

Adjunct Engagement in Departments

Below is a sample of the different ways that adjunct and part-time (super adjunct) faculty are engaged in departments. These comments come from departments that make more significant use of adjuncts.

School of Nursing

- Traditional undergraduate program
- Adult Degree Completion program
- Graduate programs

Department specific training: We have done a department Adjunct Orientation at the beginning of the semester before school starts. This has proved quite helpful and they get to know each other in addition to staff and faculty. We also review Assessment processes.

Support for teaching: In the RN-BSN program, the director of the RN-BSN program has a buddy system as much as she can-she has a new adjunct paired with someone who has taught the course before. For the traditional BSN and MSN, we have faculty leads who come alongside a new clinical adjunct.

Involvement in assessment: Where applicable, adjuncts complete rubrics in LiveText for grading/assessment.

Involvement in curriculum: We invite adjuncts and part time faculty to participate in curriculum evaluation and planning. In the RN-BSN program, part time faculty typically have their service units dedicated to being a course lead and curriculum oversight for the respective courses.

Involvement in program review or professional accreditation efforts: Our accrediting bodies will want to meet with adjuncts and part time faculty to ensure proper orientation and support.

Involvement in some department meetings or other ways that they are current on the life of the department: Adjuncts and part time faculty are always invited to SON meetings-and are accountable for any applicable policy changes. Agenda and minutes from these meetings are sent via email to all SON faculty. We invite them to beginning and end of year SON social gatherings.

Fermanian School of Business

- Traditional undergraduate program
- Adult Degree Completion program (starting Fall 2017)
- Graduate programs

Department specific training: For any adjunct who has an IDEA evaluation in the bottom 30% (score - consistent with PLNU teaching Rubric), I require them to meet with Jo Clemmons (director of the Center for Teaching and Learning), work with Jo to identify areas they can improve, and encourage them to have Jo visit their class (I do the same for all FT faculty). In addition, the Adjunct (and FT) are required to work with either the Associate Dean of Undergraduate Business Education (if an UG class) or Associate Dean of Graduate Business Education (if an MBA class) to review feedback from Jo.

For certain of our adjuncts (and FT) instructors who teach in the Online MBA, we have provided opportunities to attend seminars/conferences relevant to online teaching (typically local or online seminars - lower cost)

In general, for the MBA program, we typically have about two meetings per year for all FT and adjuncts who teach in the MBA to meet and discuss topics relevant to improving the quality of the program.

Support for teaching: All adjuncts have a mentor in the same discipline (Accounting, Finance, Marketing, etc.). The mentors work closely with adjuncts to make sure if the adjunct: (a) is teaching an additional section of an existing course that the FT and adjuncts are in sync; (b) teaching the only section of a course, that the CLO's, content etc. fit into the broader purpose - PLO's content of the major (i.e. marketing), (c) and to deal with any other issues or questions. etc. related to subject matter. For long-term adjuncts, the School Dean serves as their mentor.

Involvement in assessment: There are several adjuncts who teach courses that have signature assignments that are assessed. They are informed and supported no differently than FT faculty in they are briefed on the importance of assessment, their particular assignment and the details of the process. Typically, we have included several adjuncts in the participation of our "Assessment Workshops" (What we call the days we all get together and assess results and feed faculty)

Involvement in curriculum: Adjuncts have historically been involved in the design of new courses and redesign of existing. In all cases, they work with FT faculty who teach the same course - in this case FT faculty leads; however, adjunct support and provide input in course design. Where only adjuncts teach a particular class, a FT faculty in that discipline would guide, support and review content developed by an adjunct (e.g. modifications to our Investment Course would include a Finance Professor being involved throughout the time an adjunct re-designed the course).

Involvement in program review or professional accreditation efforts: Some involvement here - typically limited to gather necessary data from adjuncts

Involvement in some department meetings or other ways that they are current on the life of the department: Adjuncts are invited to (and we have excellent attendance from them) at: (a) academic year kick-off breakfast the Friday before fall semester, (b) Christmas party, (c) welcome to attend department meetings - yet few do :), (d) this year we are going to have a few lunch time social events for all faculty - including adjuncts; (e) invited to student networking events (e.g. MBA Executive Development Events, MBA Padres night, OSV networking events for business/other students).

