff support . . . ; [and] exclusion from meaningful participation in governance and professional development" (2014, pp. 6–7).

Cohen and Brawer conclude that institutions do not invest in hiring because they are not investing in the faculty. "They are chosen less carefully, the rationale being that because the institution is making no long-term commitment to them, there is no need to spend a great deal of time and money in selection" (2003, p. 87).

Hiring

Part-time faculty are hired in many different ways, from informal connections through friends to job postings with a formal interview process. Once they are hired, their schedules are subject to budgets, enrollment, and other factors every academic term. As one part-time faculty member says, "We don't know what we're going to be teaching until two weeks before the semester starts."

> **They had posted an announcement . . . , I showed up with my resume, talked to the dean, and then a few months later he called me and said, 'Somebody's dropped out. We need you tomorrow.'**
> — PART-TIME FACULTY MEMBER

Part-time faculty members in the Center's focus groups describe hiring as haphazard, rather than intentional, and rushed, rather than thorough. As one part-time faculty member explains, "I turned in my application and a few days later the dean called and said, 'Do you want to teach?' I said, 'Yes,' and he said, 'Okay, come on over, and I'll give you the book and syllabus.'"

Full-time faculty and staff focus group participants who hire part-time faculty describe a broad range of hiring practices. One hiring official says, "In my discipline, if I find someone who I think might make a good faculty member, one day I'll just invite them to speak on a specific topic that they're an expert on. I give them something that they're very comfortable with and see how they perform in the classroom."

By contrast, another person says, "You don't have to go through the same kind of interview process [used for full-time faculty]. You can just find a person who you like. . . . It tended to be more like finding out about somebody who is out there who had the credentials to teach

in philosophy by word of mouth or knowing somebody at [the local university] who was graduating and getting their master's."

Part-time positions typically provide low pay, and college leaders sometimes mention that fact early in the hiring process. One staff member says, "When I hire adjuncts, I let them know up front I'm not hiring people who are interested in money. I hire people because of their commitment to want to serve our students."

Expectations

Some colleges set out expectations and pave the way for inclusion early in the process. One staff member says, "We try to . . . [ask], 'What are the practices and the expectations that we will have for [faculty members'] orientation?' . . . We invite their participation in everything we do."

Part-time faculty differ, however, in their views of expectations. One part-time faculty member recalls, "There was a full job description," yet another part-time faculty member at the same college says, "In my department they gave us a big, giant binder of syllabi and policies for the college, but there was nothing in there specifically about *what is your job*."

> ❝ I felt very much like I was sort of swimming and flailing. I didn't know that there was more information to be found. . . . I [could have] asked my coordinator, but I didn't know to ask. ❞
> — PART-TIME FACULTY MEMBER

Orientation

Part-time faculty report experiencing little in the way of orientation. Most focus group participants say that their college didn't explain basic information, such as whether they had a mailbox, where to meet with students, and what support services the college offers. In the words of one part-time faculty member, "Well, I interviewed with the dean and the dean showed me my classroom and gave me some sample syllabi and said, 'Good luck.'"

Another part-time faculty member reports, "They hired me on the spot and said, 'OK, you start in three weeks.' It was a friend of mine who had told me about the job, so it just kind of fell on her to tell me how to get copies made and where to get a parking permit."

> ❝ I think there should be just a down and dirty couple hours of Faculty Success Class at the beginning. ❞
> — PART-TIME FACULTY MEMBER

Focus group participants describe orientations that do not address basic information about their work. One part-time faculty member recalls, "[The orientation program had] a great deal of talk about pedagogy. . . . And when it was over, those of us who attended said, 'Could someone here show us where the mailbox is and how we get our things copied?' . . . [and] 'How do you find an advisor [for students]?'"

Full-time faculty recognize the lack of information available for part-time hires. One full-time faculty member says, "It seems like we do so much to prepare full-time faculty for success, and we do very little for adjunct faculty. It seems like all we care about is getting a warm body in front of the students and that's it."

Another full-time faculty member notes, "It's amazing you don't realize what they don't know. Simple [questions] like, 'Where'd you get that?' [We say,] 'Well, in our bins, you know, in the mail room.' [And they ask,] 'Well, where's that?' . . . So I've shown them where the copy machine is, what the code is, where our mailboxes are because they don't even realize they have their own mailboxes."

Professional Development and Support

Decades of research demonstrate the value of professional development. According to Phillips and Campbell, "In a study done at 14 institutions involving over 900 faculty, 61% stated that they had introduced a new technique or approach in their teaching as a result of being involved in [a] faculty development program. Of these, 89% stated that it had improved their teaching effectiveness in some way" (2005, p. 59).

Yet part-time faculty are less likely than full-time faculty to participate in these opportunities. "The support functions that are available to full-time faculty within their departments and within the larger college family are not as accessible to part-time faculty, and there are fewer opportunities to enjoy the collegiality and professional development that are available to full-timers" (Roueche et al., 1995, p.15).

Focus groups with part-time faculty reveal a desire for more professional learning and an appreciation for the mentoring and training they receive from their colleagues.

As college leaders consider how to strengthen the role of part-time faculty, a key element is the importance of faculty members' interactions with one another, not just with students. Part-time faculty need the opportunity to form collegial relationships, discuss data and the questions they raise, and benefit from peer feedback on their teaching. In many cases, particularly for faculty who teach only in the

evening, on weekends, or online, part-time faculty don't even have the opportunity to pass their colleagues in the hall.

Mentoring

Faculty in the Center's focus groups often report that the best professional development comes from their peers, and part-time faculty members indicate that they value that interaction.

One part-time faculty member says, "I think part of the problem with this online learning thing is . . . most of us didn't do it as students, so we're teaching in a format we never worked in. My coordinator paired me up with someone who she thought was doing a really good job and let me be the TA in her class. That was hugely helpful. I think they should do that a lot more."

Another explains, "I teach a [learning community] class and . . . I partner my class with a speech class and we integrated assignments, and we did different things—and I probably learned more teaching my [learning community class] in the fall semester [by] watching my partner teach."

Mentoring relationships, however, often vary from department to department at a college. One lead faculty member explains, "I spend an entire day [with new part-time faculty]. They don't get into the classroom before they spend an entire day with me. I've got a checklist, I walk them around campus, I drive them to the different offices. I want them to be familiar with the campus." This lead faculty member observes that this practice is not consistent across the college, adding, "I make it mandatory for my discipline, and some of the other disciplines in my program also require that."

