



The Forum

Sharing Information on Teaching and Learning

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A New Millennium: New Faces and Services in the Maricopa Center for Learning and Instruction (MCLI)

MARYBETH MASON, MCLI

Last spring, when Bertha Landrum was the acting Vice Chancellor for Academic Affairs and Student Development, she asked me to serve as the Interim Director of the Maricopa Center for Learning and Instruction (MCLI) for one year. After twenty-eight years of teaching English, I was not anxious to try to fill the shoes of Dr. Naomi Story, the founding director of the MCLI, who has brought the Center and the Maricopa District such respect and attention from institutions throughout the country. With a little coaxing, I soon became excited about having the opportunity to bring a faculty voice to the Center at such an important moment in time—the beginning of a new millennium, led by a new Chancellor, Dr. Fred Gaskin, and a new Vice Chancellor for Academic Affairs and Student Development, Dr. Anna Solley. Before leaving, Interim Vice Chancellor Landrum reorganized the MCLI to include many new services in an effort to create a “one-stop-shop” for faculty needs, including Honors, Fine Arts, Maricopa CARES, Lodestar and Vibrant Arts Grants, and SyRIS (the Systemic Reform in Science program sponsored by NSF.) The Center would continue to support the campus Faculty Developers; Ocotillo and instructional technology; Dialogue Days; the Maricopa Institute for Learning (MIL); instructional design, evaluation and assessment; and the publications, *Forum*, *Labyrinth*, and *Assidere*. In July, when she became Vice Chancellor, Dr. Anna Solley moved Professional Growth under the MCLI umbrella as well.

With all of this reorganization has come the opportunity for many faculty to contribute to creating and meeting the goals of the Center. The MCLI staff and faculty coordinators include:

- Marybeth Mason, Interim Director
- Alan Levine, Instructional Technologist

- Maria Harper-Marinick, Instructional Designer
- Holly McKinzie Beene, Faculty-in-Residence
- Jeff Pommerville, SyRIS NSF Grant Program Director
- Bob Galloway, Fine Arts Development Program Director
- Betsy Hertzler, Honors Faculty Chair
- Doug Sawyer, Ocotillo Faculty Chair
- Rose Pfefferbaum, Maricopa CARES Program Director
- Ned Miner, Faculty Development Chair

Together the staff and faculty coordinators have identified the following goals for the Center in an effort to foster student success and provide support for teaching and learning throughout Maricopa:

- To provide educational opportunities in effective teaching and learning practices for faculty professional development
- To expand support for adjunct faculty professional development
- To enhance faculty professional growth
- To support innovation in teaching and learning
- To increase leadership opportunities for faculty
- To provide opportunities for collegial interaction
- To promote the use of technology to enhance teaching and learning
- To provide support for faculty recruitment
- To use MCLI staff and resources effectively and efficiently
- To increase awareness throughout the District of expanded services and resources available in the MCLI
- To provide quality services, programs, and resources to all who are served by MCLI

We hope that you will continue to participate and support the professional development opportunities that the MCLI offers throughout the year. Your feedback is always welcome.



Maricopa Center
for Learning
and Instruction
(MCLI)

Spotlight on Adjunct Faculty

MARYBETH MASON, MCLI

Each semester approximately 4400 adjunct faculty join together with approximately 1100 residential faculty to teach over 100,000 students in the Maricopa Community College District. In an effort to be more inclusive and responsive to adjunct faculty needs, the MCLI has made expanding support of their professional development a major goal this year. Therefore, this issue of the *Forum/Labyrinth/Assidere* salutes Maricopa's adjunct faculty as a reminder to all of us of the importance of their role and of their faculty development needs. I encourage you to read these articles and listen to the common themes that emerge in the writing. As you read, you will hear many voices and perspectives, all reminding us that we can always do more to help our adjunct faculty to be better oriented, integrated, and included at every level of the educational process.

A Conversation with Dr. Anna Solley

MARIA HARPER-MARINICK, MCLI

MHM: As you have been settling into your new role as Vice-Chancellor, you've advocated the importance of professional growth opportunities for all faculty, residential and adjunct.

AS: Yes, I believe that all Maricopa faculty, regardless of rank, have the same responsibility to create an environment conducive to learning for our students. Our students should not be aware if their instructors are teaching full time or part time. The quality of instruction should not be dependent on employment status.

Many adjunct faculty come to Maricopa with vast experience and knowledge in their fields; however, this may be their first teaching experience and they may not know much about teaching approaches and methodologies. We need to make sure they have access to a menu of professional development opportunities.

MHM: What Maricopa initiatives would you include in that menu?

AS: I support professional development for all faculty via:

- Faculty Dialogue Days, which are a great avenue for collegial interaction, as faculty from the Maricopa colleges and from a variety of disciplines come together to share ideas and best practices.
- Learning Grants, which provide an opportunity for adjunct and residential faculty to explore ideas, experiment, and integrate innovations.
- Workshops, seminars, conferences on a variety of teaching methods and uses of technology.
- Peer mentor programs that provide opportunity for interdisciplinary collaborations and reflections about college culture.

MHM: What role do you see the MCLI playing?

AS: The MCLI should serve as support and resource network for all faculty. Again, it is important for all faculty to be served, residential and adjunct.

MHM: Have you observed national trends in higher education that will specifically affect adjunct faculty? If so, do those trends have different implications for residential faculty?

AS: One trend regarding adjunct faculty seems to be the importance of promoting and supporting induction into the college culture. Adjunct faculty need to feel part of the institution and need to be engaged in college life so they become connected with the rest of the institution. They need to be encouraged to participate in professional development opportunities, orientations, curriculum development activities, assessment processes, academic planning, department meetings and other college-wide efforts. They also need access to technology and the Internet, to office and meeting space, and other resources.

Another trend is the recognition that adjunct play an important role in the education and lives of our students, as do residential faculty. It has been said that students remember faculty more than they remember anything else about their college experience. That is why we have to ensure that regardless of who is doing the teaching, it reflects effective practices and results in enhanced student learning.

