# ENGAGING ADJUNCT FACULTY

in the Student Success Movement







## Acknowledgements

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students at the six Achieving the Dream Leader Colleges who we have been working with over the past three years: Community College of Baltimore County (MD), Community College of Philadelphia (PA), Delta College (MI), William Rainey Harper College (IL), Patrick Henry Community College (VA), Renton Technical College (WA). Their experiences and insights are the basis for this Guide and we are excited for many colleges across the ATD Network to take up this important work.

## About Achieving the Dream

Achieving the Dream leads a growing network of more than 277 community colleges committed to helping their students, particularly low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity. ATD is making progress in closing academic achievement gaps and accelerating

student success through a unique change process that builds each college's institutional capacities in seven essential areas.ATD, along with nearly 75 experienced coaches and advisors, works closely with Network colleges in 44 states and the District of Columbia to reach more than 4 million community college students.

## Introduction

In 2016, Achieving the Dream launched a learning initiative entitled *Engaging Adjunct Faculty in the Student Success Movement*. Funded by the Helmsley Trust and Ascendium (formerly Great Lakes Higher Education Guaranty Corporation), the goal of this initiative was to support colleges in the ATD Network designated as Leader Colleges in developing practices and policies to support adjunct faculty to improve instruction and become engaged in student success initiatives.

This initiative builds on a 2011 report co-authored by Achieving the Dream and Public Agenda, which presented four *Principles and Practices of Constructive Faculty Engagement*:

- 1. Exercise leadership qualities that inspire constructive faculty engagement.
- 2. Develop institutional research (IR) capacity to cultivate not only a culture of evidence but a culture of engagement as well.
- 3. Provide the resources, incentives, and recognition to inspire and sustain engagement.
- 4. Institutionalize expectations and opportunities for continuous engagement.

We know that these conditions lead to deeper faculty engagement and leadership in an institution's change initiatives. But we also know that there are myriad obstacles to creating optimal conditions for adjunct faculty to engage as change agents in the same ways their full-time colleagues do. Furthermore, we know that there are significant oppor-

tunities to positively impact student success if we can more deeply support the pedagogy-focused professional development of adjunct faculty. Twothirds of community college faculty nationwide are adjunct faculty and nearly 60 percent of community college classes are taught by adjunct faculty. At the same time, we know that there is a strong correlation between the quality of faculty-student interactions and student persistence toward completion. Students who make meaningful positive connections with their instructors are more likely to persist; students who have negative, alienating interactions with faculty are more likely to leave. Most importantly, we know that these effects are especially strong for first-generation students, students of color, and students from low-income backgrounds.

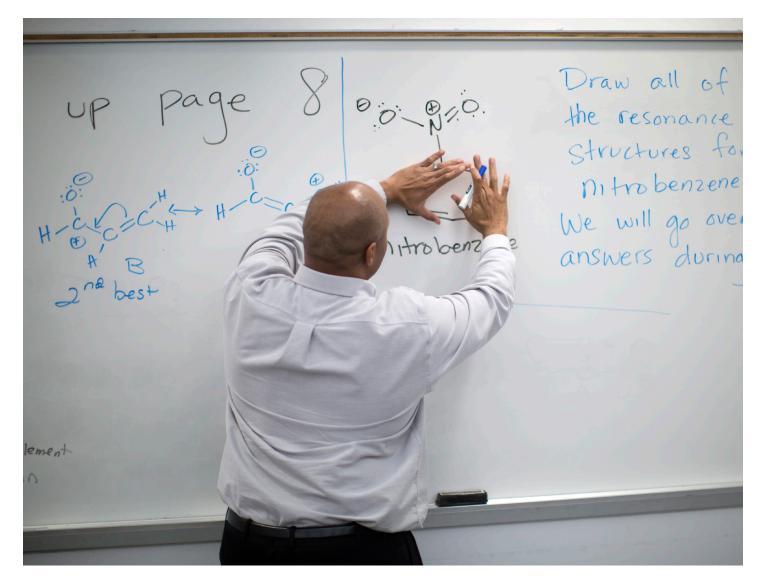
Given this landscape, we have seen increasing attention paid to the needs of adjunct faculty (sometimes referred to as part-time faculty or contingent faculty) by researchers and practitioners. Achieving the Dream's work on this initiative builds on recent reports from the Delphi Project on the Changing Faculty and Student Success¹ and the Center for Community College Student Engagement², and on related work from scholar-practitioners in the field of faculty/educational development who have begun to advocate for enriched professional development supports³ and improved working conditions for adjunct faculty⁴. We encourage readers of this Guide to engage with these publications and to enter into this work with an understanding

<sup>1</sup> The Delphi Project on the Changing Faculty and Student Success (2012). Non-tenure-track faculty on our campus: A guide for campus task forces to better understand faculty working conditions and the necessity of change. https://pullias.usc.edu/download/non-tenure-track-faculty-campus-guide-campus-task-forces-better-understand-faculty-working-conditions-necessity-change

<sup>2</sup> Center for Community College Student Engagement (2014). Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

<sup>3</sup> Lyons, R. E. (Ed). (2007). Best practices for supporting adjunct faculty. Bolton, MA: Anker. Wallin, D. L. (Ed). (2005). Adjunct faculty in community colleges: An academic administrator's guide to recruiting, supporting, and retaining great teachers. Bolton, MA: Anker.

