
Action Project

Institution: San Juan College
Submitted: 2006-09-14 **Contact:** Ron Jernigan
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Timeline:

Planned project kickoff date: 04-01-2006

Target completion date: 07-30-2008

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Research and Report Best Practices in Adjunct Faculty Development Programs

B. Describe this Action Project's goal in 100 words or fewer:

The San Juan College President assigned Quality Student Learning Council (QSLC) the responsibility of researching national best practices in Adjunct Faculty Development Programs and reporting findings to the Vice President for Learning. The Vice President for Learning will submit the findings to the Executive Leadership Team for review, and if acceptable delegate the responsibility for phased implementation to the Associate Vice President for Learning. The overall goal is to improve student learning and retention by valuing people and providing appropriate support services.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

Nationally, Adjunct Faculty make up 67% of total faculty and instructional staff headcount, while in New Mexico, part-time faculty headcount is nearly 70% for a full-time equivalence of 46.9% (New Mexico Higher Education Department, 2005). During the 2006 Spring Semester at San Juan College, total faculty headcount was 260 (excluding full-time faculty overload) with 103 full-time faculty, or 28% and 260 part-time faculty, or 72% part-time. Further, in the 2004-05 academic year at San Juan College, full-time faculty taught 46% of the total number of classes while, part-time taught 54%; full-time faculty taught 44% of the total enrollment while part-time faculty taught 56%; and full-time faculty were responsible for generating 49% of the total student credit hours where part-time faculty were responsible for 51%. Considering the college's massive reliance on part-time faculty to deliver instructional services to our students, prudence guides our interest in creating effective and efficient recruitment processes, providing adequate physical space to work, store files, and meet with students, developing appropriate training and professional development opportunities, and improving systems for evaluation and feedback. Through improved recruitment processes and on-going professional development, an increase in student course completion, student retention, and adjunct faculty retention should prevail.

E. List the organizational areas - institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

Office of Learning, Learning Leadership Team, Schools, Adjunct Faculty and Faculty, Learning Academy, Human Resources, Office of Organizational Development

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

Recruitment of Adjunct Faculty, Adjunct Faculty Orientation/Professional Development, Evaluation of and Feedback on Instruction, Student Learning and Course Completers, Student Retention, Retention of Adjunct Faculty

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

*** Phase I will occur during the 2006-07 academic year and include: • Develop linkages between the full-time faculty Learning Academy and the Adjunct Faculty 1st-Year Orientation (Learning Academy Coordinator, Associate Vice President for Learning). • Develop a plan that differentiates orientation activities from on-going professional development activities (Associate Vice President for Learning, Senior Director for Organizational Development). • Propose Adjunct Faculty office, work, and storage space in Phase II of the Learning Commons Renovation (Vice President for Learning, Associate Vice President for Learning). • Begin developing an effective and efficient Adjunct Faculty Recruitment Program with Human Resources, Deans, and Department Chairs (Associate Vice President for Human Resources, Deans, Department Chairs, Associate Vice President for Learning). • Develop an Adjunct Faculty advisory committee to the Associate Vice President for Learning as a means to identify challenges and dialogue to reach potential solutions (Associate Vice President for Learning). • Research and report findings to the Vice President for Learning on online adjunct faculty resources for just-in-time training, mentoring programs, payment incentives for length of service or rank and promotion, and extended terms of appointment options (Quality Student Learning Council; or, Associate Vice President for Human Resources, Associate Vice President for Learning). *** Phase II will occur during 2007-08 academic year and includes: • Implement changes to the Adjunct Faculty 1st-Year Orientation considering a balance between face-to-face orientation activities and just-in-time training based on adjunct faculty input (Cohort Feedback, Adjunct Faculty Advisory Committee, Associate Vice President for Learning). • Graduate the initial 1st-Year Orientation Adjunct Faculty cohort from the program and into the on-going professional development phase (Senior Director of Organizational Development). • Continue planning for Adjunct Faculty office, work, and storage space. • Begin implementation of the Adjunct Faculty Recruitment Program (Human Resources, Department Chairs, Associate Vice President for Learning, and Deans). • Begin implementation phase of mentoring programs (Department Chairs, Deans, Associate Vice President for Learning) and salary incentives for either years of service or rank and promotion (Human Resources, Associate Vice President for Learning). • Begin implementation of online Adjunct Faculty information and resources page (Associate Vice President for Learning, Office of Technology Services). • Prepare proposal for providing a centralized adjunct faculty office with support services (administrative assistant).

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

• Identify benchmark targets throughout the year. • Track benchmark successes and end of year recommendations or project completion. • Continue to obtain feedback from adjunct faculty on the semester orientation. • Develop new feedback forms or include adjunct faculty in Noel-Levitz climate survey.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

• Adjunct faculty attendance improves during orientation. • Adjunct faculty retention improves (must begin collecting data for comparison). • Student course completer's increase in adjunct faculty instructed classes. • Student retention improves from semester to semester for students taught by adjunct faculty. • Adjunct Faculty climate survey scores improve. • Adjunct Faculty scores improve on Survey of Student Opinion of Instruction.

J. Other information (e.g., publicity, sponsor or champion, etc.):

The Associate Vice President for Learning will serve as the “champion” for increased Adjunct Faculty support services.

K. Project Leader and contact person:

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