To that end, we need to provide meaningful and effective faculty development programs to all faculty that go beyond the single, isolated event. Our faculty development plans should consistently offer diverse activities over a period of time for a variety of purposes, from orientation to the college to teaching and learning methodologies to integration of emerging technologies into the curriculum.



Stranger Things Have Happened

MARK DAVID MILLIRON, PRESIDENT AND CEO
LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

Five years ago, John and Suanne Roueche and I published a national study exploring the key issues surrounding adjunct faculty in the community college. *Strangers in Their Own Land: Part-Time Faculty in the American Community College* sounded the call for a more systemic and inclusive approach to the use of adjunct faculty. We urged community college leaders to explore and adopt best practice models in recruiting, selecting, orienting, developing, evaluating, and culturally integrating these key instructors, and to end the benign neglect of such a powerful and pervasive cohort of teachers.

In the five years since *Strangers*, there have been some encouraging applications of the strategies outlined. Still, the key challenges we detailed are *far* too common on most community college campuses. Many campuses still have an almost uncensored arrogance that emerges in discussions about adjunct faculty—which is particularly distasteful in this self-proclaimed bastion of egalitarian values called the community college movement.

Still, John, Suanne, and I are no less convinced that the core strategies we outlined five years ago can and should be applied today—particularly encouraged by the good work of dedicated folks like those at the Maricopa Community Colleges. I've been privileged to be a part of your efforts at defining the challenges and designing solutions, and have seen good progress. And, as you continue your important efforts to help better utilize adjunct faculty, you will likely wrestle with the two notable *happenings* that are particularly interesting to those of us who watch the issues of adjunct faculty.

First, the most powerful trend impacting every element of the community college these days is technology. Cindy Miles and I explore these issues in our newest book, *Taking a Big Picture Look at Technology, Learning, and the Community College*. What is clear from our work in this area is that for adjuncts, the

massive implementation of technology systems has caused some significant problems, but has also helped address some notable concerns. Because of technology, connecting with adjunct faculty is easier. With e-mail and the Web, adjunct faculty can hold asynchronous office hours and access information and services via the college Web site. However, technology has also increased the need for orientation and development in technology tools—not to mention, added a new criteria to the selection of quality adjunct faculty: skill with and access to information technology.

The second *happening* involves the explosion of technology and the emergence of online colleges and educational services that have led to increased options for adjunct faculty. Adjuncts now have the opportunity to work for University of Phoenix, U.S. Open University, Western Governors University, or other online institutions from their homes. Often these opportunities pay more and provide additional training that makes instructors more marketable. Also, e-services companies like SMARTHINKING.com will pay adjunct faculty \$15 to \$20 an hour for online tutoring support in major discipline areas. These options give adjuncts choices to supplement (or sometimes replace) their work with community colleges. This is not even considering the hot job market, which makes finding available adjunct faculty increasingly difficult.

As these *Stranger* things continue to happen, we are again challenged to improve our use of adjunct faculty. Now, however, competition and need for their services are increasing. Their “close to market” contacts in a “just in time” program expertise make them even more valued educational partners. I hope those exploring these issues consider these happenings and wake up to what might happen if we don't do a better job in our work with adjuncts – these *Strangers* might find another land altogether!



Professional Development for Adjuncts-- It's not an oxymoron!

WARREN MOSBY, MCC, PRESIDENT, ADJUNCT FACULTY ASSOCIATION

Adjunct faculty are a numerous and varied bunch. Recently, when the Adjunct Faculty Association asked the district personnel office for a mailing list of adjunct faculty, we received 4,454 names and addresses in return. That's a lot, especially if compared with about 1,100 full-time faculty.

According to current budget figures, the number of adjuncts equates to 1,521 Full Time Equivalents (FTE's) and the number of residential faculty equates to 1,151 FTE's. This means that adjuncts represent 57% of the FTE's, so we probably teach at least half of the classes. Most of us have full-time jobs. Many of us teach the night shift. Some of us, myself included, have never set foot in a College of Education and have taken only one education course, the famous EDU 250.

So, when MCLI asked me to write something about the faculty development needs of adjunct faculty, I had to ask how much space I could have. **We need faculty development programs**; especially for people like me.

We need to learn the education lingo. When I first heard someone talk about collaborative learning, I was not sure what it meant. Fortunately, the first teacher who observed my class and berated me for not using that instructional technique was then kind enough to explain it to me. But when I first heard about service learning, I thought we were going to emphasize courses for the service industry. I know that there are even a few residential faculty who do not know what service learning means. I know this because I asked them.

We also need to learn about the various instructional techniques and learning methods. I may not be using the proper terminology because I am still learning what I do not know about this business. What I am trying to say is that **we need help to become better teachers!**

It will be a challenge to provide this help. As I mentioned, many of us teach the night shift. During the day, we have full-time jobs. This means that we may need to schedule short courses and seminars on Saturday or run them on Monday and Tuesday nights or Wednesday and Thursday nights because most of us teach MW or TTh.

Perhaps, MCCD could offer some sort of condensed "teacher certification" program that would include a series of courses and seminars that might help us understand the theory and how to implement it in practice. Our current Chancellor, Dr. Fred Gaskin, is famous for developing a "grow your own" policy at Cerritos College. This program seeks to put more trained teachers in the public school system, especially minority teachers. Why not have a similar program for training MCCD adjuncts?

We should have incentives as well. MCCD might offer more pay to adjuncts who successfully complete the program. There are community colleges in the U.S. that do this. For example, Mid-South Community College in West Memphis, AK, awards a 6% pay increase to those adjuncts who have completed 35 hours of faculty development classes on subjects such as adult learning modes, diverse learning styles, and

alternative delivery methods. Charles County Community College in La Plata, MD, has a three-tiered process for faculty development that pays adjuncts an additional 5-10% for completing each tier. These adjuncts are also recognized at an employee awards banquet.

This summer I updated a survey of adjunct pay and benefits at 162 community colleges around the U.S. I found that fully 89 community colleges, or 55%, have a salary scale for adjuncts based on qualifications such as longevity, educational level and, in some cases, self-improvement by participating in faculty development activities.