<sup>4</sup> Davis, D. (2017). Contingent academic labor: Evaluating conditions to improve student outcomes. Sterling, VA: Stylus Publishing. Fuller, R., Brown, M. K., & Smith, K. (2017). Adjunct faculty voices: Cultivating professional development and community at the front lines of higher education. Sterling, VA: Stylus Publishing.



that intentionally designed professional learning opportunities must be developed within a broader context of improved working conditions for adjunct faculty.

Six Achieving the Dream Leader Colleges<sup>5</sup> were selected for participation in this two-year initiative. This group of colleges includes urban, suburban, and rural institutions that range significantly in size, the profile of their students, and whether their faculty are unionized. This diversity should help make our learnings from this initiative be widely generalizable to the Achieving the Dream network and the field at large.

- ► Community College of Baltimore County (MD)
- ► Community College of Philadelphia (PA)
- ▶ Delta College (MI)
- ► Harper College (IL)
- ▶ Patrick Henry Community College (VA)
- ▶ Renton Technical College (WA)

Achieving the Dream provided technical assistance to faculty and administrators at each college as well as oversight and management of all aspects of the project. The Community College Research Center partnered with ATD

<sup>5</sup> A hallmark of the ATD experience is to recognize exemplar institutions that have identified and implemented strategies that have been proven to be successful over time. We do this through the designation of Leader College status that indicates that every person who is affiliated with the institution is committed to ensuring student success for all of its students.

and served as third-party evaluator, documenting strategies employed, stakeholder experiences with implementation, and project outcomes. CCRC's first brief on the project, Understanding the Needs of Part-time Faculty at Six Community Colleges, was released in fall 2018. This was followed by a Working Paper (September 2019), entitled *Early* Academic Outcomes for Students of Part-time Faculty at Community Colleges: How and Why Does Instructors' Employment Status Influence Student Success? These reports add key insights to the body of scholarly work on the experiences of adjunct faculty in higher education and they facilitate the work of practitioners as we seek to strengthen the ways in which colleges support their adjunct faculty<sup>6</sup>. CCRC's final report on this work will be released in early 2020.

#### Project design principles

We asked the participating colleges to design their work using four design principles, and we recommend that colleges developing an adjunct faculty engagement strategy utilize these same principles to guide their work<sup>7</sup>.

Taken together, these four principles can drive a multi-pronged strategy that will foster improved classroom instruction, greater integration between full-time and adjunct faculty, and deeper engagement of adjunct faculty in the college's student success initiatives.

- 1. Engage adjunct faculty in sustainable and scalable improvement activities that directly tie to classroom responsibilities and leverage their existing expertise.
- 2. Ground professional learning opportunities for adjunct faculty in pressing problems of classroom practice that can be examined collaboratively within the context of specific improvement activities.
- 3. Align adjunct faculty hiring, review, promotion, and incentives policies and practices to support stronger connections to the institution and to encourage deep, sustained engagement in improvement activities.
- 4. Collect, analyze, and use quantitative and qualitative data to track progress and refine the focus and implementation of improvement activities and achieve desired outcomes.

## How to Use this Guide

This Guide is designed to support the work of institutional cross-functional teams charged with strengthening adjunct faculty professional learning and institutional engagement. Each section shares key learnings from ATD's work with six Leader Colleges, including accomplishments in the form of new programs, services, or policies that can serve as examples for your college to adapt in a way that

will fit authentically in your institution's culture. Our goal here is to help college teams anticipate obstacles and barriers, understanding that the relationship-building work necessary to overcome these challenges very often facilitates success in other related work. Each section of the Guide also includes tools in the form of worksheets and planning templates to support your team's efforts<sup>8</sup>.

 $<sup>\</sup>begin{tabular}{ll} 6 & https://ccrc.tc.columbia.edu/publications/understanding-part-time-faculty-community-colleges.html \\ \end{tabular}$ 

<sup>7</sup> Achieving the Dream and the Community College Research Center articulated these design principles in the Request for Proposals for this initiative. Our goal was that the planning and implementation work of our colleges would be guided by principles that would necessarily move their work to multiple levels of the institution (e.g., classroom, department, Center for Teaching & Learning, academic unit/division) and engage a wide range of stakeholders.

<sup>8</sup> If you are reading a printed copy of this Guide, please note that these tools are available on the ATD website, where you can download and modify them to best meet your needs: https://www.achievingthedream.org/resources/initiatives/engaging-adjunct-faculty-in-the-student-success-movement

# Goal-setting, Action Planning, and Building the Best Team to Lead this Work

Begin by assembling a core group of colleagues who will identify a purpose in initiating this work and a list of key goals the team will hope to accomplish in a five-year time frame. As this core group comes together, its members will need to work through a number of essential planning discus-

sions that will surface what the college has already done and is currently doing around adjunct faculty engagement. This planning tool is designed to help you have these planning discussions and to capture key insights that surface in these discussions.

#### **Key Questions to Guide Your Initial Planning**

Key questions	If the team is not able to respond to this question, what data is needed to more fully respond?
To what extent does our college leadership inspire constructive faculty engagement?	
To what extent can we demonstrate that the college currently supports engagement of full-time <u>and</u> adjunct faculty?	
To what extent does our college have institutional research capacity that will support the work of our group over the next 3-5 years?	
What processes already exist for the college to understand who our adjunct faculty are and what their needs are around professional learning and engagement?	

