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Subcommittee on Adjunct and Part-Time, Non-tenure Track Faculty

Wednesday, October 9, 2013

Meredith College, Science and Math Building 175

In attendance: Garry Walton, Dean of School of Arts and Humanities, Meredith College; **Ashley Grantham**, Assistant Director of the Office of Faculty Development, North Carolina State University; **Teresa Holder**, Associate Dean of Academic Affairs, William Peace University; **Deb Hadley**, Adjunct Faculty Training and Development, Wake Tech Community College; **Marnie Arkenberg**, Associate Professor of Psychology, Shaw University; **Barbi Honeycutt**, Flip It Consulting and Director of Graduate Professional Development and Teaching, NC State University; **Jenny Spiker,** Director, Cooperating Raleigh Colleges.

The purposes and background for the meeting:

This was the first meeting of this subcommittee called together to follow up on a topic initiated by CRC groups a couple of years ago. CRC Director Jenny Spiker explained that some people at several of the institutions started talking about ways to involve graduate students at NC State in teaching at some of the other CRC schools. That group then started talking about how the CRC schools often share adjunct professors and often they are looking for more professional development. Marnie Arkenberg, who was then an administrator at Peace College, and Barbi Honeycutt in her role with the NC State graduate school met with several others. The CRC Chief Academic Officers expressed interest in exploring collaborative projects for adjuncts, and last spring CRC conducted a survey of current adjuncts at the five CRC members. (See the attached.) The results of that survey clearly showed an interest among adjunct faculty in some kind of CRC professional development. Barbi, who created and analyzed the survey, said that 82% of the respondents said they were interested in some kind of training or certificate. Survey participants numbered 122 and represented all five institutions with 54% of the respondents having been teaching in one or more CRC institutions for more than 4 years.

Definition of adjunct faculty:

Because NC State uses the term adjunct differently than the other colleges, the group needed to clarify which types of faculty members we are targeting. For all institutions we are focusing on part-time faculty without tenure. In most cases, those faculty members are on semester or yearly contracts.

Introductions and background of participants:

The group members introduced themselves and explained in what ways they are interested in the project. It was obvious that the group comes from a variety of backgrounds: a dean of a school that hires a lot of adjuncts (Garry from Meredith), a person newly appointed to oversee adjunct projects (Deb at Wake Tech), a person who works with campus-wide faculty development (Ashley at NC State), a full-time faculty member who used to be an administrator (Marnie at Shaw), and two associate deans of academic affairs (Teresa at William Peace and Linda Hubbard at Saint Augustine's, who is one of the original members of the exploration team but couldn't attend this meeting), and an education consultant and graduate school professional development professor (Barbi).

Observations from the survey report:
Barbi led the discussion about the themes and recommendations from the survey. The group looked at all these categories and provided feedback about them:

Themes in the report (See details on pages 5-6) 1--content for courses, 2--schedule and format of any courses, and 3--recognition for participation

Recommendations in the report (See details on pages 6-8)

1. Determine existing professional development programs and services.
2. Centralize information about announcements, upcoming events, and professional development resources.
3. Develop a pilot program featuring monthly or bimonthly workshops hosted by each campus throughout the academic year.
4. Create a self-paced, blended CRC Teaching Certificate Program.
5. Develop a week-long blended Summer Teaching Institute hosted by a different campus each year.
6. Leverage the power of mentoring.

Comments from the discussion

- Garry (Meredith) said he thinks there's quite a variety of levels of help needed by the adjuncts he has worked with and that a number of them work at more than one of the CRC colleges. He said there has been some discussion in the past about possible joint appointments or shared contracts.
- Teresa (William Peace) said some adjuncts rely on benefits from other colleges to be able to serve as an adjunct.
- Deb (Wake Tech) said in her new position she is helping to develop a certificate program for adjuncts at Wake Tech with rewards ranging from a stipend to earning more courses.
- Ashley (NCSU) said most of the part-time faculty at NCSU often have other full-time jobs. She asked if adjuncts can ever be promoted at any of the campuses. Most thought that they can't.
- Teresa (William Peace) said she thinks there is a new government formula for relating the number of courses someone teaches to benefits. Deb (Wake Tech) said Wake Tech has capped the number of hours full-time faculty can teach in the summer.
- Jenny (CRC) The colleges have been doing some informal sharing of professional development resources with email invitations to all faculty and staff for some of the Office of Faculty Development (OFD) programming at NC State and some other similar programs at the other colleges.
- Deb (Wake Tech) suggested we look at programs developed at Valencia College in Florida. They have certificates for both full- and part-time faculty where rewards include earning different titles and pay rates for teaching.
- Ashley (NCSU) said there may be some grants we could apply for to fund some of our programs.

Consensus

- Let's start this fall at the beginning of the possibilities—assessing at each of the campuses what exists now that is aimed at professional development for part-time faculty.
- Let's find a way to easily centralize the information for whatever we do.
- In the spring semester look at ways to include others in what already exists. We may be able to build momentum for a shared summer program or a pilot project and other possibilities like mentoring and a shared certificate.
- Should we include Wake Tech adjuncts in the same survey we did last spring or get info from the other surveys? Deb said she thought the survey they're already planning could get the information we need.

Assignments: Due mid-November when the group plans to meet again

Jenny:
**look at different mechanisms for creating an online way to connect.
**Create a list of how each institution defines ranks and titles for all types of faculty.

Representatives of each institution:
Gather information about what already exists on your campus:
**Where oversight of adjuncts (broad definition) is housed and who the key leaders/coordinators are (The emphasis is on part-time faculty.)
**What training/professional development exists
**What resources for professional development exist or are known to be available (online courses or resources, instructors who might be willing to take their shows on the road, etc.)
**What reward structures for adjuncts are in place or being considered
**Which subject areas seem to have the greatest need for adjuncts

--Submitted by Jenny Spiker