As a start, MCCD might provide a faculty development program for adjuncts. Perhaps, the various departments at the colleges could be persuaded to allow adjuncts who participate in such programs priority in class assignments. Ultimately, MCCD should consider instituting an adjunct pay-scale which would provide an incentive for all adjuncts to improve their teaching skills. That would be a win-win-win situation for MCCD, our adjuncts, and our students.

If you have any questions or comments about this article, please email me at wamosby@email.msn.com



Adjunct Faculty Collegial Support Partnership Program (AF-CSPP) at Paradise Valley Community College

MARILYN CRISTIANO, PVCC

The Adjunct Faculty Collegial Support Partnership Program (AF-CSPP), first implemented in the fall semester of 1998, is designed to encourage open communication among college personnel in order to foster student success more effectively through collegial support. The general goal of the program is the successful integration of newly-hired adjunct faculty members into the college community.

In the semester-long program, newly-hired adjunct faculty are invited to partner with a veteran residential faculty member who teaches the same courses or within the same discipline or division as does the newly-hired adjunct faculty member. Participation is voluntary. The veteran faculty member serves as a “go to” or contact person should their adjunct faculty partner have questions or concerns. The partners are accountable to meet with each other for a minimum of three times during the semester to engage in professionally related activities based upon the needs of the adjunct faculty partner. Adjunct faculty partners are encouraged to select activities from five major categories as follows:

1. Discuss course management strategies, teaching-for-learning strategies, and counseling strategies with special emphasis on meeting the needs of at-risk students.
2. Observe each other teaching and discuss the experience.
3. Review and discuss the mission, philosophies and norms, learning resources, student services, computer services, professional growth, personnel services/benefits, political realities, governance and management practices, and policies and procedures of the college and of the district. Seek answers from the appropriate campus or district department or contact person(s) to questions that may arise.
4. Meet with college personnel to gain a better understanding of the contributions of the various roles and responsibilities of these personnel to the mission of the college.
5. Attend a formal session of a campus, district, or state committee, meeting, forum, or training session to gain a better understanding of governance and management structures, current educational methodologies, and timely teaching for learning issues at the campus, district, and state levels.

The AF-CSPP enables newly-hired adjunct faculty to have a supportive colleague they can call when they have questions or concerns since many new faculty are reluctant to discuss issues that

arise with the person who hired them. Moreover, the program is based upon a partnership model rather than a traditional mentor model. Both partners’ professional growth is enhanced through their association with one another.

A residential faculty member assigned, by the Dean of Instruction, is awarded three-credit hours of reassigned time or a three-credit hour extended contract per semester to coordinate the program. Veteran partners are awarded a .5 credit extended contract (fifteen educational development hours) for their participation. The AF-CSPP Manual includes information on the goals of the program, the coordinator’s responsibilities, procedures and criteria for pairing the partners, accountability requirements of the partners, and suggested activities for partner meetings.

A program evaluation is conducted at the end of each semester of implementation and recommendations are made for changes in the program based upon the results of the evaluation.

The program has been evaluated highly by program participants. In response to the question “Should we continue to offer the AF-CSPP for newly hired adjunct faculty members at PVCC? Why? Why not?,” partners enthusiastically supported the continuation of the program. A newly-hired adjunct partner wrote: “Yes!—It provided the opportunity to learn about the history and mission of the college, the students it serves, and, equally important, it made me feel like I was a part of the PVCC team. Quite motivating and certainly distinguished PVCC from the former colleges I was associated with.”

Another newly hired adjunct partner wrote: “Yes. The AF-CSPP allows newly hired adjunct faculty to benefit from the knowledge, wisdom, and practicality of veteran residential faculty.” A veteran partner observed: “Yes. The program creates a helpful link to the college community for the adjunct who may feel isolated in the classroom.” Another veteran partner noted: “Yes, in that it provides new faculty a contact person to share problems with (student issues, instructional methods), someone to ask regarding procedures and support services, someone to go to/call on. The new faculty this way is not so alone—there is a back-up/security net. (Wish I had had someone to go to when I was new).”

As a result of the program, newly hired adjunct faculty are supported, feel more a part of the campus, and are oriented to the college at a minimal cost of human and fiscal resources with students being the ultimate beneficiaries.



Rio Salado College Model for Adjunct Faculty Development

LAURA HELMINSKI - COM / RDG FACULTY CHAIR, FACULTY DEVELOPMENT COORDINATOR

Our model for Adjunct Faculty Development is based on the philosophy that, given clear expectations and ongoing support, adjunct faculty provide full-time excellence in teaching and learning. Therefore, we work with Rio Salado College adjunct faculty on many levels. We really appreciate all that they do for the college and our students since they *are* our instructors.

The framework for our model includes components of Rio's culture as these relate to adjunct faculty and effective teaching and learning: hiring, training, ongoing communication, and ongoing support. Each of these components focuses on up-to-date college-level information, discipline-specific and course-specific information, and program or delivery information, so there is a great deal of year-round activity.

Hiring

- Faculty Chairs work with Faculty Services for interviews, orientation, and teaching assignments.

Training

- Clear expectations and established / sample syllabi are shared.
- We have formal and informal training and workshop opportunities, many of which are on-going since we are not tied to traditional semester start dates. Orientations are necessary and are presented by the FaST Team (Faculty Support Team) and by the Faculty Chairs. Orientation topics include Getting to Know Rio, Rio Departments, Using voice Mail, Course Materials and Forms, etc.
- Mentoring adjunct faculty is important, and is done by the Faculty Chairs and by Discipline Mentors, who are experienced adjunct faculty.

We distribute two videos to faculty: Keys to Instruction and Distance Learning Instruction. The videos and accompanying manuals are intended for new adjunct faculty and for faculty who are interested in increasing their effectiveness in the classroom or as distance learning instructors.

- We have professional development workshops every semester. Topics this semester focus on "Effective Writing Assignments," "Activated Learning," "Teaching Diversity—Teaching Inclusiveness," "Using Electronic Resources to Enhance Teaching and Learning," "Classroom Assessment Techniques," and "Effective PowerPoint Presentations."