In what ways does the college currently provide professional learning opportunities to our adjunct faculty? • To what extent are these opportunities designed explicitly for adjunct faculty? • To what extent are the college's expectations and opportunities for continuous engagement clearly articulated? • To what extent are academic departments and programs already creating professional learning opportunities that bring together full-time and adjunct faculty around pressing problems of classroom practice? What do we know about our processes for adjunct faculty hiring, review, promotion, and incentives? • In what ways might these policies and practices support stronger connection to the institution and encourage deep, sustained engagement in improvement activities? What resources, incentives, and recognition already exist at the college to inspire and sustain engagement of adjunct faculty?

Once the core team has been able to grapple with each of these questions and has come to consensus on its responses, then it can begin to articulate clear goals that it will have for work that should take place over the next three to five years. In articulating these goals, the core group can then begin to recruit and build a full cross-functional working team. It is critical that this cross-functional team bring together faculty, staff, and administrators, with different levels of career experience at the college and who represent a range of roles, academic units, and other departments. Ideally, this team will also include adjunct faculty members so that their voice is well-represented in the team's deliberations. The college's Center for Teaching & Learning (or other faculty professional development program) should also be well-represented on

this team; these colleagues - whether situated in faculty or administrative roles - should help to lead the planning and should ultimately lead the design and facilitation of the professional learning activities so that they are well-aligned with your college's offerings for full-time faculty. At times there can be good reasons to situate some professional learning activities within an academic department or division (e.g., course-specific professional learning designed to create standardized approaches to many sections of the same course). Even in these cases, we urge you to include the Center for Teaching & Learning in these discussions. Doing so will facilitate the scaling of this kind of work across many academic programs and it will also support the sustainability of this work during times of change at the institution.

## **Planning for Action**

What does the team hope to accomplish in the next three to five years?	
Articulate your goals in broad terms, and then in terms of the changes you hope to see at multiple levels of your institution (e.g., academic division, department, courses, full-time faculty, adjunct faculty, students)	
Key milestones along the way	
• 3 months from now	
• 6 months from now	
• 1 year from now	
• 2 years from now	
• 3 years from now	
• 5 years from now	
What obs	stacles do you anticipate?
Obstacle 1:	How will you address this obstacle?
Obstacle 2:	How will you address this obstacle?
Obstacle 3:	How will you address this obstacle?
How will you know you are making progress toward	Is these goals? What metrics will you use to assess your progress?

## **Building Your Team**

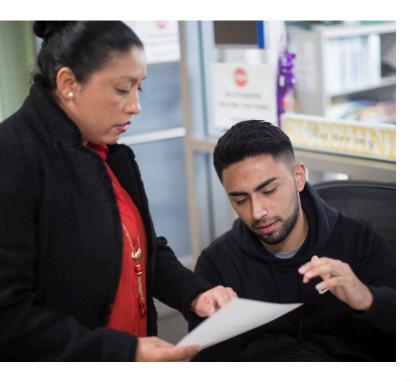
	Who will serve on this team?				
Name	Institutional role	Key skills/perspective this person brings to the team			
Aside from members of the v	vorking team, please identify key st	akeholders you should engage in this work.			
Stakeholder's name	Institutional role	Key skills/perspective this person brings to the work			

## Four Key Steps Toward Engaging Adjunct Faculty in Your College's Student Success Goals

Each of the next four sections of the Guide is informed by a key recommendation that grew out of our work with these six ATD Leader Colleges; in each section we present key learnings, examples of successes and challenges from these colleges, and one or more worksheets or planning templates to help guide your team's work.

## Understand who your adjunct faculty are and what they need

The first step in building a strategy to engage adjunct faculty is to collect data that will provide new ways of answering two key questions: Who serves as adjunct faculty at our institution? and What are the professional development needs of the college's adjunct faculty? The Community College Research Center has created a Faculty Survey tool to support colleges in gathering this essential information (see Appendix).



## 1. Who serves as adjunct faculty at our institution?

Our work with these six Leader Colleges indicates that adjunct faculty arrive at our institutions for varied reasons, with diverse goals, and with a wealth of professional experiences to offer. In many cases we know that adjunct faculty are seeking a full-time position in academia and may be teaching part-time at multiple institutions, spending much of their time commuting between different campuses. But it is often the case that adjunct faculty already have full-time employment, perhaps in an administrative role at the same institution where they are teaching, or in local industry. In other cases, adjunct faculty may have retired from a full-time faculty role and are teaching part-time as a way of remaining connected to the college and its students. A college must determine the profile of its adjunct faculty to understand what this population needs from the institution to be successful and to feel engaged as a member of the college community.

## 2. What are the professional development needs of the college's adjunct faculty?

A needs analysis may reveal that most of your adjunct faculty are experienced teachers, comfortable in the classroom but with a desire to have peer support as they work to implement a new strategy they have just learned about. At other institutions, the challenge may be that the majority of adjunct faculty bring deep industry experience but are relatively inexperienced in thinking about how to engage adult learners or conduct formative assessments, for example. A college would then respond differently by designing faculty professional development activities with these diverse needs in mind. Furthermore, institutions

should establish the extent to which their adjunct faculty are knowledgeable about the college's student support services and feel equipped to connect students with the appropriate supports. It is essential to use this lens as we design professional development activities to strengthen instructional practice and engage adjunct faculty more deeply in the college's student success work.

