



SESSION V: Selecting the 'Invisible' Faculty Members—Tips for hiring and managing adjunct professors

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Lecturer Success Strategic Initiatives



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College of Humanities and Social Sciences
California State University, Fullerton

Background Considerations

- **CSUF: Master's Comprehensive—36,000 students**
H&SS: 20+ Departments/Programs/Chairs/DPC's
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9000 FTES/Semester, ~1325 non-supervision sections/semester
- **Hire ~325 lecturers/semester, from pool of ~400**
>> ~225 T/TT faculty, of whom ~190 teach each semester
- **Unionized campus, w/ strong lecturer activity and participation**
>> Six years of 1SEM/1AY contracts, then 3AY contracts
- **Personnel files managed by Dean's Office**



Development of Strategic Plan for Lecturer Success



- Respond to campus initiatives, primarily regarding repeat rates, graduation rates, etc.
- Build on immediate past success of CBA compliance, Contract delivery, and earlier course assignments
- Goal: *Improve the teaching outcomes of lecturers in the college by improving hiring and retention practices, and increasing professional development opportunities for lecturers*
 - *Increased expectations*
 - *Increased rewards for high performance*
 - *Increased negative consequences for low performance*

Snapshot of Teaching Duties

(Average past four semesters)

- **Total Enrollment: 45,000**
 - T/TT: 17,500 (39%)
 - Lecturers: 27,500 (61%)
- **Average Number of Sections per faculty (excludes Supervision)**
 - T/TT: 2.80
 - Lecturers: 2.45
- **Average Class Size (excludes Supervision)**
 - T/TT: 30
 - Lecturers: 35
- **Percentage of enrollment from GE courses: 62% (College)**
 - T/TT: 55%
 - Lecturers: 75%



Key component: Reduce lecturer headcount by 20%



>> 10% through evaluation process, 10% through attrition

- Would result in improved teaching performance and greater financial benefits to lecturers
 - ✓ *10% reduction: reduces headcount to 290 and increases courses per lecturer from 2.45 to 2.72*
 - ✓ *20% reduction: reduces headcount to 260 and increase courses per lecturer to 3.04*
- Added benefits: less paperwork, less evaluations, more long term contracts, overall improvement in efficiency

Strategic Plan's Five Objectives:



1. Professional Development Support
2. Improve efficacy of evaluations
3. Comply with University Regulations
4. Establish useful measures for evaluating performance
5. Improve Applicant Pool

Profession Development Support

- **In-Service Training Day**
 - Friday prior to beginning of each semester
 - Breakout groups led by lecturers
- **Professional Development Stipends**
 - \$25,000 pool for lecturers beginning new 3AY contracts
 - Awards ranged from \$125–\$650, with most around \$500
- **Proposed future Initiatives:**
 - Lead faculty for GE categories, working in conjunction with college assessment committee
 - Peer support groups on specialized topics (e.g, New lecturers, keeping up your research, teaching quantitative methods, writing intensive courses, etc)



Improve efficacy of evaluations

Comply with University Regulations

- Each department determines its own PT lecturer evaluation standards . . .
>> Result is chaos
- New UPS on Lecturer Evaluation and Range Elevation
 - Introduced new categories for evaluation:
Outstanding; Commendable; Satisfactory; Needs Improvement; Unsatisfactory
 - Replaced “Scholarship” with “Currency in the Field”



Strategies for improving evaluations:



- Comprehensive list of all faculty to be evaluated—sent out early for corrections
- New, common signature form—generated by Dean’s Office
- Improved “standard” evaluation form
- Annual meeting with DPC chairs and Dept Chairs re: best practices
- Published Timetable and Summary Review chart
- Educated and involved department staff
- Future Possible Initiatives:
 - Standardized “At a glance” summary of performance
 - Requirements for faculty receiving “Needs Improvement” evaluations