- Faculty Chairs prepare and distribute discipline and course materials to adjunct faculty that include syllabi, lessons, assignments, resources, discipline policies and guidelines, and college policies. These materials are available in binders or on-line.

Ongoing Communication

- We have three All Faculty Meetings a year where we have keynote speakers, workshops, assessment dialogues, and discipline or department dialogues. Several hundred adjunct faculty participate in these meetings.
- Faculty Chairs have ongoing communication with our adjunct faculty during the semester regarding how to handle student complaints, evaluations, curriculum, etc. Real-time meetings, e-mail sessions, and teleconference sessions occur frequently.
- Adjunct Faculty are asked to become involved in course development, assessment work, selection of textbooks, etc. Focus group sessions this year will concentrate on student assessment and learning. Adjunct faculty choose which opportunities to participate in and may be paid stipends for specific work.
- Discipline specific workshops and meetings focus on current issues and other instructional topics.

Ongoing Support

- Support of adjunct faculty is college wide. In addition to the Faculty Chairs, other departments that work directly with adjunct faculty include Faculty Hiring, the Faculty Support Team (FaST), Course Support, Site Supervisors, and Couriers. We work very hard to have the college *Pride Factors* be characteristics of our on-going support for our adjunct faculty: quality, convenience, timeliness, accuracy, and innovation.



Devil's in the Details: Creating a Meaningful Adjunct Faculty Development Program

NAOMI O. STORY, DIRECTOR, MCC CENTER FOR TEACHING AND LEARNING
AND JONELLE MOORE, ENGLISH FACULTY, MCC

Converging adjunct faculty development activities into an overall model for faculty professional development has been a serious challenge for those of us at Mesa Community College's Center for Teaching and Learning. More important, the structures and strategies by which we identify and interconnect meaningful learning opportunities for our faculty—new and seasoned—housed and supported within our center has not been a simple or small task. Like the union of audio, video, and data communications into a single source, received on a single device, and delivered by a single connection, convergence is the result of difficult journeys. Creating a comprehensive model for professional faculty development has required attention and rethinking of the context, the content, environment, and motivation specifically for the adjunct faculty learning experience.

Like Mesa Community College (MCC), most colleges earnestly try to provide support, resources, and professional development opportunities to adjunct faculty. However, these are often unintentionally minimal or episodic. Assuming that adjunct faculty needs are similar to those of residential faculty, we risk development opportunities that can be too shortsighted or unrealistic. Late last spring, we (our Dean of Instruction, Director of the Center for Teaching and Learning, and Faculty Developer) decided to take the time to design, develop, and implement a comprehensive and more meaningful learning program for adjunct faculty.

Mesa Community College depends on over 800 adjunct faculty to provide and to ensure quality instruction and success in student learning. Adjunct faculty instructors tend to teach the majority of our entry-level courses. Several teach on-line courses. MCC also has adjuncts at other sites, including the new Red Mountain campus and Motorola University.

Mesa Community College is often challenged in how we can provide learning experiences for adjunct faculty because of our size and numerous locations, real and virtual. In addition, with competing or conflicting departmental priorities and personal or professional limitations, MCC's adjunct faculty are not readily available during the regular school day or have time constraints. We knew that we had to define and implement professional learning opportunities that would be more effective, worthwhile, and meaningful to adjuncts based on **their** needs and work conditions.

Over the summer, we spent time researching and investigating other models for adjunct faculty development programs. Many

models focused on activities and events. We also hired Maria Harper-Marinick to interview our associate deans, department chairs, residential faculty, and adjunct faculty instructors on potential conditions, elements, and factors for meaningful learning for adjuncts. The data were helpful in surfacing a clearer picture of what were critical for adjunct faculty. Some of the findings included:

- Connection to the institution and being part of the college are important, especially in terms of student success and learning outcomes.
- Communication is a critical issue.
- Adjuncts often want to participate and share in professional development activities.
- Incentives and rewards are valued differently among adjuncts.

With Maria facilitating, we then spent time analyzing the data to sketch a model for adjuncts that includes stages of faculty learning very similar to our residential faculty. Adjunct interests converged with our over-arching professional model in areas of specific interest such as teaching and learning innovations and advancements in the disciplines. For example, shared interests included exploration, experimentation, development, and sharing of new ideas and insights for their disciplines or fields and instructional or assessment methods and techniques. Yet, divergence occurred in the details of conditions for learning and defining their professional roles as adjuncts. For example, several adjuncts wanted to participate more actively in college initiatives or to be mentors to each other. Not all wanted or expected monetary compensation for participation in professional development activities; other incentives were valued such as recognition and inclusion in college life.

Based on our research and analysis, we have designed and are piloting a new, and we hope better, professional development program for MCC's diverse adjunct faculty this fall and spring semesters. Critical elements of the program will focus on choices of learning context and outcomes, activities, and times; different opportunities to share their expertise and knowledge with each other; and creating long-term commitment to professional development. We are also committed to connecting and communicating more effectively with adjunct faculty by making sure they are an integral part of the MCC community of faculty.

Much like our students and residential faculty, MCC's adjuncts want to be actively engaged in their learning and helping shape their learning experiences. We see this as a dynamic and broad-based program and partnership.





Building a Web of Inclusion

DIANA ABEL, GCC

I have a confession . . . after crossing the bridge from an adjunct faculty member to a residential faculty member, I realized this past year that I had violated one of my own principles. Upon accepting a full-time position at GCC, I had vowed to work steadfastly to be inclusive with adjunct faculty members within my department—and to encourage more members in the early childhood profession to enter the world of part-time teaching. Attending the National Institute for Leadership Development this year helped me to remember a belief that I hold dear—working to ensure that all members within an organization have access to information and resources. I renewed my personal goal to actively work to make my department’s adjunct faculty a part of “the loop.”