#### Invest in your Center for Teaching & Learning to lead the work of designing and implementing professional development programs that address the diverse needs of your institution's adjunct faculty

This work is most successful when situated in an institutional "hub," with faculty leading change in partnership with colleagues in the administration. The field of faculty/educational development has established that well-resourced and appropriately staffed Centers for Teaching & Learning (and equivalent faculty professional development units) can offer programming and services that have a meaningful impact on faculty instructional practice and student learning<sup>9</sup>. Likewise, these units can help to scale pedagogical improvement initiatives across departments and disciplines by serving in a resource-sharing and facilitation function for faculty members, department chairs, and deans<sup>10</sup>. This has been most striking in Harper College's work with Communities of Practice and at Community College of Baltimore County, where the college's faculty professional development unit was instrumental in scaling the use of high impact instructional practices by full-time and adjunct faculty. When colleges build and implement their adjunct faculty engagement strategy through their Center for Teaching and Learning, they can ensure



that faculty will be helping to design and drive these efforts and that faculty's work in supporting student success can build on the solid foundation they create in the classroom.

Colleges that complete the essential tasks described above will develop a more nuanced understanding of the profile and needs of their adjunct faculty. The next challenge is to design and offer resources and programming to meet this diverse range of needs. Most colleges will find that they must first offer their adjunct faculty a set of foundational resources so that these faculty are equipped to navigate institutional policies, procedures, and deadlines. In addition, we know that

<sup>9</sup> Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., & Willett, G. (2016). Faculty development and student learning: Assessing the connections. Bloomington, IN: Indiana University Press.

<sup>10</sup> Cook, C. E., & Kaplan, M. (2011). Advancing the culture of teaching on campus: How a teaching center can make a difference. Sterling, VA: Stylus Publishing.

adjunct faculty can refer their students to key support services only when they have learned about these services themselves. Renton Technical College and Patrick Henry Community College found that it was most helpful to offer these resources through their learning management systems so that adjunct faculty could access them from any location and at any time during the academic year.

Many institutions have also found success in offering in-person adjunct faculty orientations before the start of each semester. These events are effective vehicles for providing information that can also be found online, but they also serve an important community building function by connecting adjunct faculty to their full-time faculty colleagues and to administrators from across the college.

Building on the important foundation these orientation resources provide, we recommend that

colleges then consider which professional development program formats will be the best fit for their adjunct faculty and their institutional culture. For example, Patrick Henry Community College has successfully engaged all its full-time and adjunct faculty in the use of cooperative learning practices by deploying a mix of workshops, institutes, and how-to videos that can be accessed online.

We also recommend that colleges build on their successful workshop offerings and engage adjunct faculty in ongoing cohort-based professional development activities. These can take several forms, but each should provide adjunct faculty with the opportunity to learn about a new strategy they can implement in their classroom, allow time for them to begin that implementation, and then find ongoing support from colleagues as they continue to refine their use of this new approach.

#### College Examples: Cohort-Based High Impact Professional Development

The Community College of Philadelphia offers a two-part Adjunct Faculty Academy. At the first session before the start of the semester, adjunct faculty choose from several faculty-led workshop options and learn about evidence-based instructional practices. They begin to implement these new practices during the semester and then come back together for another set of facilitated sessions near the end of the semester, when they can share their experiences and exchange ideas about how to continue to improve their practice.

Harper College and Delta College have also found success with cohort-based offerings. Harper's Communities of Practice engage full-time and adjunct faculty in recurring monthly meetings focused on specific themes of interest (e.g., Open Educational Resources, The Art of Teaching for Equity, Scholarship of Teaching & Learning). Full-time and adjunct faculty are also engaged in meaningful professional development as they learn how to design and

facilitate the meetings of these Communities of Practice. The skills needed to be a dynamic teacher of undergraduate students overlap only partially with the skills needed to be a thoughtful facilitator of professional learning activities for one's peers. Thus, colleges find that professional learning can occur in significant ways for faculty facilitators and for the participants in the activities they lead.

Delta's Teaching Circles bring together full-time and adjunct faculty within disciplines to share strategies they are using in similar courses. Over a semester of regular meetings, these faculty establish meaningful relationships and can opt to teamteach a course in the following semester. These programs serve a core function of supporting adjunct faculty in reflecting on and improving their instructional practice, and they also build community between adjunct faculty and full-time faculty, and between adjunct faculty and the broader institution.

## **Designing Effective Adjunct Faculty Orientation Programs**

What is the goal of this adjunct faculty orientation program?	
What is the ideal format for this program?	
What topic(s) will the program focus on? (e.g., college resources, policies, and deadlines; pedagogy; or some combination)	
In what ways will the Center for Teaching & Learning (or other faculty professional development unit) support the design and facilitation of this program?	
Who should be recruited/invited to participate? (Is this exclusively for adjunct faculty or do you intend to bring adjunct faculty and full-time faculty together in this program?)	
Which offices/programs will be represented as resources for adjunct faculty to learn about? (e.g., advising, financial aid, counseling, transfer, career)	
What are the key metrics to assess the impact of this program?	

## **Designing Cohort-based Professional Learning Programs**

What is the goal of this cohort-based activity?	
What is the ideal format for this program?  What topic(s) will the program focus on?  How frequently will it meet?  Who will facilitate the meetings?	
In what ways will the Center for Teaching & Learning (or other faculty professional development unit) support the design and facilitation of this program?	
Who should be recruited/invited to participate? (Is this exclusively for adjunct faculty or do you intend to bring adjunct faculty and full-time faculty together in this program?)	
What are the key metrics to assess the impact of this program?	

