

Action Team Project

Progress Report

X Final Report

Project Title: Adjunct Faculty Training & Development **Date:** 6/20/07

The presentation to the Steering Committee will be 5-15 minutes in length and include the following:

- ✓ Updated Gantt Chart
- ✓ Copy of Steering Committee Feedback Form i.e. all approved recommendations
- ✓ Status of approved recommendations

- ✓ A brief description of how the Action Team Recommendations have been implemented and how they are becoming a part of the standard college processes and operations. Including results so far: (so instance report on the following)
 - Time saved –
 - Money saved –
 - Student Satisfaction improvement –
 - Employee Satisfaction improvement –
 - New processes created –
 - Improved existing process, how, how much, etc..
 - Teaching/Learning improvement –
 - Valuing of people improvement –
 - Cooperation improvement –
 - Communication improvement –
 - Other positive improvements –

Department Responsible for Continuing This Work: Academic Services, Human Resources, Information Technology Systems, Faculty Development Committee, Adjunct Faculty Advisory Committee

Person(s) Responsible for Monitoring Ongoing Improvements:
Dr. Bruce Busby, Dr. Cynthia Eschenburg, Brian Paskvan, above-listed committees

Copy : Tom Perin, Sarah Metzger, Stan Jensen and entire Steering Committee (approx. 30 copies)

Fall 2005 Adjunct Faculty Process Management Team

Final Report to Steering Committee June 20, 2007

Project Statement: "To improve the part-time faculty training process as measured by survey of new and continuing part-time faculty, assessment of needs and part-time faculty retention and job satisfaction."

Background

The Adjunct Faculty Training & Development Process Management team (formerly known as the Part-time Faculty Training & Development team) was charged in Fall 2005 with improving training issues for one of the least connected groups at Owens Community College: adjunct (or part-time) faculty. This employee group makes up the largest single portion (60% in Fall 2005) of the employee population at Owens. The team conducted a survey of the adjunct faculty to assess their needs and to develop recommendations designed to address those needs.

Implementation of Recommendations

Since Spring Semester 2006, the team has worked to implement the recommendations approved by the Steering Committee (please see Appendix I for a status report on the teams' recommendations). To date, all but two of the team's recommendations have been completed or are virtually complete. The two remaining recommendations are:

- **Create a part time faculty database.** Upon further discussion with HR and ITS, the team learned that due to the frequent turnover among adjunct faculty throughout the semester (due to College's changing needs, i.e., cancellation or addition of course sections; 8 and 10 week courses, independent study, etc.) it would not be possible to develop a database that would remain constant throughout the semester. However, HR does have the ability to easily generate up to date lists at any given moment in time of adjunct faculty. These lists need to be generated on a one-time only basis, as needed. The team recommends that the Offices of Human Resources, ITS and Academic Services continue to explore the feasibility of creating such a database if systems such as PeopleAdmin and Banner can be linked.
- **Develop a Part-time faculty website.** The team firmly believes that when a webpage (not website) is established, there must be an individual or individuals tasked with maintaining this webpage (consistent with the recommendation of the Website Process Management Team of Spring 2006). Therefore, after discussion with Academic Services, the team elected not to move forward with this recommendation. The team recommends that the Adjunct Faculty Advisory Committee be charged with developing the webpage.

Faculty Development Committee

The Faculty Development Committee has been a key component of this Process Management team's success, as it has followed up on the team's initial recommendations to organize an Adjunct Faculty Information Fair at the start of each semester, and to organize on-going training opportunities throughout the semester. To date, the Committee has held Information Fairs (in-services) for Adjunct Faculty in August 2006 and January 2007. The Committee also has organized workshops throughout the semester, including such topics as e-Portfolios, Blackboard, Course Outline & Syllabus. These workshops are targeted particularly to the Adjunct Faculty although Full-time Faculty may also attend. The workshops so far are averaging between 10-15 participants.

Measuring the Results

In Spring 2007, the team launched surveys of adjunct faculty and department chairs to assess the results of those recommendations previously implemented. (For a complete discussion of the survey results, please refer to Appendices II and III.) Additionally, the team reviewed data from surveys conducted by the Faculty Development Committee following Adjunct Faculty Fairs held in August 2006 and January 2007. (Please refer to Appendix IV.)

The surveys indicate that not only have the Information Fairs (or in-services) been well attended but that they have been well received. Adjuncts reiterate that orientation is very important to them and that they will attend department meetings (if their schedules allow). However, their level of awareness of professional development opportunities is still relatively low, even though more of them are attending the in-services during which these opportunities are publicized. Adjuncts want to keep up-to-date on department and college news and activities, and they want to be an integral part of the Owens community. A good sign is that 42% of department chairs responding to the team's survey reported greatly to moderately increased levels of adjunct faculty participation in department and training opportunities within the past year.

Conclusion

The team believes that it has fulfilled its mission, and would like to make the following additional recommendations:

- 1) At the earliest possible opportunity, an Adjunct Faculty Advisory Committee be reconvened and charged with the development and maintenance of an adjunct faculty webpage.
- 2) That the Offices of HR, ITS and Academic Services work together to develop an adjunct faculty database to facilitate enhanced communication with adjunct faculty.

Finally, the team notes that a subsequent process management team as well as an Owens Leadership Academy team both recommended that a part-time position be established to provide services to adjunct faculty. Our team believes that it is crucial for a position to be identified to fulfill this badly needed function, whether it is through a position already on staff or through the creation of a new position.

