

Action Project

Institution: San Juan College
Submitted: 2006-09-14 **Contact:** Laurie Gruel
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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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Annual Update: 2008-08-25

A. Describe the past year's accomplishments and the current status of this Action Project.

- Adjunct Faculty Advisory Committee: The Adjunct Faculty Advisory Committee (AFAC) began meeting in December 2007, and has since then met for two hours each month, including a six-hour retreat on Saturday, April 19, 2008. The mission of the San Juan College Adjunct Faculty Advisory Committee is to provide a voice for part-time faculty on issues related to their work environment, occupational support, professional development, and compensation, with the intent of maintaining a high level of instructional effectiveness.
- Adjunct Faculty Advisory Committee Handbook: The Adjunct Faculty Advisory Committee has created an Advisory Committee Handbook that describes the committee structure and other critical components (term and duration of membership, duties and responsibilities, etc.) of the committee in order to provide sustainability during the development of the comprehensive program.
- Learning Symposium: Two adjunct faculty Learning Symposia were held during the 2007-08 academic year, one during Fall and one during Spring Semesters. Each ½- day Learning Symposium included three concurrent sessions with four workshops offered during each session.
- Professional Development Activities: Dr. David Bramhall completed the third of a three-year Annabelle Friddle Distinguished Teaching Chair Award by offering two beginning seminars during the fall 2007 semester and a level three seminar based on the book, *A Courage to Teach*, during the spring 2008 semester. Dr. Bramhall's work and the research conducted by the Quality Student Learning Council on adjunct faculty professional development has created the foundation for the development of a comprehensive program serving San Juan College's part-time faculty.
- Adjunct Faculty Recruitment Processes: Human Resources sought out from the academic Deans and the Associate Vice President for Learning proven and new creative mechanisms for recruiting adjunct faculty. A component of the Adjunct Faculty Recruitment Process includes an adjunct faculty recruitment fair, which increased the number of adjunct faculty applications during the spring of 2008 when compared to spring of 2007.
- Adjunct Faculty Recruitment Tracking Processes: A process was developed during the 2007-08 academic

year where Human Resources collects all incoming adjunct faculty employment applications and forwards copies to Adjunct Faculty Services (AFS). Adjunct Faculty Services captures and records the information in a database for easy retrieval when academic schools seek additional adjunct faculty for new courses in the future. Current Status: Retired

Review (10-05-08):

San Juan College is to be commended for continuing to make solid progress in its final year of implementing this action project, which relates most closely to the AQIP categories Helping Students Learn and Valuing People but that also engages the categories Leading and Communicating, and Building Collaborative Relationships. During this project, the college has developed an impressive array of processes, policies, and learning opportunities and has enjoyed an increase in adjunct faculty applications. The development of new processes for documenting information about recruitment is also a significant achievement; as the college continues to refine these improvements, and as it continues to benefit from them, it will be important to develop relevant measures and assessment processes to understand the exact impact of these change with respect to the other areas related to this action project, for example adjunct faculty retention and adjunct faculty satisfaction.

B. Describe how the institution involved people in work on this Action Project.

- The Associate Vice President for Learning collaborated with the Learning Academy Coordinator and the Dean of Humanities to develop and pilot an Adjunct Faculty Learning Symposium for adjunct faculty during the spring 2007 semester.
- The Adjunct Faculty Learning Symposium work team sought out full-time faculty who were interested in providing one-hour instructional effectiveness workshops/seminars for adjunct faculty during the Saturday, February 10 event. The response from faculty was overwhelming when close to 30 seminar sessions were submitted for only 12 slots.
- The Associate Vice President for Learning requested nominations from each of the Deans to provide an adjunct faculty member from their respective school to serve on the Adjunct Faculty Advisory Committee.
- The Associate Vice President meets for two hours each month basis with the nine Adjunct Faculty Advisory Committee representatives and once each year for a six-hour retreat to continue to develop a comprehensive program of support for adjunct faculty.
- Adjunct Faculty Advisory Committee representatives receive and bring a variety of suggestions from other adjunct faculty for improving the work environment at San Juan College to the Advisory Committee meeting. Several items brought forth to the Adjunct Faculty Advisory Committee have resulted in changes to institutional practices (HHPC enrollment between semester breaks, Adjunct Faculty Tuition Waiver Vouchers).

Review (10-05-08):

The college has created processes for communication, collaboration, and learning involving adjunct faculty, full-time faculty, and administrators from across the college. The institution has ongoing opportunities to assess the effectiveness of these processes, to develop new processes in response to changing needs, and to continue to "feed back" into decision-making information and ideas these processes generate. Each of these opportunities can allow the college to continue to gain benefit from its work on this action project and can help it to strengthen its culture of continuous quality improvement.

C. Describe your planned next steps for this Action Project.

Adjunct Faculty Services Goals for 2008-09 were determined during the Adjunct Faculty Advisory Committee Retreat held on Saturday, April 19, 2008. These goals include: (1)

benchmarking with other institutions in the development of an adjunct faculty rank and promotion system that includes a review and evaluation of salaries and benefits; (2) development and implementation of an institution-wide mentoring program to support adjunct faculty; (3) the implementation of a two-semester orientation and enculturation program for adjunct faculty; (4) and a restructuring of the “large-group” orientation to more effectively and efficiently disseminate information to adjunct faculty.

Review (10-05-08):

As this action project is retired, the college has in place a solid process that allows the Adjunct Faculty Advisory Committee to set new goals. This is a significant achievement that will allow the institution to continue to improve the recruitment, retention, and professional development of adjunct faculty.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

- Adjunct Faculty Advisory Committee: The creation of an Adjunct Faculty Advisory Committee has proven to be invaluable as the institution continues to develop a comprehensive adjunct faculty support system. The committee members provide a voice for part-time faculty on issues related to their work environment, occupational support, professional development, and compensation, with the intent of maintaining a high level of instructional effectiveness.
- Adjunct Faculty Learning Symposia: The implementation of the Learning Symposium appears to have all the components of an effective practice based on attendance and feedback from the past three offerings. The ½-day professional development opportunity offers four workshops during each of the three concurrent sessions, making the workshops brief, yet content rich. The Learning Symposia will be continued each semester as an integral part of a comprehensive adjunct faculty support system at San Juan College.
- Adjunct Faculty Recruitment Tracking Processes: Although SJC is only one year into the implementation of an Adjunct Faculty Recruitment Tracking process, where Adjunct Faculty Services collects, records, and documents all incoming adjunct faculty employment applications through a database that is shared with each of the academic schools, it appears as if the newly initiated practice has the potential to provide necessary support desired by hiring managers within each school.

Review (10-05-08):

The processes for communication, collaboration, and planning that the college have implemented as part of this action project have already borne significant fruit, and the institution is well-positioned to develop additional effective practices as it uses and improves those processes in the years to come. The college should be congratulated for carrying out an extremely successful action project!

E. What challenges, if any, are you still facing in regards to this Action Project?

With the elimination of the Office of Organizational Development during the 2007-08 academic year, one challenge is to determine how adjunct faculty professional development aligns with other departments that offer professional development opportunities, such as the Center for Teaching Excellence, the Technology Trainer, the Associate Vice President for Human Resources, and the Learning Academy Coordinator. The Associate Vice President for Learning will work with each of the stakeholders to resolve the challenges associated with these changes.

Review (10-05-08):

This is a significant challenge, but San Juan College's prior achievements in this action project demonstrate that it has the institutional capacity and effective communication and planning

processes rationally to align its various professional development programs. The continued support of campus leadership will be vital as this improvement is planned and implemented.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

Not necessary.

Review (10-05-08):