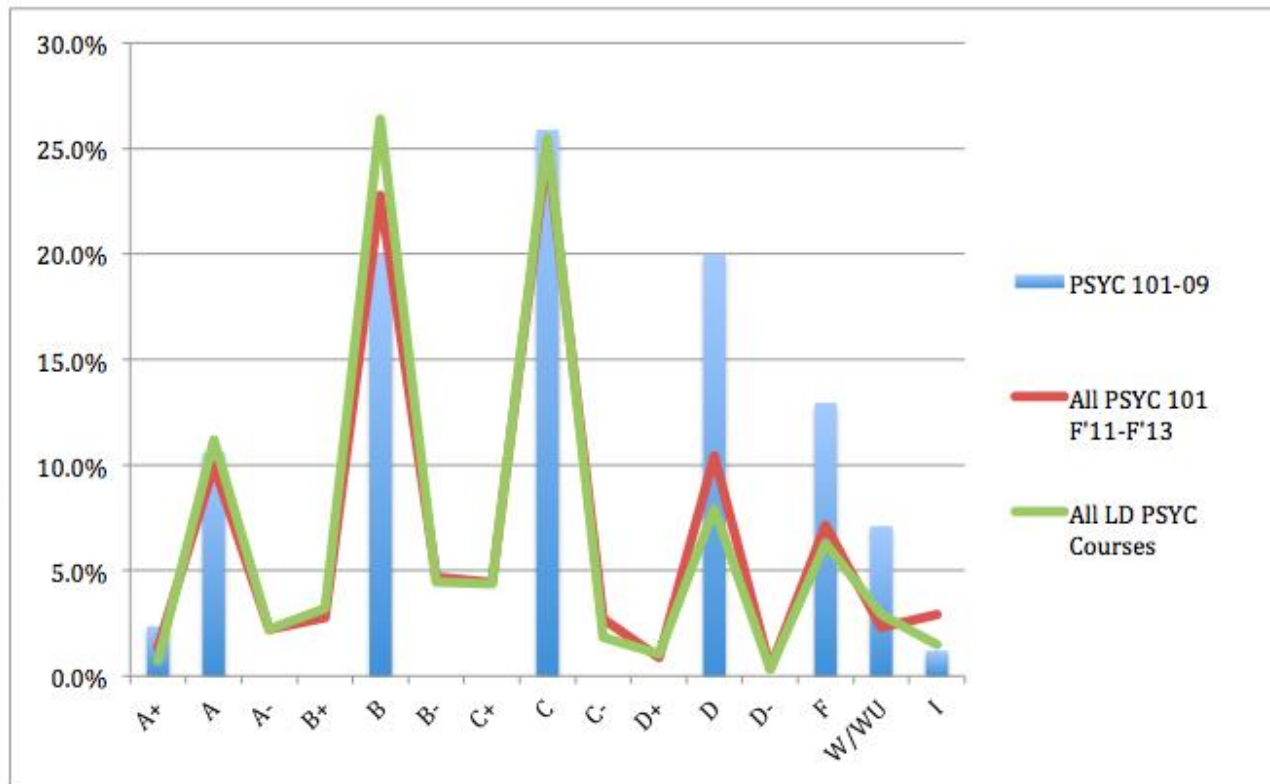
Establish useful measures for evaluating performance

- **Revise and pilot *grade distribution report***
>>Designed by recently tenured social science faculty

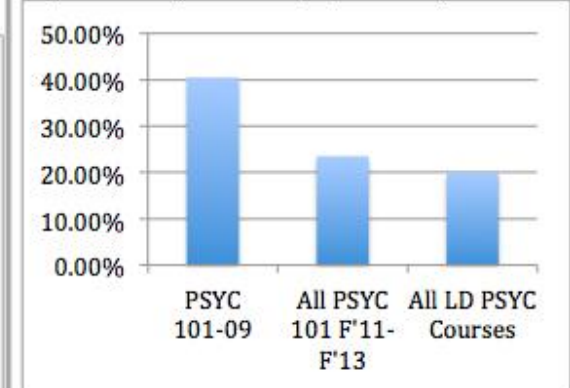
Grade Breakdown/Percentage

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	CR	NC	W	WU	AU	I	RP	RD
2	9	0	0	17	0	0	22	0	0	17	0	11	0	0	4	2	0	1	0	0
2.4%	10.6%	0.0%	0.0%	20.0%	0.0%	0.0%	25.9%	0.0%	0.0%	20.0%	0.0%	12.9%	0.0%	0.0%	4.7%	2.4%	0.0%	1.2%	0.0%	0.0%