> ❝ **Being assigned a mentor would have helped.**
> — PART-TIME FACULTY MEMBER ❞

When mentoring is not built into a new faculty member's experience, he or she may seek it out. However, part-time faculty continue to express a desire for more formal connections.

One part-time faculty member notes, "Being assigned a mentor would have helped. Maybe specifically just for your first year, if not for your first few years, but just someone specific whom you could go and talk to. I know I went to people and talked, but I would feel—and they didn't make me feel that way, but I felt—like I was taking up their time. If I'd been assigned someone, I would have felt more welcome in the room than just me barging in."

Professional Development

Part-time faculty members' views on professional development vary among focus group participants. For some, scheduling is a concern: "If they would do it on the weekend, I'd be more than happy to [go]; if they would do part of the Summer Institute over the weekend, I would do that. I would like to go, even if it was a day or two, to participate in it, but it's all during the week."

While some part-time faculty are amazed and excited that professional development is available to them free of charge, others appreciate a financial incentive to participate in professional development: "If we will take courses to get better in certain areas, whether it be on forms of assessment, whether it be on diversity, whether it be in digital

certification or whatever, they pay us extra money. It's an incentive that they have for us to get better—to hone our craft."

Physical Space to Work

Part-time faculty consistently express the need for having a place to call their own—either to work with students or to store their belongings. One part-time faculty member says, "The time that we are going to see a student, we can reserve a little room [in the part-time faculty center] to have a one-on-one meeting with the student because sometimes the students don't feel comfortable talking to you in front of hundreds of people."

Another says, "It's difficult sometimes to be able to sit down with a student. What I try to do is find out where there's a classroom that nobody's using, and I'll come early or stay late. . . . That's frustrating because some of them do need a little push or a little extra help. By the third or fourth week, you're starting to bond a little bit with the students, and they're really looking to you to give them more than just a lecture or information in the class. Some of them are serious and really want some help, and it's kind of frustrating. . . . That's a big shortcoming, the most difficult part."

At some colleges, part-time faculty members express frustration with not being able to store materials they purchase for their classes. One person explains, "I have gone through Human Resources and been told that I could keep things in a classroom that anyone has access to. . . . Give me a school locker, give me somewhere where I can keep something that's mine and I can lock it."

Evaluation and Incentives

Many researchers have made the case that part-time faculty must be integrated into the fabric of the college so colleges and students can take advantage of all that these faculty members can offer. At the same time, all faculty should be regularly evaluated and provided support to improve.

> ❝ **I mean there's a social aspect that is troubling in that I . . . hardly know any faculty here; there's no social network that I can see, so that makes it a little bit difficult to feel invested in my job here.** ❞
> — PART-TIME FACULTY MEMBER

Roueche et al. (1995) concluded that only one measure of success matters for faculty. "Successful colleges assess the value of their actions by one overarching evaluative criterion: Is it good for the student? Students' opinions about the institution and the quality of their academic experiences rest in the hands of teaching professionals with whom they spend the majority of their time at the college" (p. 157).

Evaluation

While lead faculty and administrators who participated in Center focus groups consistently describe robust evaluation programs, part-time faculty have mixed views.

One lead full-time faculty member says, "After they've hired an adjunct, we actually evaluate them in that semester, and then the following semester what we decided to do is that we have this very relaxed meeting, where I ask them 10 questions about what's working for them. . . . How do they feel about the curriculum? How do they feel that their teaching style fits the curriculum of the department? Do they have any support from the deans and myself?"

In some cases, part-time faculty agree that their evaluation is helpful. One person says, "I've had regular full-time faculty observe [my classes], and then about three years ago we did peer reviews where I would go observe some of my peers and their [classes], and they would come into mine. And all of those things were useful, really useful."

Another explains, "You're notified ahead of time, you're asked when it would be convenient, you schedule a time, and they arrive on that day. [You] fill out forms that specify what you're doing and all of that. It also specifies . . . what they are going to respond to. And then after they have filled that out, then you have a meeting with them and you discuss, and then you both sign off on it."

Other part-time faculty find the process less helpful. One recalls, "The associate dean stopped in one of my evening lectures, and I didn't know [he was coming] ahead of time. I just thought he was coming in to see how things were going. I didn't know it was an evaluation or anything. I never had a post-evaluation about how I was doing."

Another person says, "If you're teaching both in the classroom and the online format, you're not evaluated in both, and they're very different. So it would be useful. . . . I haven't had much communication except that someone said she went into my online class and looked around. And that's all I know."

Compensation and Recognition

Center focus groups did not include any part-time faculty members who express enthusiasm for their compensation, although some say they don't mind the low pay. However, many indicate that colleges can accomplish a great deal by recognizing part-time faculty in other ways.

> **It's almost as if you are getting dinged for being adjunct. It's like, instead of being, 'Oh, you've been with us for six years, let's give you [a raise],' it's all, 'How many years you've worked full-time, full-time, full-time?' And that's not fair.**
> — PART-TIME FACULTY MEMBER

One part-time faculty member explains, "I've been here for 16 years. My pay is the same for someone who's been here for one semester. . . . They say they love us, and they give us dinner and all sorts of stuff, but officially they're a bit harsh. . . . They're inconsiderate."

For part-time faculty who say they aren't relying on a paycheck, the work is simply rewarding. As one part-time faculty member says, "From what I've observed in other teachers here, they're putting in full-time jobs for, you know, part-time pay. . . . I'm doing it because I'm

pretty much retired and I enjoy it, so I don't mind. I feel like I'm in the Peace Corps again."

Many part-time faculty members think of the institution separately from the people in it, particularly their students. One person says, "All of my reward comes from my students. . . . And it doesn't come very much from the other side, from the institution."

Focus group participants expressed an interest in other benefits, particularly health insurance. One person says, "Brand new hires [are asking], 'How can I get some health benefits?' . . . We need some of those types of opportunities to get into things that full-time employees get because they are full time. There ought to be a structure for getting part-time employees, whether they are in the classroom or other places, the opportunities to get some of that."

Another person says, "Why not some small, little parity sort of thing of that nature for the adjuncts? Like insurance? You know, it would be wonderful if we had at least the opportunity to buy into the insurance plan."