Literature, Journalism and Modern Languages

- Traditional undergraduate programs (several)
- Significant amount of General Education coursework

As a large department with multiple programs, LJML has organized itself into Sections and assigned a Section Head to each area (Literature, Writing, Multimedia Journalism, Modern Languages, and College Composition). Much of the work done to integrate part-time and adjunct faculty into the department's work is organized by these Section Heads.

Department specific training:

- The College Composition section employs three Part Time faculty and several adjuncts. The College Composition section head maintains a training manual that we provide to each new faculty member teaching in the program. The manual provides a step-by-step guide for establishing a syllabus and informs the new faculty members of the common elements of the course.
- The Literature and Modern Languages section heads provide guidance in developing a syllabus for any new adjuncts teaching general education Spanish, French, and literature courses.
- In the Multimedia Journalism program, the adjuncts are often professionals in their field who may be teaching for the first time. The Full Time faculty provide guidance and training in establishing the syllabus for the courses assigned to adjuncts.
- All of this work occurs under the supervision of the Department Chair.

Support for teaching: In all programs, the section head or a faculty member designated by the section head, visits the classroom of the new adjunct to offer support and constructive suggestions for improving performance in the classroom. The additional support is informal as adjunct faculty seek out more seasoned instructors for advice on teaching their courses. All faculty in the department are open to such conversations and frequently ask the new adjuncts how their courses are going.

Involvement in assessment: All part-time and adjunct faculty participate in the assessment when they are teaching a general education course because they help gather the data used to write the assessment reports. Part-time faculty teaching SPA 102, FRE 102, WRI 110, and WRI 116 all help gather assessment data. We do not call upon them to write the actual reports. On the rare occasion when a part-time or adjunct faculty member teaches the upper-division Literature general education courses, they are trained in how to assign, collect, and evaluate the signature assignment.

Involvement in curriculum: Part-time faculty in the College Composition and Modern Languages programs attend the section meetings for those two programs as their schedules allow. Curriculum matters such as textbook selection and assignment creation are discussed in these meetings. So the part-time and adjunct faculty have the chance to add their input in these settings.

Involvement in program review and external accreditation: Part-time and adjunct faculty participate in Program Review by participating in the ways discussed above. Their work in the design of curriculum and assessment feeds the Program Review process. In Multimedia Journalism, the adjuncts also provide vital information about the state of the profession that helps guide Program Review.

Involvement in some department meetings or other ways that they are current on the life of the department: Part-time and adjunct faculty are always welcome to attend the larger department meetings when appropriate. They fully participate in department social events, often times bringing their spouses and children along. They host students in their homes, help plan special events such as the French Club meetings, and participate (and sometimes lead) co-curricular events such as service learning trips and study abroad trips.

School of Education

- Traditional undergraduate program
- Adult Degree Completion program
- Graduate programs

The SOE relies heavily on adjunct faculty to assist as instructors in the classroom, mentors to candidates, and to help guide our curricular program development to ensure our graduates are prepared to take on the challenges and joys of today's K-12 classrooms.

Percentage of total courses taught by full or part-time faculty in 2015-2016

	Fall Q1	Fall Q2	Spr Q1	Spr Q2	Sum Q1	Sum Q2	Total
SOE courses offered	39	41	43	35	40	30	228
FT/PT courses taught	17	18	14	16	14	5	84
Percentage of courses taught by FT/PT Faculty	43%	44%	33%	46%	35%	17%	37%

As shown in the preceding table, a vast majority of our courses are taught by adjuncts; this ranges anywhere from 54% to 83% of the SOE courses being taught by adjuncts in any given quad.

Department specific training: Because of this, SOE faculty carefully support the training and development of our adjunct pool. Once an instructor opening is identified, the regional center and program directors review candidates in the adjunct pool, searching for a match between course content and instructor expertise. Before being invited to teach a course, adjunct faculty are interviewed by the program director, center director, and references are checked. Adjuncts hired in the SOE are currently local educators working in our K-12 community schools who are known for their excellence in teaching and leadership skills. Once hired, the adjunct is required to complete an online orientation. Data regarding orientation completion is kept by the Dean's administrative assistant.

Support for teaching: Before teaching the course, the adjunct is given an already-developed syllabus that includes program and course learning outcomes, required readings, and required assignments. The program director or program lead meets with the adjunct prior to the first class session to review the syllabus and SOE expectations.