Comparable Grade Distributions

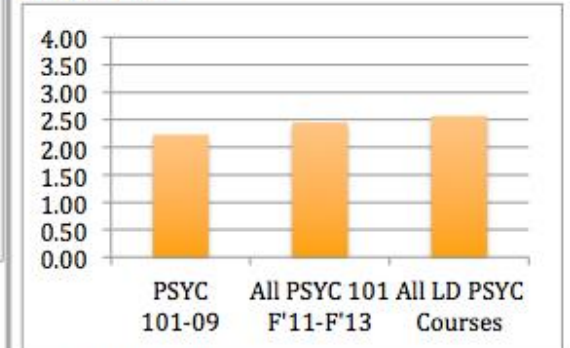


Repeat Rate (C- or less, W, and WU)



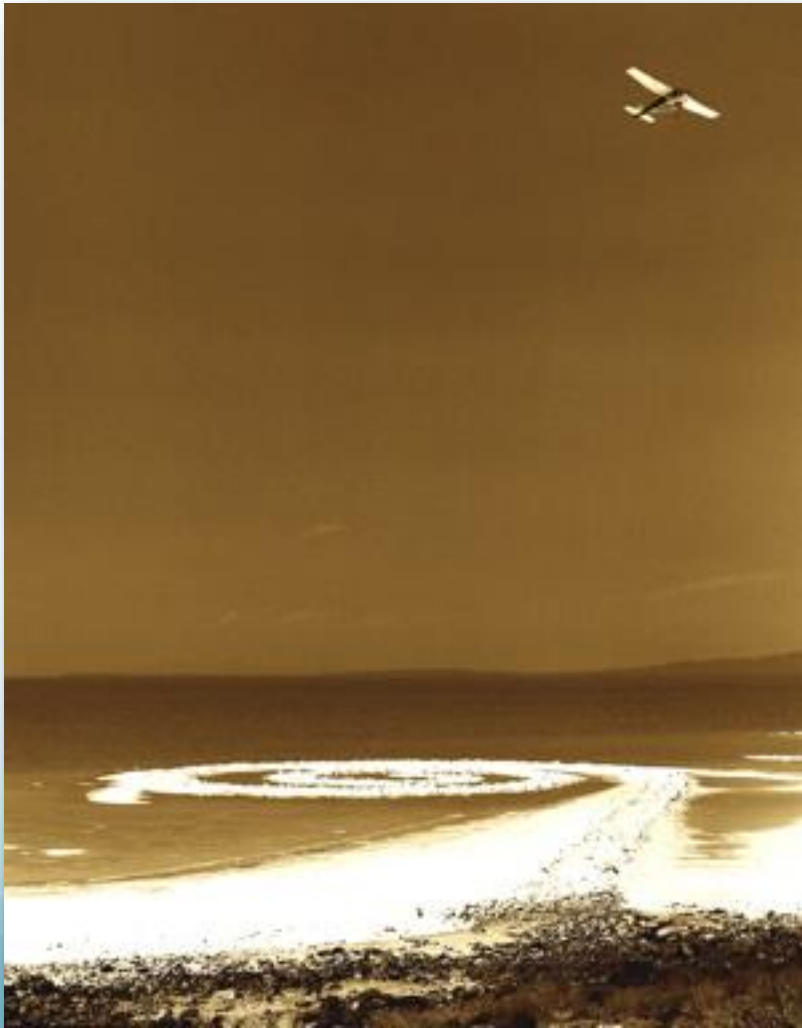
Percentile Rank: 91st
 The repeat rate for this class is **MUCH HIGHER** than comparable courses.

Course GPA



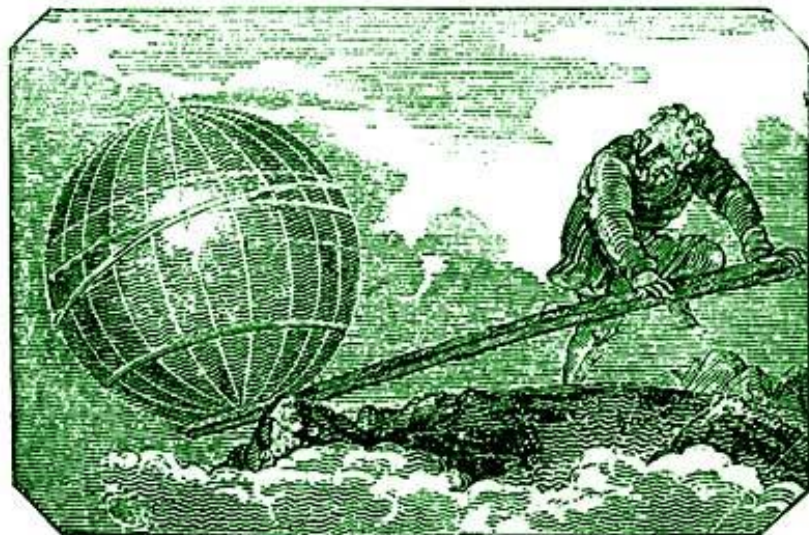
Percentile Rank: 10th
 The GPA for this course is **MUCH LOWER** than comparable courses.