Part-time faculty also stressed the value of non-monetary recognition. One person says, "I can give you an example. It's a tiny example but it's telling. Years ago, every five years we used to get a little cheap lapel pin. I say cheap because I imagine they bought them by the boxful [and] probably didn't pay a dollar apiece for them. But every five years you got a little lapel pin. That stopped after I'd been here about 10 years. I only got two or three of them. And then one day I found out that somebody had gotten recognition for being here 30 years as an adjunct, and they got a little printed piece of paper thing. And I thought, you know, you have to go 30 years to get a piece of paper when that little pin probably bought so much good will; it was almost like a merit badge. It made me feel good. I think it made some other people feel good. That attitude from administration has disappeared—that wanting to make you feel good and important. Now we just get edicts."

Integration Into Student Success Initiatives

All of the elements described above—from intake to professional development to evaluation and compensation—are important because they all connect ultimately to the goal of improving student success.

Full-time staff members recognize that campus efforts to strengthen student learning, academic progress, and college completion will not be effective if colleges do not broadly include part-time faculty in the effort. Most colleges, however, do not effectively integrate part-time faculty into the institution's student success agenda.

Schuster concludes, "Contingent faculty members spend a greater proportion of their overall time teaching, but the preliminary evidence suggests that these appointees are less accessible to students, bring less scholarly authority to their jobs, and are less integrated into the campus culture" (2003, p. 15).

For example, as the data on page 12 show, part-time faculty are not being tapped to play key roles in developing the student success agenda. Too many are not using high-impact educational practices, and most are involved infrequently, if at all, in planning or designing high-impact learning experiences. If part-time faculty teach a majority of

course sections, as they do at many institutions, colleges simply cannot implement a student success agenda without involving part-time faculty at a much higher level.

Integrating part-time faculty into the student success agenda is not always easy. For example, one full-time faculty member says, "Ours is one of these really big departments on campus, and I don't really think our adjuncts feel like what they have to say matters as much. I very rarely get adjuncts weighing in on things that deal with curriculum. I very rarely see full-time faculty pushing it out to them. . . . I invite adjunct [faculty] to come when we're assessing models and systems because I think the voice is really important. If you don't make people feel what they have to say or do matters, I don't think they're willing to buy into some of this other training as well."

On the other end of the spectrum, another full-time faculty member says, "If the adjunct faculty don't understand how they work within the system, then . . . it doesn't matter what you write on a piece of paper. It isn't going to work unless you do the training and have them

> **We have to be sure that those values and beliefs we have about teaching and learning, and creating this exceptional culture for student success, aren't only directed at our full-time employees. The adjunct faculty . . . have to be embraced in that overall vision for how we're going to create this exceptional learning environment.**
> — COLLEGE PRESIDENT

in the same room as the full-time faculty. So . . . in about 60% of the departments, we have a third to a half of the adjuncts regularly participating in our student learning outcome activities."

Institutional Culture

Institutional culture is the framework within which all other work unfolds. Conversations with full-time faculty reveal both frustration with part-time faculty for not fully participating in the college's work and an understanding of why they would opt out. Part-time faculty have similarly mixed views. Some feel included and appreciated, while others feel disconnected and marginalized.

One full-time faculty member says, "There's really no consistent way of making sure everyone is engaged. And that's a problem. Full-time faculty are required to do all that stuff. Part-time faculty—they don't have to do any of it. . . . They're not improving their skills, and we don't get to hear what they think about anything [because] they are not required to show up to meetings. . . . We've got adjunct faculty who have taught at [the college] for five, 10, or 15 years and never said anything other than what they have to say in the classroom. They walk into the classroom, they teach and walk out. Nobody knows anything about what they are thinking or feeling."

> **I think they're pretty upfront, though, with, 'You will be part time the rest of your life. Just so you know.'**
> — PART-TIME FACULTY MEMBER

On the other hand, another full-time faculty member looks at the situation through the eyes of part-time peers, saying, "It's really hard to explain why this thing works. It shouldn't work, if you think about it. . . . Who comes to work and never gets a raise over anybody else for 43 years? Shouldn't [a long-time part-time faculty member] make more than me?"

Part-time faculty sometimes feel appreciated. As another person explains, "I don't feel like an adjunct. . . . I feel that I have all the opportunities as everyone else does. And I feel if I have an issue or concern that I can take it to someone. And they will willingly listen to me, and if it's something they can act on, they will."

Some recognize that their own commitments outside the college affect their ability to spend time with their colleagues. One person notes, "They reach out, and they do a lot of really wonderful things to pull people in . . . things that I would love to do. But I have a full-time job and I can't. I have to choose not to do them."

Some part-time faculty indicate that they are treated like second-class citizens. One person says, "I think full-time faculty ought to have a workday project of examining their attitudes and the language they use in how they consider the adjunct faculty. It's outrageous, it really is. . . . Many of these attitudes are just really objectionable."

Others may feel appreciated by their peers, but not by the institution, as one part-time faculty member explains: "I feel personally valued . . . the people here are very nice people. Institutionally, no. Institutionally, if I were valued, there would be a policy that said, for example, after five years of teaching, the part-time faculty will get $500 more per semester. That would be institutional value."

Some believe that attitudes are driven by the marketplace, as one focus group participant notes: "I get a sense, as far as teaching goes, if I were to leave my job, there are 10 people at the door waiting to take it. . . . There's a glut of teachers at this moment, so in that sense, the power is in the administration. . . . There's no loyalty."

Finally, one staff member considered the situation from an institutional perspective: "We've gone from hiring fewer than half of our faculty from people who've already had experience with us to something like three-fourths. And what's moved me on that is this notion of culture. The motive behind wanting to hire outside the institution is . . . to have a lot of perspectives at the table . . . . But when we hire from people who've already had a lot of experience, who've already been through a lot of our development, and who stayed because precisely our culture fits their DNA as a teacher, then hiring is a lot less risky and their induction is faster and deeper, and they are able to contribute to that culture sooner."

Colleges in Action: Making the Most of Part-Time Faculty

A Path for Growth

At **Valencia College (FL)**, almost 90% of current tenure-track faculty have previously worked for the college part time and have participated in the college's extensive professional development offerings. The college screens its part-time faculty and then invests in their orientation and professional development.

Hiring

As part of the interview process, part-time candidates without teaching experience are required to give a teaching demonstration and have a follow-up interview with a dean; they are also observed during their first term. Part-time candidates *with* teaching experience may not be required to give a teaching demonstration during their interview, but they, too, have a follow-up classroom observation during their first term. In some cases, a part-time faculty candidate may be invited to guest teach a class before being hired.

Orientation

New part-time faculty members (and non-tenure-track full-time faculty) participate in campus-wide and department-specific orientation programs at the beginning of the fall semester. These high-touch programs address strategies for teaching and learning and help participants become members of a collaborative, campus-based teaching community.