## Move beyond buy-in to recognize and reward adjunct faculty

As colleges learn more about the profile of their adjunct faculty and their needs, it is essential that we work to meet those wide-ranging needs through intentionally designed professional development and by reimagining practices and policies that enhance the experience of these faculty as members of the campus community.

Your efforts to improve recognition and reward systems can take different forms and should consider what can be realized within your unique institutional context. These two examples are quite different from one another but represent well-designed efforts by each college to meet adjunct faculty needs that surfaced through their needs analysis processes.

# College Example: Creating Space for Engagement, Doing Critical Work, and Community Building

The Community College of Baltimore County has worked to create new physical spaces on each of its campuses to address a shortage of workspace for adjunct faculty. CCBC calls these spaces Centers for Adjunct Faculty Engagement (CAFE). Each space has been renovated and includes workstations with computers and printers, copy machines, meeting space, and amenities like refrigerators, coffee makers, and microwaves. What is especially helpful about these spaces is that they are accessible to adjunct faculty even during evenings and weekends when they may not have access to their primary departmental offices. Adjunct faculty are using these spaces to connect with each other, to prep for classes and to grade student work. Likewise, the college's Center for Excellence in Teaching and Learning can meet adjunct faculty where they are, offering professional development programs in these spaces.

# College Example: Rethinking Policies and Practices to Create Opportunities for Growth and Advancement

Harper College has created a Tier II status for adjunct faculty. This new status was negotiated with the faculty union that represents adjunct faculty at the college, and it is designed to recognize and reward an enduring commitment to one's practice as a teacher and facilitator of student success. Adjunct faculty who have taught at the institution over a period of time may submit a portfolio documenting and reflecting on their engagement in ongoing professional development. This portfolio is paired with a teaching observation by a colleague and then these materials are reviewed by a committee of faculty and administrators. Adjunct faculty who are approved for Tier Il status earn a higher rate of pay per credit hour, increased seniority in course selection for successive terms, and a guaranteed interview when a full-time position becomes available in their department.



## **Designing Recognition and Reward Programs**

What is the goal of this recognition or reward initiative?		
What kind of change will you seek? (Is this a policy or practice change? A creation of a new/redesigned physical space?)		
In what ways will the Center for Teaching & Learning (or other faculty professional development unit) support the design and implementation of this initiative?		
Who should be recruited/invited to help create this change?	Stakeholder's name & institutional role	Key skills/perspective this person brings to the work
Who are the target beneficiaries of this program? (e.g., new adjunct faculty, adjunct faculty who have taught at the college for at least x credit hours, courses, years; adjunct faculty who have engaged in key student success initiatives)		
What are the key metrics to assess the impact of this program?		

## Communicate the value of this work to key stakeholders

One of the biggest obstacles to scaling and sustaining this work lies in the extent to which the core working group has been successful in communicating the value of this work to a wide range of college stakeholders and leaders. For example, we sometimes see this work can be very successful in engaging adjunct faculty more deeply in a small number of disciplinary areas or academic programs. But for this work to have a deep impact on student success at an institutional level it must scale across academic programs and it must have the support of key stakeholders, including the college's President, Chief Academic Officer, and trustees

This work will be successful over time to the extent that the funds needed to support it are part of the institution's operating budget. And in order for those resources to be committed in an enduring way even when finances are tight, there must be agreement across the institution that the work has value and must remain a priority. We encourage core teams early in their work to engage with the college's Communications and Marketing office. While it is not necessary that a member of this staff be part of the core team, ideally the core team will meet early in its work with a colleague from that office and then establish a recurring pattern where the team has ongoing opportunities to engage that colleague as the work continues to take hold. This individual can offer well-informed advice about how best to communicate the value of this work to key stakeholders across the institution, both internally and externally.

For example, we know from the change management literature that it is very helpful to establish early wins and that doing so will help to bring along colleagues who may not be as invested in this work early on. Colleagues in communications and marketing will be well informed about how to best communicate the value of this work in one way to faculty colleagues and perhaps in another



to the college Provost, President, and trustees. We encourage the core working group to create a report at the end of the first year of its work that will communicate to college decision-makers about the numbers of adjunct faculty who are engaged in this work and the number of students whose learning experiences are being positively impacted by these adjunct faculty. In conversations with the Provost and other academic leaders the core working group may want to consider how to advocate for additional funds that are needed to reach new groups of adjunct faculty in the coming years. Colleagues from institutional research may be helpful here in mapping out with data the numbers of additional unique students who could benefit if their adjunct faculty were actively engaged in these new programs and services.

#### Communication Strategy Template<sup>11</sup>

Limit your strategy description to one page that clearly demonstrates the links among components. The document will guide your decisions and shape explanations of your activities to team members and others who are invested in the success of your work to engage and support adjunct faculty. This template is intended to guide your strategy development.

