

CABINET ROUNDTABLE ITEMS
HUMAN RESOURCES
November 2, 2011

Report on Adjunct Professional Development – Big Idea #4

Adjunct Development Project was assigned to the Labor Relations and Human Resources Affinity Group (LRHRAG), supported by the Academic Officers and Student Development Affinity Groups. This project has the following 6 components:

- Establish a model Orientation checklist
- Establish a credential program to expand the adjunct pool by attracting master's prepared individuals who have little or no teaching experience. The program is intended to give individuals a sense of what adjunct teaching entails and basic information needed to perform effectively as a first time adjunct.
- Establish a statewide job bank where colleges can access resumes of those who have completed the credential program
- Develop a statewide mentoring model for adjunct faculty that may be replicated by the individual community colleges.
- Develop a statewide online infrastructure for disseminating best practices to adjunct faculty.
- Develop an annual best practices conference for adjunct faculty focused on high-quality and innovative instructional delivery methods.

The LRHRAG conducted a conference call this summer with Dr. Steve Rose, Passaic CC, one of the liaison Presidents for this project. Dr. Rose was instrumental in providing a context for what the Presidents hope to gain from the Adjunct Development Big Idea. He has also attended the Sept and Oct meetings of the LRHRAG to lend his perspective and encouragement.

Executive Vice President Dianna Phillips is on the subcommittee of the Academic Officers AG supporting adjunct professional development. She and Dean Sensi have met several times on this matter, including one meeting with Vice President Linda Milstein, who provided guidance to us from her experience in establishing credential programs for alternate route teaching. One take-away from this meeting is the suggestion to develop preliminary information that would help individuals decide if adjunct teaching is something they want to consider – a “What to Expect” primer.

After the October 21st Affinity Group meeting, we have requested the assistance of an intern working at the Council of County Colleges to gather information from the Academic Officers, from administrators on numerous campuses who have responsibility for adjuncts, and from IT and Research Offices on our campuses. EVP Phillips and Dean Kegelmann have alerted the AOs that interns will be contacting them for information regarding current programming and adjunct development, asking for their responsiveness to requests for information.

The model Orientation checklist is expected to include on boarding To Do lists, including completion of HR forms, class assignment information, attendance monitoring requirements, technology and legal information needed, mentoring assignment, parking permits, safety and security information, etc. The subcommittee will collect checklists that currently exist and develop a comprehensive document for use across the state as appropriate.

The credential program committee has requested a priority list of topics from the Academic Officers that will constitute or “basic training” for the non-education professional. The term “credential” will probably be revised since this is not a pre-requisite for adjunct teaching. The program may be a combination of on-line and in-person sessions, with in-person sessions held periodically by region across the state. Once the topics are identified, specific content will be identified to ensure consistency of what is covered from one region to another.

The job bank has presented a logistical problem that the LRHRAG has discussed at a number of meetings. The latest thinking on this issue is to simplify the task by the creation of a website devoted to adjuncts that shares information from all county colleges – lists of development opportunities, links to application procedures at all county colleges, regional best practices conferences, etc. This would require active pursuit of adjunct teaching assignments by the individual rather than a repository of resumes of individuals who have completed the “basic training” (credential) program. We are still unsettled on this and would welcome other thoughts. IT professionals at our colleges may have alternatives for our consideration.

The mentoring model is well underway. The subcommittee working on this aspect of adjunct development envisions the creation of a comprehensive template for topics to be covered by mentors. The Academic Officers have been asked to provide well developed model templates that currently exist on their campuses.

A statewide online infrastructure for disseminating best practices and an online infrastructure for continuing development also requires the assistance of the Academic Officers as the area experts. The statewide online infrastructure may overlap with the work of the job bank committee; the ongoing professional development is an extension of the work of the credential committee with the expectation that some of the programs will be more in-depth development of the “basic training” topics. The subcommittee is exploring a mechanism for sharing articles on teaching effectiveness, “canned” presentations that are highly recommended, legal requirements (RTK, harassment laws, FERPA, etc.).

The annual best practices conference subcommittee got a big boost by Brookdale’s November 4th Conference targeted to adjuncts. Thanks to the leadership of Dr. Phillips and Deans Burns and Gallo, this subcommittee will be able to focus on “lessons learned” and the development of a structure for ongoing annual best practices conferences.