Additional programs and activities offered throughout the first year of teaching integrate new part-time faculty members more deeply into the campus community and introduce them to Valencia's educational philosophy. These include a peer observation course, small group sessions with deans, and a six-week course that guides faculty toward becoming more effective, learning-centered instructors. Participants create a personal development plan and a learning-centered syllabus.

Professional Development

After all part-time and full-time faculty members' first year, Valencia offers a variety of certificate programs free of charge. These programs provide in-depth development in special topic areas, such as Digital Professor Certification for online teaching and learning and the LifeMap Certification Program for Valencia's developmental advising system. In addition to providing solid training, these programs give part-time faculty members opportunities to connect with their colleagues and to engage in meaningful discussions about learning-centered topics.

Valencia's professional learning continues through the summer, when full-time and part-time Valencia colleagues come together for the college's annual professional development program called Destination, which includes designing and implementing individualized projects to improve practice and investigating questions about student learning through action research.

Becoming Associate Faculty

Valencia's part-time and non-tenure-track full-time faculty can earn the designation of *associate faculty* by successfully completing a defined course of professional development. This certification offers a pathway to potential full-time employment at Valencia, and it offers a significant pay increase.

To earn this designation, a faculty member must complete 60 hours of professional development. Individuals can maintain their associate faculty status by participating in another 20 hours of professional development annually. This certification program supports faculty members' ongoing commitment to enhance their knowledge, skills, and abilities in ways that lead to increased student learning and academic success. It also involves them more deeply in Valencia's collaborative, innovative teaching community. Successful completion of the program results in a pay raise of approximately $37 per credit hour taught.

ACCESS to Training and Support

Part-time faculty teach nearly 60% of courses at **Richland College (TX)**, and more than 40% of Richland's full-time faculty began part time.

New part-time faculty receive comprehensive information detailing the college's vision, mission, values, philosophy, and organizational practices; and they discuss these core principles with the program coordinators in their respective disciplines. In addition, all new hires must sign a Confirmation of Understanding that outlines professional development expectations for part-time faculty. All new part-time faculty also are required to complete an online orientation at the beginning of the session in which they are hired.

Institutional Culture and Support

The college organizes and promotes comprehensive professional development opportunities for all college employees. New part-time faculty members are expected to complete 19 hours of professional development within their first year of employment. Program coordinators monitor participation and progress by reviewing professional development completion transcripts.

Richland's professional development for its full-time faculty is robust, and continuing part-time faculty are strongly encouraged to participate in these activities. In the 2008–09 academic year, the part-time faculty participation rate was 63%. From 2009 to the present, the participation rate has ranged from 75% to 86%.

The college also pays professional development stipends, which average $23 per hour, to part-time faculty members who participate in professional development that supports major college initiatives, such as Achieving the Dream and/or the Quality Enhancement Plan (QEP).

Part of the Campus Community

Part-time faculty at Richland have a work area called the Adjunct Faculty College Center and Evening/Weekend Support Services (ACCESS), a part-time faculty association, and opportunities to become involved in major college initiatives.

ACCESS is a comprehensive, fully equipped center that provides information, direction, and instructional support to help part-time faculty maximize student success. It is open six days a week, morning and evening, and serves all part-time faculty who teach either credit or non-credit courses. Approximately 800 part-time faculty use the center each semester.

The center offers a dedicated work space for part-time faculty to meet with students, complete assignments, and build community with other part-time faculty. Services include online orientation, information on class enrollment and location, campus logistics, referrals to campus resources, student records information, a copy center, print shop requests, computer support, and messaging. The physical space also houses lockers, mailboxes, a break room, workrooms, telephones, and conference rooms for part-time faculty use.

The Richland Adjunct Faculty Association (RAFA) currently has approximately 100 members. It is actively involved with issues that affect instructional quality and success. It is represented on the college's Academic Council, and its officers meet regularly with the vice president for teaching and learning to discuss concerns and make

requests. RAFA membership gives part-time faculty access to travel funds to attend professional meetings and conferences. Participation in RAFA also helps ensure that new part-time faculty are aware of Richland's instructional policies and procedures, student support services, and available institutional resources.

Richland leadership integrates part-time faculty into the college community by involving them in major college initiatives, such as the college's QEP for accreditation. For example, a long-serving part-time faculty member was one of three faculty who piloted components of the QEP during the fall 2012 and spring 2013 semesters. Part-time faculty in the four participating instructional disciplines will play a pivotal role in the implementation and scale-up of the Richland College Quality Enhancement Plan during the next five years.

Dedicated Staff

Eighty percent of faculty at **North Central Michigan College (MI)** are part time, and they teach about 60% of the college's courses. To best serve its faculty and students, the college created a new position: director of adjunct faculty.

The college developed the new position in 2009 because, according to one full-time faculty member, "the deans were sprouting leaks" and things were falling through the cracks. At North Central, the job of hiring and orienting adjunct faculty fell to associate deans, along with their other numerous responsibilities. That, along with increasing pressure to provide more professional development to adjunct faculty, led the college to establish a universal point person for adjuncts at the college.

The job has three main responsibilities: the hiring, orientation, and professional development of adjunct faculty. Additionally, the director of adjunct faculty acts as a liaison and advocate for adjuncts, quickly responding to their questions or issues, looking for ways to integrate adjunct and full-time faculty, and developing avenues to increase adjunct faculty voice.

The director of adjunct faculty is on campus until 6:30 every evening, making him visible and available to adjunct faculty who are teaching at night. Under his direction, North Central has added several adjunct offices and provided adjuncts with conveniences, such as a dedicated printer and copier codes.

To elevate the voice of part-time faculty, the director of adjunct faculty leads an Adjunct Advisory Group, which shares concerns and contributes ideas for professional development.

In 2011, North Central found it could save $300,000 per year by outsourcing its adjunct payroll services to a private company. The switch saved the college enough money to both pay for the service and give its adjunct faculty a raise.

A 100% Part-Time Faculty

Community College of Vermont (VT) has the challenge of providing college access throughout a rural state. To achieve this goal, Community College of Vermont (CCV) skipped the typical campus structure and instead created 12 Learning Centers around the state. Vermont now serves more than 6,300 credit students, all of whom are taught by the college's entirely part-time faculty.

Most community colleges rely on part-time faculty as a matter of economic necessity, but at CCV, it is by design. Most faculty are working professionals who are willing to share their knowledge, and 80% of them teach only one or two courses.