Insert the overarching purpose or objective of your internal or external communication efforts here							
Communication goal	Target Audience(s)	Core message(s)	Medium(a)	Frequency of communication	Evaluation metric(s)	Key activities, Events, Products	Team lead

## Scaling and Sustaining this Work

The core team will be most successful at scaling and sustaining this work to the extent that the programs and services developed to support adjunct faculty have taken a variety of forms (e.g., one-off workshops and orientations; cohort-based experiences; mentoring programs; and resources available through online Learning Management Systems and college websites). Likewise, it is critical that the core team engages a diverse group of colleagues who have taken responsibility for leading and maintaining each of these programs, resources, and services. At times it may be best to begin a new adjunct faculty engagement initiative in a department, perhaps at the level of a single course. But it is critical that the successes and lessons learned

from these experiences are clearly communicated across the institution so that similar efforts can take shape in other departments and programs.

As hiring and retention numbers change over time, the working team and the institution's leaders may decide that it makes sense to focus investments in one or more of the programs and resources this group has developed. Over time it will be essential that adjunct faculty are able to access a wide range of supports so that they are prepared to continue to develop in their classroom practice and so that they remain well informed and able to support their students in myriad ways as the college continues to develop new supports for its students.

<sup>11</sup> Adapted from Achieving the Dream's *Holistic Student Supports Redesign Toolkit*, Communication Strategy Template: https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit

## Conclusion

Achieving the Dream's work to build institutional capacity in teaching and learning has grown significantly since the 2016 launch of the *Engaging Adjunct Faculty in the Student Success Movement* initiative. Thirty-eight colleges have done ground-breaking work in our *Open Educational Resources Degree* initiative<sup>12</sup> and we are now working with seven ATD Leader Colleges in a new initiative of the Every Learner Everywhere network entitled *Adaptive Courseware for Early Success*<sup>13</sup>. In each of these lines of work we see that full-time and adjunct faculty must be at the table helping to lead

change. Consistent with the four principles we presented in this Guide's Introduction, when colleges create the appropriate conditions for full-time and adjunct faculty to be meaningfully engaged in student success work, they thrive in these roles and their students benefit. Full-time and adjunct faculty have always been and will always be the first and most frequent point of ongoing contact with our students. Investments in full-time and adjunct faculty engagement and professional learning are ultimately investments in our students' success.

<sup>12</sup> https://www.achievingthedream.org/resources/initiatives/open-educational-resources-oer-degree-initiative

<sup>13</sup> https://www.achievingthedream.org/blog/17634/new-national-effort-aims-to-dramatically-increase-number-of-colleges-and-universities-implementing-adaptive-courseware-to-boost-retention-and-graduation-levels

<sup>14</sup> https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning





## Engaging Adjunct Faculty in the Student Success Movement: Faculty Survey Questions

Achieving the Dream's (ATD) planning and implementation project, *Engaging Adjunct Faculty in the Student Success Movement*, seeks to build institutional capacity to better integrate and engage adjunct faculty members in the student success agenda and to understand and address the opportunities and challenges faced by colleges engaging part-time faculty.

As part of the project, the Community College Research Center (CCRC) disseminated a faculty survey at the six participating project colleges in the fall of 2016 and in the spring of 2018 to collect information on part-time and full-time faculty experiences, access to resources and information, and overall job satisfaction. Several existing resources that informed the development of this survey are listed at the end of this document. This document provides excerpts of the survey that institutions may adapt to understand more about the experiences and needs of their own faculty.<sup>1</sup>

#### **Employment Information**

The first set of questions is designed to understand more about the employment status and teaching loads of faculty employed at community colleges.

- - d.Weekends
  - e. Asynchronous online course
  - f. I do not teach this term.

<sup>1</sup> This tool can be downloaded from the CCRC website: https://ccrc.tc.columbia.edu/publications/understanding-part-time-faculty-community-colleges.html

4. In the past academic year, have you taught developmental courses at this college?
a.Yes, I have ONLY taught developmental courses.
b. Yes, I have taught both developmental and college-level courses.
c. No, I have ONLY taught college-level courses.
5. In the past academic year, have you taught fully online courses at this college?
a. Yes, I have ONLY taught fully online courses.
b. Yes, I have taught both fully online courses and courses with a face-to-face component.
c. No, I have ONLY taught courses with a face-to-face component.
Questions 6–15 for Part-Time Faculty Only:
6. Do you consider teaching in higher education to be your primary career?
a.Yes
b. No
c. Not sure
7. Which of the following statements best describes your employment status?
a. In addition to my part-time position at this college, I currently have a full-time position elsewhere.
b. In addition to my part-time position at this college, I currently have one or more part-time position(s) elsewhere.
c. I am currently only employed at this college.
d. Other:
8. Are you retired from another job or career?
a.Yes
b. No
c. Not sure
9. If <b>Yes</b> , are you retired from a teaching, administrative, or staff position at this college?
a.Yes
b. No
10. Do you currently hold teaching positions at more than one college or university?
a.Yes
b. No
c. Not sure
11. If a full-time opening were available in your field or department at this college, would you apply for i
a.Yes
b. No
c. Not sure

12. Have you ever sought a full-time teaching position at any college or university? a.Yes b. No c. Not sure 13. If Yes, when was the most recent occasion you sought a full-time teaching position at a college or university? a. I currently hold a full-time teaching position at another college or university. b. I am currently seeking a position. c. Within the last year d. One to two years ago e.Three to five years ago f. More than five years ago g. Not sure 14. Overall, taking into account this part-time teaching position and any other positions you may hold at this time, are you satisfied with your current employment status? a. I am satisfied with being a part-time faculty member. b. I would prefer another employment arrangement (i.e., a full-time position, a different position or career, etc.). c. Not sure 15. My most recent hiring or contract renewal occurred: a. Less than one week before classes began b. One to two weeks before classes began c. Three to four weeks before classes began d. More than one month before classes began e. Not sure f. I have yet to receive my hiring or contract renewal for this term. Resources and Opportunities for Engagement The following questions seek to understand the resources and opportunities for faculty engagement in your academic department and the broader institution. 16. In what department or division do you teach? 17. For the current term, how far in advance did you receive your teaching assignments? a. Less than one week before classes began

b. One to two weeks before classes beganc.Three to four weeks before classes begand. More than one month before classes began