Like many of you, I spent several years as a member of that cadre of instructors known as adjunct faculty—teaching nights, weekends, and occasionally giving up my lunch hour to drive into central Phoenix to teach a day section. Do you remember those years? Do you remember feeling invisible, coming on and off campus without knowing many people outside the department for whom you taught? I do! Did you ever wonder what the President of the college looked like, what the organizational structure looked like, what the mission of the college was? What about the adjunct faculty who taught at several sister colleges? I taught at three separate colleges and I remember what was “culturally” acceptable on one campus was the “the kiss of death” on another campus.

I also remember a feeling of respect and value. Feeling that I mattered. Feeling that my input and expertise were valued and respected. As an adjunct, my department (Child and Family Studies) made me a part of the “team.” I was given a voice and I was given opportunities to grow professionally. Did you, as an adjunct, have these feelings or opportunities? If you felt your adjunct experience was one of inclusion, do you practice the “web of inclusion” today? If you don’t remember these feelings, would you have benefited, as an adjunct, by feeling respected and valued by the residential faculty? Would you have been more effective in the classroom if you felt included as a contributing professional?

Sally Helgesen, the author of *The Web of Inclusion*, makes a bold leap forward to present a revolutionary approach to organizational structures for the twenty-first century. Helgesen advocates that webs of inclusion

are organizational structures that are ever-evolving and rely upon issues of creativity and relationships. Building webs of inclusion means “that ideas come from all employees, not just from the top down; that what individuals do in the workplace depends on their talents, not on their titles . . .” (12).

Adding to Helgesen’s belief that “people simply cannot *think* creatively and well if they do not feel valued, if they do not feel a sense of ownership of their work,” residential faculty members cannot afford to ignore or dismiss the value that our adjuncts add to the worth of our individual and collective institutions. We cannot reserve the concepts of *creativity, value, and a sense of ownership* as property of residential faculty only. As we move forward into this new century we must keep Helgesen’s admonition in the forefront: “The old organizational architecture, with its implicit presumptions of an underlying hierarchical order, its emphasis on rank, boundary, and division, has outlived its usefulness as the metaphor by which we relate individuals to the institutions that employ their labor and shape their lives” (29).

We must move steadily towards an organization that leaves no one behind . . . whether they are residential or adjunct. We must provide access and engage in constant dialogue. As residential faculty, we must build webs of inclusion that recognize that work done at the periphery (i.e., nights and weekends) matters. We must, as residential faculty, feel secure in our own position and work collectively to develop an inclusive organizational culture that embraces adjunct faculty. We must remember that the attitude of the slogan, “Unless you’re the lead horse, the view never changes” is a demoralizing vision that “wastes talents and resources, breeds frustration and cynicism, and fosters an atmosphere of us-against-them” (40-42).

I’ve been an “us” and I’ve been a “them” . . . I much prefer to be a “we.” How ‘bout you?

In the spirit of “we,” visit the GCC Engineering & Technology adjunct web site “In The Loop” at:
www.gc.maricopa.edu/tech-adjunct.

Reference

Helgesen, Sally. *The Web of Inclusion*. New York: Doubleday. 1995.



Assidēre

Sharing Information on Assessment

Adjunct Faculty Involvement in Student Outcomes Assessment

DSAAC COMMITTEE

All across the Maricopa district, adjunct faculty are involved in Student Learning Outcomes Assessment. Each campus has its own Assessment Plan and although the plans are diverse, each college integrates adjunct faculty into assessment in many beneficial ways. The following is an alphabetical list of colleges, with a short description of some of the methods used to include adjunct faculty in the process of student assessment.

Chandler-Gilbert

Adjunct faculty are invited, encouraged, and paid to attend all faculty development events including CGCC's annual Faculty Forum on Assessment. Faculty guidelines, memos, and flyers are distributed to all faculty and contain information regarding assessment. Every syllabus is required to include a statement of the campus assessment plan. New adjuncts are particularly encouraged to attend training sessions on classroom research, collaborative learning, syllabus preparation, active learning and alternate assessment techniques. Adjunct faculty members are encouraged to participate in their division meetings when interpreting assessment results, discussing implications, and recommending changes in curriculum, course content, or utilization of resources to improve student learning.

Several divisions offer specialized training:

English

- two-day summer assessment workshops on rubric grading of essays;
- participation in the revision of evaluation rubrics and instructional goal setting;
- all ENG faculty receive a copy of the annual ENG assessment review.

Math

- adjuncts are invited and paid to attend four days of workshops prior to the beginning of each semester on

classroom research, teaching tips, collaborative techniques, use of technology, rubric assessments of common finals, and active learning strategies;

- adjuncts have the opportunity to contribute to the review of the common final exams and to assist in textbook selections.

Aviation

- adjuncts attend briefings and training in all FAA requirements for the written and practical assessments;
- adjuncts participate in the collection of material for student portfolios (folders), which include all mid-term and final assessments, as well as the results of all practicals.

Counseling

- all faculty participate in the competency survey, results, and recommendations for adjustments in teaching focus and teaching styles;
- adjuncts are encouraged to utilize their expertise in designing lessons.

Cross-curricular

- adjuncts may choose to participate in the goal setting project to assess student's personal development and satisfaction.

Estrella Mountain

The voices and participation of adjunct faculty members are an important part of our assessment efforts at EMCC. We have an adjunct faculty representative who attends our monthly Student Academic Assessment Committee meetings and is responsible for keeping adjunct faculty members aware of assessment issues, so that their input can be gathered, voiced, considered, and acted upon. We also hold Abilities Implementation workshops, to which adjunct faculty members are invited and for which they are compensated. These workshops are opportunities for sharing ways to implement the abilities

continued...

assidere: to sit by (ad=near to; sedere=to sit)

in the classroom. Additionally, we have a section of ExSAACTly!, EMCC's assessment newsletter, that is dedicated to adjunct faculty members.

Gateway

Gateway is actively involving adjuncts in their assessment efforts. At the institutional level, the college has offered a paid in-service on a Saturday morning on the critical thinking outcome. This event was well attended by members of each division. During the Adjunct faculty In-Service at the start of each semester, GateWay presents workshops on assessment methods. At the division level, orientations include assessment updates. In addition, Chairs ensure that adjuncts are participating in program level assessment as appropriate. Gateway provides communications, resources, and opportunities for adjunct faculty to facilitate the process of improved teaching and learning.