Academic Coordinators

While working professionals can offer a wealth of cutting-edge content, they often come without teaching experience. CCV meets this challenge through a variety of professional development initiatives and a cadre of 60 full-time staff members who serve as academic coordinators.

The academic coordinators work directly with each faculty member and bridge both faculty and student worlds. On the faculty side, academic coordinators determine course offerings (based on local demand), recruit and hire faculty, orient new faculty, work with faculty to improve pedagogy, and evaluate faculty. An academic coordinator also serves as a faculty member's point person and link to the college. On

the student side, academic coordinators function as advisors. Typically, an academic coordinator is responsible for 15 to 40 faculty members and 100 to 125 student advisees.

Orientation

Academic coordinators use the college's New Faculty Hiring Checklist to guide the process of informing new faculty about everything from classroom specifics to payroll to communication channels. The college also gives each Learning Center an orientation template that can be tailored to its location, providing crucial information for new hires.

New faculty members are required to attend a three-hour, pedagogy-focused session called Great Beginnings. They are also given a faculty handbook, *Teaching for Development*, which provides an introduction to the college's mission, vision, and values, along with a rich collection of teaching strategies tailored to adult students. A secondary document, CCV Facts at a Glance, provides new faculty with a snapshot of community college students and the challenges they face.

Setting Expectations and Creating Consistency

To create consistency and ensure that students get what they are promised from a faculty composed entirely of part-timers, CCV has created Essential Learning Objectives for each course it offers. These objectives are essentially standards for each class. For example, one objective for Introduction to Biology is to "describe the structure, function, and chemical composition of the cell as the basic unit of life."

CCV offers group faculty development for some of its core courses. Faculty members who teach CCV's freshman seminar, for example, train together, but return to their respective Centers to teach. Having this common training and the same set of essential objectives helps maintain the consistency and quality of students' learning experiences.

Professional Development

Creating opportunities for professional development and collaboration among colleagues for a completely part-time faculty presents a challenge, according to college leaders. To meet that challenge, CCV puts together a variety of small events, such as Friday morning webinars, virtual brown bag lunches hosted through meeting software, and a number of workshops and trainings offered throughout the year.

One of the standout features of CCV's professional development is its Summer Institute, begun in 2008. Taking place over a two-day period, the Institute attracts about a third of CCV's faculty each year.

Involving Part-Time Faculty in Governance

Over the past decade, CCV has significantly increased its faculty involvement in governance, moving from one to two faculty members being involved in committee work to 60 or more. That growth can be attributed largely to a restructuring of the college's curriculum committees, which resemble what other colleges call *departments*. CCV's curriculum committees are co-chaired by an academic coordinator and a faculty member, and faculty compose the majority of members. Faculty members are compensated for their committee work.

Involving Part-Time Faculty in Course Design

Eighty percent of faculty at **Bristol Community College (MA)** are part time, and they teach 46% of the college's classes. In 2008, the college tapped its part-time faculty to spearhead an initiative to improve student success.

Based on *CCSSE* data that identified areas needing better student engagement, Bristol developed an initiative to increase first-year student success in all gateway courses. The goal was to increase the percentage of students completing courses with a C or better from the 2005 baseline of 66% to 76% over a multiyear period.

This initiative included the development of a college success course, and the college turned to part-time faculty to take the lead in developing it. A team composed of four part-time faculty and one full-time faculty member worked with an instructional designer to create College Success Seminar 101 (CSS 101) and the professional development needed to teach it effectively. Their course design included defining student learning objectives, developing related student assessment strategies, and providing teaching and learning activities and resources for faculty.

The toolkit produced through this work currently is disseminated online and is supported by an accompanying blog where faculty can discuss their use of the course materials. Faculty on the development team also had the opportunity to become proficient as instructional designers themselves and to carry those skills into other courses.

Following the introduction of CSS 101, improvement in both Bristol's *CCSSE* data and other institutional data led the college to make CSS 101 mandatory for all incoming students in fall 2012.

The College Success Seminar 101 Reflective Practice Group meets monthly to address textbook choices, instructional strategies, assessment ideas, and student motivation. The group has about 20 members, half of whom participate in its face-to-face meetings, and half who participate online. The majority of the group members are adjunct faculty.

Adding Teaching Skills to Real-World Experience

At **Coastal Carolina Community College (NC)**, 58% of faculty (just over 180 individuals) are part time, and they teach 37% of the college's credit classes. The college engages part-time faculty with its Instructors' Academy, a mentoring program, and recognition for their contributions.

Instructors' Academy

In 2007, Coastal Carolina launched the Instructors' Academy, a professional development program for a small group of continuing education faculty. These faculty members, most of whom were part time, had backgrounds in their fields but limited prior teaching experience. The program's goal was to provide practical teaching advice and to focus on engaging teaching and learning strategies, such as active and collaborative learning. As word spread about the offerings through Instructors' Academy, other faculty members became interested and wanted to participate.

Over the period since 2007, 178 adjunct faculty have completed the Instructors' Academy. Its 27-hour program focuses on effective practices for student engagement and classroom management, instructional methodologies, learning-centered classroom strategies, learning styles, and adult learning pedagogies. The Instructors' Academy has been embraced as a critical component of adjunct faculty members' professional development plans; the administration has allocated $20,000 per year to support this initiative.

Participation in the Instructors' Academy is voluntary, and both full-time and part-time faculty members receive a stipend at their regular pay rate. By compensating all faculty members for their time, college leaders hope to send the message that this program is important.

The Instructors' Academy is offered at least once a semester; currently it is offered both in the afternoon and in the evening. Adjunct faculty frequently say that the Instructors' Academy is their first opportunity to receive professional development and that it enhances their awareness of the importance of lesson planning and of designing a student-centered curriculum.

Based on feedback received from both adjuncts and division chairs, the college is developing Advanced Instructors' Academy modules on assessment, active and collaborative learning, and technology.

Mentoring Program

Inspired by the positive response to the Instructors' Academy, Coastal Carolina began a mentoring program for adjunct faculty in spring 2013. Eleven outstanding full-time faculty members—one or two per division—were paired with adjunct faculty members, also from their division, in a semester-long mentor/mentee partnership. Mentors and mentees set goals together early in the semester, conducted weekly meetings, participated in formal observations, held roundtable discussions, and concluded with a formal evaluation. The program's initial success led to its continuation and ongoing refinement.

Recognition

Division chairs instituted annual Adjunct Teaching Excellence Awards to recognize one outstanding adjunct faculty member from each

division. Chairs select recipients, based on student evaluations and classroom observations. Award winners are honored with plaques and public recognition at an awards ceremony and reception where their accomplishments are shared with colleagues and family members.