Improve Applicant Pool



- **Mostly familiar steps:**
improved advertising, active recruitment, etc
- **Some unexpected lessons:**
 - Department Staff were a weak link
 - Steps to insure EEO compliance are very difficult to implement
 - E-applications were a disaster
...

Final Thoughts . . .



- *How did we get into this mess?!*
- Total Cost: <\$50,000/year to fully implement
[By comparison, the college strategic budget allocated \$200K toward supplemental travel for T/TT faculty.]
- Need to sell this to the T/TT faculty . . . who have all the power
- More resources at USC's Delphi Project:
www.thechangingfaculty.org

Happy to share more . . .
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Selecting the 'Invisible' Faculty Members: Tips for Hiring and Managing Adjunct Professors

Jonathan Millen, Associate Dean
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Lawrenceville Campus

- 4,050 undergraduates, 900 graduates
- Academic Divisions
 - College of Business Administration
 - College of Continuing Studies
 - School of Fine and Performing Arts
 - College of Liberal Arts, Education and Sciences

Princeton Campus

- 350 Undergraduates, 100 graduates
- Westminster Choir College



Undergraduate Admission Profile

Demographics

- 29% from Outside NJ; 41 States from Maine to Hawaii
- 77 Countries
- 900 Freshmen; 250 Transfers

Freshman Averages

- 3.32 cumulative grade-point average
- SAT: 1600 (1070 Critical Reading + Math)
- ACT: 23

Transfer Average

- 3.00 cumulative grade-point average



Framing the Adjunct Question:

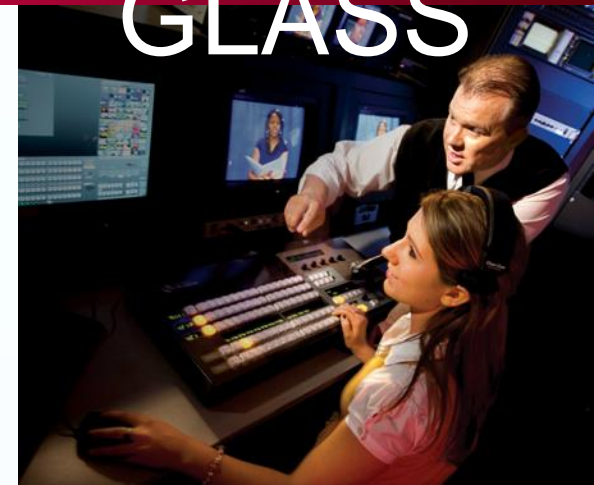
- Student Centeredness
- Rights, Obligations, and Complexities



Student Centeredness

- Admissions messaging
- Assessing the Course Load
- Availability to students

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Rights, Obligations, & Complexities

- Know your hiring procedures
- Know your evaluation procedures
- Know the workload assignment process
- Know what adjuncts need to know



- Seniority vs. De facto tenure
- Preferred Status: 12 courses over 6 years
- Priority Status: 4 hours/year for 3 years
Application needed



- Semester limit of 6 credits
- Recent issues
 - 4-credit courses
 - Independent work
 - Emergency replacements



- Promotion: Eligible for all ranks
 - 4 semesters instructor → Assistant
 - 6 semesters → Associate
 - 6 semesters → Professor
- Requires complete dossier
- Follows university P&T process



Help adjuncts to:

- Know where courses fit (core, major, minor)
- Know the catalog
- Know the prior syllabi
- Know the prerequisites
- Know if course is a prerequisite
- Know who is required to take the course
- Know if the course is cross-listed
- Know who else is likely to take the course
- Know the resources (e.g., CMS)

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