18. Please indicate the extent to which you are encouraged by others to attend meetings inside and outside of your academic department:					and		
	Encouraged to attend	Invited to attend	Allowed to attend		scouraged n attending	inform	provided nation on meetings
a. Departmental faculty meetings	0				0		
b. Meetings of commit- tees within my depart- ment		٥	ū				
<ul> <li>c. Meetings of committees and governance outside of my department</li> </ul>		٥	ū				
19. Please rate your level of ag	greement with	the followi	ng stateme	nts:			
		Strongly agree	Agree	Some- what agree	Some- what disagree	Disagree	Strongly disagree
a. I have strong profession ships with one or more my department.					٠	0	
b. I have access to data abformance, learning, and students I teach.	-						
<ul><li>c. I have had access to a m department whom I can to address my questions</li></ul>	consult with	٠	٥		٥	٥	٥
d. In my department, I am and supported to collaboration colleagues on improving learning.	orate with		ū	0	٠	0	
e. In my department, I am to systematically collect about the effectiveness ing and make changes as	information of my teach-	٥	0	٥	٠	0	۵
f. In my department, I am of to publicly present (e.g., ences or workshops) information about teaching or learning	at confer- formation	۵	٥	0	ū	ū	
g. The physical and materi provided to me by the c me to do my job effectiv	ollege allow	<u> </u>	0		٠	٥	
h. Full-Time Faculty Only: I have strong profession ships with one or more faculty members in my o	part-time		٥	٥			

- 20. To which of the following resources do you have reliable access on campus? (Check all that apply.)
  - a. Desk or workstation
  - b. Space to meet with students
  - c. Photocopier
  - d. Basic office and teaching supplies (e.g., stapler, whiteboard markers)
  - e. Printer
  - f. None of the above

#### Orientation, Training, and Professional Development

This section is designed to understand what training opportunities have been made available to you by this college.

21. Please indicate whether you agree that you have received training or professional development from this college in the following areas:

	Strongly agree	Agree	Some- what agree	Some- what disagree	Disagree	Strongly disagree
a.Title IX						
b.Addressing racial, cultural, and gender differences in the classroom					٥	
c. Emergency protocols and procedures (including active shooter)	٥		٥	٥	٥	٥
d. Use of instructional technology (e.g., course management software or supplemental teaching and learning resources)		٥				٥
e. Supporting students with learning disabilities				٥	٥	٥
f. Effective instructional practices for teaching in my discipline					٥	

22. The college has provided me with training or profession for course registration and program planning. (responsibilities at this college, mark "Not applied to the college to the colleg	(If student adv	vising is not a f	U	
a.Agree				
b. Somewhat agree				
c. Somewhat disagree				
d. Disagree				
e. Strongly disagree				
f. Not applicable				
23. When you were first hired as a faculty member available to you?	at this colleg	e, was a forma	l orientation s	session made
a.Yes b. No				
c. Not sure				
24. If <b>Yes</b> , did you attend this formal orientation for	or new faculty	?		
a.Yes b. No				
c. Not sure				
	,.	1 6		C • 1
25. How valuable to you personally would the followelopment at this college?	owing incenti	ives be for part	ticipating in p	orofessional
	Extremely valuable	Somewhat valuable	Marginally valuable	Not valuable at all
a. Stipend				
b. Released time from teaching		٠		
c. Certificate or credential with value for hir- ing or promotion within this institution		0		
d. Certificate or credential with value for hiring or promotion at any institution (e.g., postgraduate credits)	٥	0		٥
e. Other:				
				Ц
	- 4		1	
26. In what areas or on what topics would you like department or college?	_		_	om your
			<del> </del>	

#### **Student Services and Teaching Experiences**

The following questions intend to capture your familiarity with services available to students at this college as well as information about the courses you teach.

27. How would you rate your knowledge of the following student services at this college?

	Very knowledgeable	Somewhat knowledgeable	Not knowledgeable at all
a. Early alert or other procedures for identifying students in need of support (e.g., Starfish or a similar program)	ū	ū	۵
b.Academic advising and planning			
c. Career counseling and job placement services			
d.Academic supports (i.e., tutoring and skills labs)			
e. Counseling and other nonacademic supports			
f.Accessibility and accommodations			
g. Financial aid			
h. Student life and campus student organizations			
i. Library resources and services		ū	

j. Educational technology services and resources

- 28. During your last term teaching at this college (not the current term), how often did you make an early alert (e.g., Starfish or a similar program) referral? This is my first term teaching at this college.
  - a. Never
  - b. Once or twice
  - c. Three to five times
  - d. More than five times
  - e. Not sure

29. During your last term teaching at this college (not the current term), how often did you refer students to the following services?