Glendale

Most of the efforts to inform Adjunct faculty come through department initiatives at GCC. For example, the English Department sponsors an assessment day attended by all English faculty, regardless of teaching classification. They have developed a rubric for grading which directly influences faculty awareness of assessment and indirectly affects student learning by improving teaching and instruction. The Communication/Foreign Languages Department holds teacher orientation nights before each semester to discuss assessment and the departmental attempt to gain some consistency between instructors and courses. In the Applied Science Department, adjunct and residential faculty use common assessment tools, with training occurring in discipline groups. Other departments sponsor similar assessment activities.

In terms of the macro-assessment of student outcomes, all graduating students have an equal opportunity to be a part of the random sample. This includes residential and adjunct faculty's students. The College-Wide Academic Achievement Committee communicates with all faculty regarding the importance of assessment and encourages them to personally invite graduating students to participate in the assessment process.

To further GCC's efforts toward college-wide awareness of assessment, during the first week of accountability in January 2001 we will have an all-faculty meeting in which the results of the campus-wide assessment will be presented along with a discussion of department and program level assessment activities.

Mesa

Adjuncts at MCC are sent communications through direct mail about the student outcomes efforts each spring. This mailing includes a flyer to acquaint or reacquaint them with the project and its goals, along with a letter explaining the procedure for notifying and excusing students who wish to participate. We also attend the adjunct faculty orientation session each fall to inform them about the project and invite their participation. We have adjunct faculty on the outcomes committee, although there is no remuneration for their participation. We use the department chairs to communicate and to keep adjunct faculty "in the loop." We send flyers to the departments and visit the Chair Association at least once a year to invite their participation and to disseminate outcomes information to all faculty. The Chairs are a valuable resource in spreading the word about MCC's assessment program.

Paradise Valley

At, PVCC, adjunct faculty are involved in assessment at the department/division level. Several departments hold an assessment meeting at the beginning of each semester. Faculty discuss the outcomes and measuring tools for the semester as well as results from the previous semester's assessment. Adjuncts are encouraged to meet with residential faculty at the discipline and course levels.

One division holds holistic grading workshops in the fall semester. Adjuncts are encouraged to attend. At these workshops, instructors learn to assess composition papers and reach agreement as to common criteria in the evaluation process. These workshops have been very successful.

In the institutional assessment plan for General Education, we collect material for student portfolios.

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assidere: to sit by (ad=near to; sedere=to sit)

The material is collected from all instructors, including adjuncts, for the chosen students. The material is scored using a holistic rubric. Notification is given to all instructors of the outcomes and the means of collection.

Phoenix

At PC, departments are encouraged to include assessment discussions in regularly scheduled training sessions with their adjunct faculty. Each department has an assessment liaison who may be called on to assist the Chair in these discussions and training sessions. Adjunct faculty are also invited to campus training sessions in the various outcome areas where measures are identified and implemented.

Rio Salado

Rio Salado College's Plan for Assessment and Improvement of Student Learning was shared in draft form with adjunct faculty for their input before the final version was written and shared with NCA.

At the program level, adjuncts are included in several ways:

- implementation of the assessment tool in real time courses;
- participation as “expert graders” for the writing, speaking and listening and humanities competencies;
- participation in discussions of the outcomes and improvement strategies in Adjunct faculty Assessment Dialogues at the All Faculty Meetings;
- participation in Professional Development Workshops on the Writing Competency.

At the Department or Discipline levels, adjuncts are included in the following ways:

- participation in design and implementation of assessment tools integrated into assignments and exams;
- participation in the college strategic priority on the Writing Competency by sharing expectations and the writing rubric with students;
- participation in analysis of data discussion and improvement strategies in department meetings.

Scottsdale

The year-end assessment reports submitted each May do not differentiate between Residential Faculty Policies (RFP) and adjunct faculty. All faculty are kept informed of Outcomes Assessment activities through their department chairs and through The Watercooler, the assessment publication of Scottsdale Community College. Adjunct faculty are directly involved in some department-level assessment efforts, while other departments only do formal assessment in RFP-staffed course sections.

South Mountain

At SMCC, Outcomes Assessment is always discussed during the Adjunct Faculty Orientation. Typically, residential faculty present workshops which review the plan and indicate the importance of adjunct participation. Adjunct faculty participate in the Outcomes Assessment Lunch during Assessment Week each January by giving presentations. This luncheon provides a setting for faculty to present the use of outcomes data to improve instruction. Each year a significant number of adjuncts do presentations. Adjuncts also participate in discipline meetings to plan and discuss outcomes assessment. Over half of all adjuncts are actively engaged in the Outcomes Assessment Plan. All faculty participate in the formative evaluation each semester.





the Labyrinth

Sharing Information on Learning Technologies

Fall 2000
Vol. 9 Issue 1

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Confessions of a recovering adjunct faculty member or, how I learned to stop worrying and love technology

GREG PRATT, MCC

The Maricopa County Community College District reflects a nationwide trend in confronting two realities: reliance upon adjunct faculty to deliver instruction and the potential that instructional technology offers to improve learning. As a former adjunct faculty member at MCCD (1984-1997) and an advocate of building learning communities through the use of appropriate instructional technology, I believe that these twin ideas are both interrelated and essential to understanding how to better serve our students. Further, analyzing these two ideas leads to a fundamental question that will shape our learning community through the 21st century.

As a veteran adjunct faculty member, I share with those fellow faculty the feelings of marginalization, isolation, and frustration. Adjunct faculty are, whether we like to admit it or not, marginalized in our profession. They receive little recognition, low pay, frequent criticism, and some condemnation—when we think of them at all. This marginalization in turn leads to the isolation inherent in the adjunct teaching role. Just as many of our students are commuting learners who drive to campus to learn and leave, so too are some of our adjunct faculty who drive to campus to teach and leave. Who can blame them? They have full time jobs, families, and demands upon their time and they are, by definition, adjunct.