In addition to the orientation and course overview, SOE adjuncts are required to attend three (3) hour sessions, once per quad, that specifically address adjunct needs. Agenda topics include the use of the learning management system (Canvas), the SOE assessment system (TaskStream), utilization of signature assignments and the SOE Dispositions of Noble Character assessment, safety/building issues, etc. As well, the program directors attend this meeting and meet with the adjuncts directly after to answer any program or course specific questions. The undergraduate adjunct faculty also attend department meetings twice a semester.

Program directors reach out to the adjuncts teaching in their program prior to the start of each quad to ensure that the adjunct is prepared and to address any questions or issues that may have arisen.

Involvement in curriculum and assessment: Each course has an identified course coordinator who is a full-time SOE faculty member. During the summer months, prior to the commencement of the new academic year, the course coordinator works with the adjunct faculty to review the course syllabus, learning assignments, and required readings. If appropriate, current trends in K-12 education are discussed and integrated into the syllabus for the next year. It is at this time that required readings are reviewed for relevancy and currency to what is occurring in our local K-12 communities. Calibration of course assignments, particularly signature assessments, is completed at this time.

Involvement in program review and external accreditation: Adjunct faculty are expected to be available for accreditation activities such as interviews during the site visitation. Program directors and associate deans keep the adjuncts abreast of changes in program standards and requirements as set forth by the CTC.

Involvement in some department meetings or other ways that they are current on the life of the department: Adjuncts are welcome to attend SOE faculty meetings; however, since almost all adjuncts are current educators, it is impossible for them to leave their site during normal working hours. Some adjuncts are members of the regional center advisory boards, which meet twice a year to discuss program quality and candidate efficacy.

Mathematical, Information and Computer Sciences Physics and Engineering

These two departments have a single chair and engage in many activities collaboratively (department meetings, assessment, program review, social events)

- Traditional undergraduate programs (several)
- Adult Degree Completion Program
- Significant amount of General Education coursework

Department specific training:

Adjuncts are strongly encouraged to participate in all university wide training. In addition, the department invites all adjuncts to a start of the year meeting where syllabi are discussed as well as “lead instructor” assignments for multi-section classes.

Support for teaching: All adjuncts teaching multi-section classes are paired with a full-time faculty member who is the “lead instructor” for the course. That instructor provides support for the faculty member in teaching the specific course. In the ADC program the Program Director serves as the support for teaching coursework. This individual has extensive experience with adult degree completion programs. The Department Chair, ADC program director or a designated faculty member visits the classroom of a new adjunct to provide support as well as suggestions for additional pedagogical techniques or other improvements. In addition, all senior faculty members are happy to have discussions about teaching with adjuncts.

Involvement in assessment: All adjuncts participate in assessment when they are teaching a class where assessment data is gathered. The Chair or ADC Program Direction provides information about the nature of the assessment and how it fits into the overall assessment plan. In some cases, the adjuncts also participate in the twice yearly department assessment days when all assessment items are scored with rubrics and data is collected. Because the adjuncts

have other jobs, the department is careful to not ask for too much work during these additional assessment days. Assessment data is discussed at the start of the year meeting.

Involvement in curriculum: Full-time faculty are responsible for designing most of the courses. In those cases, the adjunct faculty work cooperatively with the full-time faculty to adjust the course content based on student feed-back, modify assignments and create exams. There are a few upper division courses that are taught by adjuncts. In those cases, they use syllabi from previous versions of the course and the input of full-time faculty to create the course. All syllabi go through one final review to be sure that they contain all required PLNU content.

Involvement in program review and external accreditation: Adjunct faculty participate in program review primarily by working on assessment. However, in the coming year, the departments will be going through program review and will be considering the addition of externally accredited (ABET) programs in electrical engineering and computer science engineering. Adjuncts will be involved in offering input on the curriculum design and can assist with insight into industry expectations of new graduates.

Involvement in some department meetings or other ways that they are current on the life of the department: Adjuncts are invited to the start of the year department meeting and to all social events. We have a high level of participation in those events. A few adjuncts who have been on campus for regular department meetings, have participated in those bi-weekly meetings in the last year. This year we are seeking additional ways to engage adjuncts in department meetings particularly as we discuss program review. One adjunct is the advisor for the Physics student club.