Two Levels of Adjunct Faculty

At **County College of Morris (NJ)**, about 67% of faculty are part time, and they teach slightly less than half of all credit hours offered.

During the 2012–13 academic year, County College of Morris launched an online New Adjunct Faculty Orientation. This orientation replicates the New Full-Time Faculty Orientation program, which focuses on the history of the college, explains faculty roles and responsibilities, and encourages student engagement. The full-time faculty orientation is offered on campus, but because many part-time faculty members are employed in industry, their orientation is offered online to accommodate their work schedules.

The New Adjunct Faculty Orientation covers learning styles and high-impact educational practices, as well as information on complying with the Americans with Disabilities Act, the student development office, and other available resources. Adjunct faculty members who complete the orientation receive a Certificate of Completion, which becomes part of their review for promotion.

By contract, County College of Morris has two levels of adjunct faculty: *adjunct I* (those who have taught fewer than 18 credits consecutively) and *adjunct II*. After teaching 18 credit hours, an adjunct faculty member may be promoted to adjunct II, based on classroom observation, completion of required sexual harassment training and right-to-know training, and completion of the online New Adjunct Faculty Orientation. Those achieving adjunct II status receive a 10% increase in pay.

A Mentor for Every Part-Time Hire

At **Lake-Sumter State College (FL)**, 64% of faculty are part time, and they teach almost half of the college's courses.

As part of the hiring process, the college requires each prospective adjunct faculty member to give a teaching demonstration to a group of peers. Once hired, each adjunct is assigned a full-time faculty member as a mentor to help him/her adjust to the college culture.

A new online orientation program encourages *all* new employees to learn about the college, from how to navigate its website and locate online resources to the college's philosophy of service excellence. The online orientation explains the physical buildings, the roles of key departments, and the methods through which employees can obtain information and assistance. Assessments at key points in the orientation monitor an employee's progress through the program. Even

veteran employees report that they find the online orientation a useful refresher.

In addition to the online orientation, new adjunct faculty members at Lake-Sumter are required to participate in a face-to-face orientation session each fall, where logistics, new technology, and new initiatives are discussed. During this session, adjuncts meet their chairs, key department personnel, and their peers. They learn how to access and use the technology needed to teach their courses and to communicate with others at the college. Orientation sessions are offered in the evening and on Saturday, facilitated by administrative staff, deans, and the IT department.

Many adjunct faculty members teach developmental education courses. As a result, they have the opportunity to participate in the college's Quality Enhancement Program (QEP) and can become QEP coaches and work with other faculty on improving teaching skills. They receive a stipend for their work as coaches. Part-time faculty also assist with curriculum development and design.

Engaging Adjunct Faculty

William Rainey Harper College (IL) currently employs 234 full-time faculty and more than 700 part-time faculty. In fall 2013, 56% of all classes were taught by part-time faculty.

Center for Adjunct Faculty Engagement (CAFÉ)
The Center for Adjunct Faculty Engagement (CAFÉ) opened its doors in June 2011. A five-person staff—an associate dean, an assistant dean, and three part-time instructional evaluators—presents orientation programs, conducts evaluations, and manages professional development specifically for part-time faculty. Today CAFÉ occupies three rooms in Harper's newly created Academy for Teaching Excellence, a facility dedicated to both part-time and full-time faculty development.

Orientation and Communication
CAFÉ orientation sessions take place on a Monday evening and a Saturday morning at the start of each semester. Although they are neither required nor paid to attend, more than 80% of new part-time faculty members participate in orientation. The four-hour program includes visiting with one's department or division, a welcome from the president or provost, basics such as parking passes and IDs, and three breakout sessions: IT training (also known as Blackboard Boot Camp); policies, procedures, and pedagogy; and emergency procedures. If a new part-time faculty member cannot attend a group orientation, CAFÉ arranges one-on-one orientation. CAFÉ staff members continue to refine and enhance their orientation process, including adding a panel of veteran adjuncts to answer questions from new adjuncts.

Communication and relationship-building also are primary goals of CAFÉ. A newsletter e-mailed to all part-time faculty every six weeks during the academic year fosters connection to the college, promotes participation in professional development, and provides information on other campus activities. CAFÉ hosts periodic open houses to encourage adjuncts to socialize and build relationships with their colleagues. CAFÉ also facilitates conversation among department chairs and coordinators on how to support and mentor part-time faculty, emphasizing outreach via e-mail, brown bag lunches, and in-department connections.

CAFÉ also promotes the inclusion of part-time faculty members in shared governance and on programmatic committees within the college.

Evaluation
Harper College conducts systematic observations of new part-time faculty; evaluations are conducted by CAFÉ staff once a semester for the first three semesters of an adjunct's work at the college and every other year after that. CAFÉ staff focus on pedagogy, using a qualitative instrument to examine instructional delivery, learning assessment, student engagement, and classroom management. In addition to evaluations conducted by CAFÉ staff, departments conduct three content-focused evaluations of new part-time faculty. Two department evaluations take place during the faculty member's first semester and one happens during the second semester. Although they share their observations with department leaders, CAFÉ staff members have no hiring or supervisory role over the adjuncts they observe and evaluate; their primary focus is to support good teachers in becoming even better.

After an observation, CAFÉ staff members meet with the new adjunct to consider strategies for improving instruction and to discuss professional development opportunities.

Professional Development
Each semester CAFÉ reviews professional development needs and develops programming based on feedback from part-time faculty evaluations. To date, 11 different professional development workshops have been designed and presented to adjunct faculty, including Promoting Critical Thinking in the Classroom, Formative Student Assessment, Managing Challenging Conversations, and Effective Use of Small Groups. Since fall 2011, 149 part-time faculty members (19% of part-time faculty) have participated in an average of two CAFÉ-designed professional development workshops. Participation is not compensated. Part-time faculty members who demonstrate excellence in classroom instruction are paid to facilitate more than half of these workshops.

Strengthening the Role of Part-Time Faculty

Community colleges are making substantial and important commitments to their students, their communities, and the nation—commitments to redesign educational experiences and dramatically improve college completion, while closing achievement gaps across a remarkably diverse student population.

Colleges determined to make good on these commitments understand that they must rethink their relationship with contingent faculty. These colleges know they cannot effectively foster greater student success without making sure that part-time faculty have the support they need to serve their students effectively.