Now, having worked as an adjunct for some 13 years, I can attest that the above picture is incomplete. I serve on committees with dedicated adjunct faculty, I work on distance education issues with talented and committed adjunct faculty, and I have had the opportunity to share ideas about teaching with experienced and creative adjunct faculty. Having said this, we must wonder at our profession which has created a two-tiered structure of instruction. I wondered about this as an adjunct for over a decade and I wonder about it now as a very fortunate full-time faculty member in MCCD.

Part of that wondering or musing involves instructional technology. Many of our adjunct faculty come to MCC from the private sector where the use of technology is not considered noteworthy. To paraphrase Mark Milliron, what is the big deal about a toaster—it makes toast. What is the big deal about technology—it makes communication, collaboration, instruction, and management. So, our adjunct faculty come to our learning community often skilled in the use of the very technology we find so daunting. They are innovative in their application of this technology to instruction and bring a rich background of work experience to the classroom. So, what? What does this all mean?

To our students, I believe it means a great deal. Fifty to seventy percent of their instruction will come from adjunct faculty. In fact, the trend seems to indicate that more, not less, instruction will be delivered via adjunct faculty. As a learning community, how should we react? Posing the question in that way frames both the history of adjunct faculty and the future of adjunct instruction. We, as a community could have been proactive rather than

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waiting to be reactive. However, time has passed. Can we now bring our fellow faculty into the fold, break down the walls, and defuse the frustration? My training as an economist provides a rather pessimistic answer—we cannot. If workers are motivated by incentives and the market system of wages is the most powerful system of incentives, then we are doomed. The promise of technology to improve productivity, enhance learning, and bring together a community dedicated to learning—adjunct and full-time faculty, part-time and full-time students, administrators and community—will not be unfulfilled. We cannot expect adjunct faculty to continue to subsidize our vocation.

skilled labor that has impacted a number of labor markets around the world. As these shortages deepen, experienced adjunct faculty who have incorporated instructional technology into their delivery both on the web and through other distance media will find themselves not at the margin but at the center of our evolving vocation. The cybercommunity of learning that has embraced adjunct faculty will become increasingly important and the isolation experienced by adjunct faculty may well be replaced by a sense of belonging to a larger community. If markets do work, these adjunct faculty will find themselves in great demand.

The reply to this view is that education is a vocation, a calling, not a market of labor. Educators are drawn to teaching. However, this reply is not satisfactory. Granted, our adjunct faculty, by and large, are called to this vocation and they are blessed with technology skills and work experience that can benefit our students. They do this heroically, often at great financial sacrifice. Why they do this is not the relevant question. The real question is, why do we allow this to continue?

Will this scenario favorably impact the future lives of all adjunct faculty? Of course not. Those adjuncts who continue to employ the more traditional tools of our vocation may continue to find themselves relegated to second-tier status. However, adjunct faculty who embrace the promise of a technologically enhanced learning experience, may find themselves at the center of a stimulating, dynamic, evolving market and perhaps finally in a position to move from the margin to the center, from isolation to incorporation, and from frustration to contentment. While I believe this possibility is one that may become increasingly available to our adjunct colleagues, it still begs the question posed earlier—why do we allow the *status quo* to continue?

How will the twenty-first century, a time of rapidly evolving technology, changing markets, and shifting expectations impact our vocation? Talented adjunct faculty might creatively deliver their instruction via distance. This rapidly growing segment of higher education will soon experience the same shortage of

Did you know that Adjunct Faculty Professional Growth funding is available to certified adjunct faculty who are employed at one or more Maricopa colleges?

PAT HONZAY, DIST

Adjunct faculty are eligible to receive up to \$500 per academic year for “professional development activities designed to increase knowledge and skills that will enhance teaching and learning.” According to Pat Honzay, Acting Director of Employee & Organizational Development, most requests are for workshop/conference/seminar funding, although other types of activities might also fit the criteria. (Adjunct Faculty Professional Growth funds will not pay for membership fees, educational fees, tours, or admission costs.)

Adjunct faculty at all ten colleges received funds in 1999-2000. Of the \$58,000 available, 153 applicants were funded an average of \$363, and 29 applicants were denied due to lack of funds. All campuses are represented in last year’s summary of activities and distribution of the funds corresponds with college size in terms of the number of adjunct faculty each college employs.

Like other Maricopa Professional Growth programs, activities must enhance the applicant’s *professional* growth, as opposed to *personal* growth. \$64,000 is available for Adjunct Faculty Professional Growth in 2000-2001, on a funds-available basis to all applications that fit the criteria. For more information or to request an application form, contact Kathy Whitney (480-731-8281) or download an application at <http://www.dist.maricopa.edu/afa/profgrow.html> where you can also identify your campus representative.



Closing the Digital Divide For Our Adjunct Faculty

ROGER YOHE
EMCC

The single most important resource of any college is the people—the faculty, students, and staff. The Maricopa Community Colleges are mirroring a national trend where approximately sixty percent of our courses are taught by adjunct faculty. In a time when information technologies are no longer a luxury or novelty, but rather a critical component in higher education, new ways of supporting a major portion of our teaching force need to be examined.

Too many adjunct faculty no longer feel a strong connection between their narrowly defined roles and the fundamental educational purposes of our colleges. To achieve the full potential of new uses of information technology, the dysfunctional separation of people, functions, and purposes within a single institution must end. They must be brought together and their energy focused on teaching and learning.

Unfortunately, our colleges are fragmented across professional/functional categories and across hierarchical boundaries. We need to build better communication, coordination, collaboration, and connections with our adjunct faculty and establish more functional “learning communities.” We need to re-think the use of our existing technology to strengthen and extend communications with our faculty, regardless of rank.

Our colleges need to support adjunct faculty members in what must become permanently continuing efforts to improve teaching and learning with newly available tools and methods. As technology tools become more sophisticated, adjunct faculty need access to tools and compensation for their time to learn and integrate learning tools into their courses.

An excellent example of a permanent, continuing effort by Washtenaw Community College in Michigan is their “Adjunct Faculty Commons” (<http://www.wccnet.org/dept/eels/fac/ptfac.htm>). This facility and staff not only provide access to equipment and working spaces, but also learning opportunities and development support for adjunct faculty.