	More than five times	Three to five times	Once or twice	Never	Not sure
a.Academic advising and planning					
b. Career counseling or job placement services					٥
c.Academic supports (i.e., tutoring and skills labs)	۵	٥	۵	٥	٥
d. Counseling or other nonacademic supports					٥
e.Accessibility and accommodations					
f. Financial aid					
g. Student life or campus student organizations	٥	٥	٥	٥	٥
h. Library resources and services					

- 30. To what extent do you have autonomy over the curricular and instructional design (i.e., texts, assignments, assessments, and teaching practices) in the courses you are teaching this term? (If you are teaching multiple courses with various degrees of autonomy, answer for the course you have taught most frequently.)
  - a. Complete autonomy over every aspect of course design
  - b. Significant autonomy over many aspects of course design
  - c. Limited autonomy over some aspects of course design
  - d. Little to no autonomy in course design
  - e. Not sure

31. How would you characterize your confidence as an instructor in doing the following?

	Very high confidence		Moderate confidence	Low confidence	Very low confidence	No confidence at all	Not sure
a. Making content in my course relevant to students		٥	٥	٥	0	0	
b.Adapting my teaching to engage students' interests				0			
c. Helping students appreciate the value of learning		0	0	٥	0	0	
d.Assessing student understanding or comprehension				0			
e. Improving the understanding of struggling students			0	0	0	0	
f. Developing stu- dents' higher-order thinking skills		٥	٥	٥	٥		

#### These questions ask for your overall satisfaction with your position at this college.

32. Overall, how satisfied are you with the following aspects of your position.

	Extremely satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	
a. Salary and benefits						
b.Teaching load						
c.Autonomy and independence		۵	٥	٥	٥	٥
d. Professional relationships with colleagues						
e. Job security						
f. Supervision and depart- mental leadership						
g. Prospects for career advancement				0		
h. Clerical/administrative support			٥		٥	
i. Part-Time Faculty Only: Availability of full-time faculty positions at this college			0	0	0	0

- 33. Overall, how satisfied are you with your position at this college?
  - a. Extremely satisfied
  - b. Moderately satisfied
  - c. Slightly satisfied
  - d. Slightly dissatisfied
  - e. Moderately dissatisfied
  - f. Extremely dissatisfied

34. Please share anything else related to your employment or professional life at t	his college.

#### **Background Information**

#### These final questions ask for some additional information about you.

35. Please enter your year of birth in the following format (YYYY):
36. What best describes your gender identity?
a. Male
b. Female
c. Other:
d. I prefer not to respond.
37. What is your racial or ethnic identification? (Check all that apply.)
a.American Indian or Alaska Native
b. Asian American
c. Black or African American
d. Hispanic or Latino/a
e. Native Hawaiian or Pacific Islander
f.White
g.African
h.Asian
i. Middle Eastern
j. Latin American
k. Other:
l. I prefer not to respond.
38. What is the highest degree you have earned?
a. Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
b. Doctoral degree (e.g., Ph.D., Ed.D.)
c. Master's degree
d. Bachelor's degree
e. Other:
39.At this college, do you teach in the subject area in which you earned your highest degree?
a.Yes
b. No
c. Not sure
40. Do you have a degree in the field of education or a teaching credential?
a.Yes, I have one or both.
b. No, I have neither.
c. Not sure

41. How many years have you taught at any level? Please include all years teaching at the preschool, elementary, middle school, high school, adult education, college, or graduate level. If this is your first year teaching, please enter "1."
42. How many years have you taught at any college/university, not including graduate teaching assistant positions? If this is your first year teaching at any college/university, please enter "1."
43. How many years have you taught at this college? If this is your first year teaching at this college, please enter "1."
44. In what year were you first hired at this college? (YYYY)

#### **Faculty Survey Resources**

- American Federation of Teachers, Higher Education (2010). *A national survey of part-time/adjunct faculty*. https://www.aft.org/sites/default/files/aa\_partimefaculty0310.pdf
- Center for Community College Student Engagement (2014). *Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.
- Coalition on the Academic Workforce (CAW) (2012). A portrait of part-time faculty members: A summary of findings on part-time faculty respondents to the coalition on the academic workforce survey of contingent faculty members and instructors. http://www.academicworkforce.org/CAW\_portrait\_2012.pdf
- The Delphi Project on the Changing Faculty and Student Success (2015). Departmental cultures and non-tenure-track faculty: A self-assessment tool for departments. https://pullias.usc.edu/delphi/resources/
- The Delphi Project on the Changing Faculty and Student Success (2012). Non-tenure-track faculty on our campus: A guide for campus task forces to better understand faculty working conditions and the necessity of change. https://pullias.usc.edu/delphi/resources/

The HERI Faculty Survey. https://heri.ucla.edu/heri-faculty-survey/

Cabrillo College's Adjunct Faculty Survey (2016). http://www.ccftcabrillo.org/site/wp-content/uploads/2016/05/2016-Report-on-Adjunct-Faculty-Survey-1.pdf



Since 2004, Achieving the Dream has helped hundreds of colleges and millions of students achieve their goals of success. Informed by research and more than 15 years of practice with institutions of varying demographics, sizes, and contexts, ATD has helped them:

- Enable institution-wide systems and culture change
- Envision the ideal student experience
- Prioritize the barriers to student success
- Share evidence-based strategies for change
- Anticipate necessary changes in college structures and processes
- Plan how to engage stakeholders in making the case for change
- Beta-test strategies for improvement
- Track implementation progress and impact of change initiatives