Contingency, then, as currently reflected in community college practice, is an important issue to address. As many college leaders and many faculty members (both part-time and full-time) recognize, colleges have to make difficult decisions.

For example, to serve their students effectively, colleges will need to consider whether their expectations of part-time faculty are consistent with what is known about effective educational practice; whether the institutions provide and require the kinds of orientation, professional development, and other supports needed to promote student learning and academic progress; and whether limited institutional resources are intentionally aligned with what students need to be successful.

So what is to be done? Efforts to improve can begin with better understanding of the strengths, challenges, teaching practices, concerns, and aspirations of college faculty who work part time. Then, focusing persistently on what matters most for improving student success, colleges can determine what changes to their interactions with contingent faculty will most powerfully promote that improvement.

Colleges can take a number of steps to better engage part-time faculty. Effective solutions will be related to all dimensions of the college's interactions with these teaching professionals.

> Redefine jobs and repurpose time so all faculty are interacting with students and furthering efforts to engage them. This change might include, for example, spending time in a public area for science learning support instead of solely in office hours.

> Express high expectations and provide high support.

> Conduct campus conversations about policy and practice related to part-time faculty and ways the college can more effectively support their work. Ensure that part-time faculty are broadly involved in these conversations.

> Create an integrated pathway for part-time faculty. The pathway should include the hiring process, orientation, professional development, evaluation, incentives, and integration into the college community and the student success agenda.

> Design discernable pathways to full-time employment.

> At the same time, recognize that not all part-time faculty want to be full-time faculty. Keeping student success and effective educational practice as primary considerations, use the strengths and talents of each part-time faculty member by matching each to the professional tasks that bring the greatest benefit to students.

> Recognize part-time faculty in monetary ways, when possible, and in non-monetary ways as well. For example, acknowledge teaching excellence in the adjunct faculty, invite part-time faculty to demonstrate effective teaching strategies to faculty peers, and mitigate second-class status by giving adjuncts titles that reflect accomplishment (e.g., associate faculty) and name badges that identify them as "faculty." Include part-time faculty in professional development and campus-wide events.

Colleges must consider these questions: How should we engage all of our faculty to serve students well? How will we include all faculty in discussions about policies and practices that lead to improved student success? How are we going to support everyone whose primary responsibility is to promote student learning?

Answering these questions is not just about part-time faculty. It's about quality of teaching and learning college-wide. It's about making sure more students have access to high-impact experiences and faculty who are prepared to engage them in those practices. It is, in the end, about the critical steps that colleges must take to achieve their goals for improving student learning, academic progress, and college completion.

Campus Discussion Guide

Listening to Learn

Engagement matters—for students as well as for the faculty and staff who are responsible for helping students learn and achieve their goals. It is essential that community colleges find ways to engage part-time faculty because they are responsible for such a significant part of most students' college experience.

Through its surveys and focus groups, the Center listens systematically to students, faculty, and staff. The Center encourages colleges to do the same on their campuses—and to use what they hear to create conditions that lead to improved student learning, persistence, and completion.

Below the Center provides information to support campus discussions, which are an important complement to data from the Center's student engagement surveys—*CCSSE*, *CCFSSE*, *SENSE*, and CCIS. **Additional information, including a more comprehensive discussion guide and other materials, is available at www.ccsse.org/center/initiatives/ptf.** Another helpful resource is the Delphi Project publication *Non-Tenure-Track Faculty on Our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and the Necessity of Change.*

Conducting Conversations

Colleges can begin with the most fundamental step: creating venues for conversations and giving faculty, staff, and administrators time and support to discuss difficult issues—and to find solutions, together. Nothing replaces having individuals from across the college sit together and talk about their experiences, perspectives, and challenges. The discussions must be open and without threat, honest and without blaming, and inclusive of all voices and dismissive of none. Most important, talk must lead eventually to meaningful change, and that commitment should be evident from the outset.

Data that accurately depict faculty experiences at the college should be the starting point for campus conversations. Faculty engagement survey data, data from focus groups, and data from other sources must routinely be disaggregated to reveal significant disparities in the experiences of part-time versus full-time faculty. Data will often lead to more questions than answers, so a process of inquiry will require a commitment of effort over time.

Building knowledge and understanding will help colleges create new systems that better support part-time faculty. These actions will, in turn, produce conditions more consistently conducive to student success.

Questions to Guide Discussion—A Beginning

The Center offers the following discussion questions to help college leaders engage faculty and staff in investigation, reflection, and conversation about the role and experience of part-time faculty in their own institution. The Center expresses heartfelt appreciation for the work of the Delphi Project (www.thechangingfaculty.org) and to project director and principal investigator Adrianna Kezar and co-investigator Daniel Maxey for granting permission to share and build upon discussion guides designed to help higher education institutions strengthen policies and practices supporting part-time faculty.

A Discussion Framework

Briefly described below are topics for campus discussions that colleges can hold with administrators, faculty, and staff. Each section includes selected questions to guide the discussion.

BACKGROUND INFORMATION

What do you already know (or what should you know) about the proportion of the college's teaching that is done by part-time faculty? Where within the college curriculum and course schedule are students most likely to encounter part-time faculty? What initial questions do these data raise? What else do you need to know to understand the quantitative picture of contingent faculty contributions at the college?

› Overall numbers of full-time versus part-time faculty?

› Percentage of course sections taught by full-time versus part-time faculty?

› Percentage of course sections in developmental education taught by full-time versus part-time faculty?

› Percentage of course sections in career/technical programs versus arts and sciences/transfer programs taught by full-time versus part-time faculty?

› Percentage of evening/weekend course sections taught by full-time versus part-time faculty?

What do you already know (or what should you know) about the demographic and other characteristics of part-time faculty currently employed at the college? Note: These data are available from college personnel data reported to IPEDS.

› Gender of part-time faculty versus full-time faculty?

› Race/ethnicity of part-time faculty versus full-time faculty?

› Educational attainment level (highest degrees earned) of part-time faculty versus full-time faculty?

› Years of teaching experience of part-time faculty versus full-time faculty?

REVIEW OF FOCUS GROUP FINDINGS

Have you listened systematically to faculty (part-time and full-time) about their perceptions of the institution's policies and practices pertaining to part-time faculty?

› What key themes have you heard from focus groups?

› Was there new or surprising information gained through listening to part-time faculty voices? If so, what?

› Was there significant variation in part-time faculty members' perceptions of the conditions created by the college for their work? If so, how do you understand the differences?