Access to adjunct professional growth funds alone will not be sufficient in the future as technology becomes more sophisticated. Training funds must be made available at the department/division level to meet specific learning needs of adjunct faculty.

In addition, we need to discontinue the use of the extrinsic motivation strategy of expecting our adjunct faculty to participate in professional development activities with the hope that they may be more attractive candidates for residential positions. These expectations are unfair at best as they discriminate against the adjunct faculty who do not desire full-time employment by our colleges.

As we strive to support adjunct faculty in using technology to support their teaching, attempt to answer these questions:

1. Does your college freely distribute Microsoft software to your adjunct faculty as is allowed in our Microsoft Campus Agreement?
2. Can an adjunct faculty member check out a laptop computer to use off campus?
3. How easy is it to send an e-mail message to an adjunct faculty member in your department?
4. How easy is it to send an e-mail message to an adjunct faculty member in another department?

Our investments in new hardware and software will be misplaced if new ways of supporting sixty percent of our teaching force aren’t addressed. We must be committed to decreasing the already-growing technology gap within our teaching ranks before we seriously consider addressing the greater digital divide that exists in the communities we serve.



Learning Grants 2000-2001



Approved Grant Proposals

13 of 43 proposals received as of 11/21/00;
remaining proposals pending approval

Story Telling Workshop

Lyn Dutson, MCC

Bringing History into the New Century

Pam Petty, CGCC
Larry Miller, CGCC
Jim Austin, CGCC
Nancy Short, CGCC

FLASH Tutorial Web Sites for Calculus

Thomas Foley, GCC

Understanding Our Connections to Water in the Southwest

Kim Chuppa-Cornell, CGCC

Wellness Education Week

Linda Crider, GCC

Rule Time: Salute to Learning or Cal Clulus: In Pursuit of Learning

Scott Adamson, CGCC
Trey Cox, CGCC

MCCD Earth Science Image Archive.com

Stan Celestian, GCC

Innovative Developmental Writing Program at CGCC

Diane Clark, CGCC
Alice Conkright, CGCC
Kim Chuppa-Cornell, CGCC
Eva Faletta, CGCC
Ralph Sandoval, CGCC
Larry Miller, CGCC

Improving Multimedia Integration in the Humanities Classroom

Craig Jacobsen, CGCC
David Munoz, CGCC

Hope Canyon Presentation

Jay Mitchell, MCC

Recruiting and Planning for the New Education Program at the Williams Campus

Brenda Larson, CGCC

Human Physiology Technology Instruction

Jean Revie, SMCC
Lara Collins, SMCC

Migration of MTR270 and MTR103 from NovaNef to BlackBoard

Charlene Almendarez, GWCC

Next Learning Grant Cycle FY 2001-2002

Funds not available until July 1, 2001

Cycle Opens

Monday, April 16, 2001

Cycle Closes

Thursday, November 15, 2001

For more information, contact:

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Naomi StoryMCC..... (480) 461-7024

Judy BoschultPC..... (602) 285-7346

David GerkinPVCC (602) 787-7183

Ned MinerPVCC (602) 787-6724

Michaëlle Shadburne...PVCC (602) 787-6778

Laura Helminski.....RSC (480) 517-8267

Clara FendleySCC (480) 423-6454

Lara CollinsSMCC (602) 243-8054





Upcoming Events

All-Faculty Convocation 2001

Maricopa at the Crossroads: 80 Years of Commitment to Teaching and Learning

January 12, 2001

Phoenix College

8:30 a.m. to 1:00 p.m.

You may register online at:

<http://www.mcli.dist.maricopa.edu/fsd/c2001>

Dialogue Days

RSVP for all of the following Dialogue Days to Tina Emmons, MCLI, (480) 731-8300.

Business: E-Commerce

February 16, 2001

Estrella Mountain Community College

Center for Teaching and Learning

8:30 a.m. to 1:30 p.m.

Developing Intercultural Competence

February 23, 2001

South Mountain Community College

Room A100

8:30 a.m. to 4:00 p.m.

Teaching and Learning in the Digital Age: Something for Everyone

March 2, 2001

Chandler-Gilbert Community College

Room TBA

11:30 a.m. to 4:30 p.m.

Maricopa CARES: Lifelong Learning and Senior Showcase

April 20, 2001

Location/Room/Time TBA

For more information contact:

Rose Pfefferbaum, PC, (602) 285-7587

Honors Forum Lecture Series

The following lectures will all take place in the Phoenix College Bullpitt Auditorium from 7:30 p.m. to 9:00 p.m.

Dr. Donald C. Johanson

In Search of Human Origins

February 28, 2001

Dr. Carl Safina

A Song for the Blue Ocean

March 21, 2001

Dr. Sandra Steingraber

Living Downstream: An Ecologist Looks at Cancer and the Environment

April 18, 2001

Lodestar

The Past, Present, and Future of Navajo Peacemaking: Applications Across Disciplines

March 23-24, 2001

Phoenix College

Dome Conference Room

8:00 a.m. to 4:30 p.m.

RSVP to Tina Emmons, MCLI, (480) 731-8300

Earth, Glaze, and Fire

April 11-15, 2001

Mesa Community College, Phoenix College, Glendale Community College, and Estrella Mountain Community College

Rooms/Times TBA

Maricopa's Best

Musical performances by the winners of the Maricopa Community Colleges music competition

February 23, 2001

Scottsdale Community College

Performing Arts Center

7:00 p.m.

Ocotillo Retreat

May 22-23, 2001

Locations/Times TBA

For more information contact:

Doug Sawyer, SCC, (480) 423-6196 or

Alan Levine, MCLI, (480) 731-8297

Vibrant Arts

African American Film Festival

Coming to Glendale Community College

February 2001

For more information contact:

Carmela Arnoldt, GCC, (623) 845-3563

Silent Comedy Short Films

Continuing Spring 2001

For more information contact:

Donald Hall, GWCC, (602) 392-5230