SYNTHESIS OF DATA

What are the themes that emerge from the review of data related to part-time faculty described above? What additional data (quantitative or qualitative) do you need to guide decision making about policies and practices that support part-time faculty?

EFFECTIVE EDUCATIONAL PRACTICE: ENGAGED LEARNING

Note: When comparing faculty time spent on various professional activities, including teaching strategies, it is important to remember that full-time faculty—because they are full time—will typically spend more time on most activities. Valid comparisons require statistical controls for the number of credit hours taught in a given time period.

The following discussion items and additional questions on the Center's website are aligned with *CCFSSE*.

› How do faculty spend their time in class? Are there differences between the responses of part-time and full-time faculty?

› To what extent do faculty connect their students to college services that support their learning, persistence, and completion? Are there differences between the responses of part-time and full-time faculty?

› How often, and in what ways, do faculty communicate with students about their academic performance? Are there differences between the responses of part-time and full-time faculty?

HIGH-IMPACT EDUCATIONAL PRACTICES

Research and practice show that certain structured experiences for students lead to better outcomes. Which of these practices have faculty planned, designed, or implemented? Is there a difference in participation between full-time and part-time faculty? Additional questions on the Center's website address these high-impact practices:

› Academic goal setting and planning

› Orientation

› Accelerated or fast-track developmental education

› First-year experience

› Student success course

› Learning community

› Experiential learning beyond the classroom

› Tutoring

› Supplemental instruction

› Assessment and placement

› Registration before classes begin

› Class attendance

› Alert and intervention

OTHER RELATED PROFESSIONAL ACTIVITIES (USES OF PROFESSIONAL TIME)

Note: When comparing faculty time spent on various professional activities, including teaching strategies, it is important to remember that full-time faculty—because they are full time—will typically spend more time on most activities. Valid comparisons require statistical controls for the number of credit hours taught in a given time period.

Note: These discussion items and additional questions in the comprehensive discussion guide on the Center's website are aligned with CCFSSE.

About how many hours do faculty spend in a typical seven-day week doing specific tasks related to teaching and student support (e.g., advising, supervising internships, or providing feedback)? Are there differences in responses between full-time and part-time faculty?

INTEGRATION IN THE COLLEGE'S STUDENT SUCCESS INITIATIVES

Are part-time faculty involved in Achieving the Dream (or other state/national/local student success initiatives), strategic planning, accreditation work, and other college-wide initiatives? Are they paid for their participation?

Would students and the college benefit if there were greater participation of part-time faculty in these areas? If yes, what steps might the college take to increase part-time faculty participation in each of these areas?

Institutional Policy and Support

Discussions about effectively engaging part-time faculty must include review of current college policies and practices that either support part-time faculty or make it difficult for part-time faculty to engage with students, colleagues, and the institution in desired ways. Campus discussions should address questions about the following areas of institutional policy and practice.

HIRING PRACTICES AND EXPECTATIONS

How are part-time faculty positions filled? What policies exist, if any, to determine how jobs must be posted, minimum and desired qualifications, and expectations for the role? Are hiring practices consistent across the college? What improvements could be made to existing policies and practices for hiring part-time faculty on your campus?

SUBSEQUENT EMPLOYMENT

Does the college have a policy to determine how and when part-time faculty are notified about whether they will be teaching the following term? If yes, what is the policy? Are current re-appointment policies serving students well? How do you know? If not, how might they be improved?

Are there opportunities for promotion for part-time faculty? Does the college have an explicit policy for providing current part-time faculty with a path to potential full-time employment at the college? If so, what are the criteria, and how are they communicated?

ORIENTATION

When new part-time faculty are hired, do they receive a formal campus-wide orientation? Is participation in orientation mandatory or optional? Is it offered at various times to accommodate part-time faculty schedules? What is included in orientation? In what ways could orientation be improved to ensure that all part-time faculty have the information and clear expectations they need when they begin teaching? What are the responses to each of these questions with regard to department-level orientation? Is there consistency across the departments of the college?

PROFESSIONAL DEVELOPMENT AND MENTORING

What professional development opportunities are available to part-time faculty at the college? Campus-wide? In each department? Does the college have an explicit policy defining professional development provisions and expectations for part-time faculty? In what ways could professional development for part-time faculty be improved at the college?

SPACE AND SUPPORT

Are part-time faculty provided office space? Space for meeting with students? Is available space adequate?

Which of the following are typically made conveniently available to part-time faculty?

What steps can be taken to provide more or all of the resources and supports listed to the right for part-time faculty?

- › copier
- › printers
- › phone to place/receive calls
- › copy of course textbook/ other course materials
- › course syllabus or sample
- › office supplies
- › computers
- › voicemail
- › college e-mail address
- › administrative support (staff or student)
- › after-hours access
- › mailbox

EVALUATION

How is the job performance of part-time faculty evaluated? Are multiple measures used? Are evaluation criteria explicit and directly tied to college statements of job responsibilities and expectations for part-time faculty? Is evaluation of part-time faculty standardized across the college? Following evaluation of part-time faculty, is individual feedback provided? Is a professional development plan created?

What improvements in evaluation of part-time faculty could strengthen teaching and learning at this college?

DISCUSSION SYNTHESIS AND NEXT STEPS

Considering what you have learned through the guided discussion, what are the ways that current college policies and practices related to part-time faculty might be creating obstacles for achieving the best teaching and learning environment to support student success? What changes can the college make in the short term for no cost or minimal cost? What changes can be considered that will require a reallocation of resources or identification of new resources? Who else on campus needs to be involved in the discussion? What are immediate next steps?

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Center National Advisory Board

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Associate Director

Evelyn Waiwaiole
Associate Director

Courtney Adkins
Assistant Director

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Amina Benchouia
College Relations Coordinator

Mike Bohlig
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Colleen Bullock
Research Associate

Emmet Campos
Project Coordinator

Chris Cosart
Web Database Administrator

Catherine Cunningham
College Liaison

Jarod Forrester
Office Assistant

Zach Garcia
Administrative Associate

Carlos Hernandez
Webmaster

Kyle Lovseth
Research Associate

Kristine Massey
Graduate Research Assistant

Christine McLean
Senior Associate

Katie Mitchell
College Liaison

Angela Oriano
Senior Associate

Chris Orozco
Administrative Assistant

Marlana Rodgers
Administrative Associate

Sarah Rodriguez
Graduate Research Assistant

Frank A. Rojas
Research Associate

Judy Row
Administrative Manager

Brandy Shaw
Administrative Associate

Judy Stewart
Graduate Research Assistant

John Weafer
Business Manager

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