The Adjunct Faculty Process Management team (Fall 2005) hereby requests that the Steering Committee formally disband our team.

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Carol McKee
Kimberly Minke
Lesta Mizer
Linda Snyder
Joanne Juan, Co-champion
Sarah Metzger, Co-champion

Special thanks to Jo Harmon, Institutional Research, Planning and Grants for her invaluable assistance in launch our surveys and analyzing the results.

Appendix I

Part-time Faculty Development & Training

<i>Team Recommendation</i>	<i>Steering Committee Decision</i>	<i>Status, 6/20/07</i>	<i>Who is Primarily Responsible for Continuing this work</i>
Clearly define the terms "orientation", "in-service", "training" and "professional development" to prevent confusion and promote more focused attention to the improvement of each specific area.	Yes.	Done	Faculty Development Committee
Encourage schools to engage and involve their part-time faculty through invitations to department meetings and professional and social gatherings.	Yes.	Done	VP, Academic Services & Deans
Expand and diversify the methods of school communications with part-time faculty by incorporating email, campus mail and one-on-one interaction with deans, chairs and department secretaries.	Yes.	Done & on-going through Academic Services	VP, Academic Services & Deans
Create a part-time faculty database and email distribution list that can be broken down by school.	Yes.	Not Done (see note #1)	Academic Services, HR, ITS
Develop a checklist of priority information and college services for part-time faculty to be given to each new hire at a centralized location such as Human Resources.	Yes.	In Progress. Projected Complete by 7/1/07.	Human Resources
Distribute a list of relevant campus phone numbers to part-time faculty (possibly to be given at same time as checklist of information and services).	Yes.	Done	ITS/Switchboard
Update Part-time Faculty Human Resources Manual.	Yes.	In process through Human Resources. Projected Complete by July 2007.	Human Resources

Organize mandatory Part-time Faculty Information Fair at the start of each new semester, possibly to replace Part-time Faculty in-service.	Yes, but not compensated and not mandatory. Evaluate and revisit.	Done	Faculty Development Committee
Offer topic-appropriate training sessions for part-time faculty at a variety of times throughout the semester.	Yes.	Done	Faculty Development Committee
Develop a Part-time Faculty website.	Yes.	Not Done*	Not Done*

*Academic Services, via a Part-time Faculty Advisory Committee, to move forward with this recommendation.

Appendix II

Adjunct Faculty Evaluation of Training and Professional Development Opportunities Spring Semester 2007 Survey Findings

It should be noted that there were issues with the deployment of this survey. The Zoomerang software required some settings that were not easily put into place, especially in the common office areas where adjuncts were likely to be filling out the survey. The Committee made the decision to close the survey after two weeks in the field with a very low return rate. In lieu of re-launching the survey via a different software package, the team elected to instead review the paper surveys completed by adjunct faculty following the January 2007 in-service.

We received 40 returns as of May 3, 2007, a small fraction of the 1200 or so invitations that were sent out. Please note that, with this low a sample, care should be taken in inferring trends from the data.

The majority of respondents was from the Toledo campus (74%) and associated with the School of Arts and Sciences (58%). All of the respondents taught land-based courses on campus; a few taught at other locations or in other modes (web-based or telecourse). Most taught 1-2 classes per semester (60%).

Training by Department

The most-often-mentioned topics for inter-department training were as follows:

- Course outline and syllabus (95%)
- Mailbox/Copy Center (95%)
- OZone (90%)
- Security (90%)
- Parking/Traffic regulations (88%)
- Email/Groupwise (88%)
- HR Paperwork (85%)
- Cheating and plagiarism (82%)
- Attendance tracking and reporting (82%)

Less often-mentioned but still prevalent were the following:

- Disability Services (79%)
- Testing Center (78%)
- Position duties (78%)
- Classroom observations and evaluation (75%)
- Writing Center (75%)
- Help Desk (72%)
- Class cancellation procedures (72%)
- Phone extension/Voice mail (70%)
- Department tours and contacts (70%)

Less than half reported being given a campus tour, information about the history of the College, or any general College orientation. However, in several of the comments, adjuncts listed a tour as one of the most helpful aspects of their orientation. A few indicated that they never received an orientation of any kind.

It remains to be seen how these items compare with what the Chairs and Department heads believe they are providing.

Participation in Department Activities

The majority of reporting adjuncts were Extremely/Somewhat likely to attend departmental meetings or activities (59%). Reasons given for not attending were schedule conflicts (with both other employment and with class meetings), short notice of upcoming activities, and a lack of time.

About a third of respondents are aware of and participate in Campus Orientation training (35%). The majority are not aware of professional development programs offered by their department (62%) and the college (52%). Most of them do attend the in-service meetings at the beginning of each semester (65%). These are well-publicized, it should be noted, via a professional-looking brochure sent out well in advance of the event.

Reasons often given for participating were an interest in learning opportunities (especially for some of the technical training such as teaching on the Web and Blackboard), wanting to be a more integral part of the community, and a desire to interact with other departmental members and keep up-to-date on department news.

Reasons given for NOT taking part in department meetings and activities included schedule conflicts and not being aware that an event was taking place.

Department/Adjunct Communication

Communicating is done primarily through Groupwise and OZone email (92%). This is the method used most often by departments (75%) and is also the most preferred by adjuncts (75%).

Almost two-thirds (60%) of the reporting adjuncts are aware of the list of phone extensions relevant to faculty members. A little more than half of these know where to find the service (58%); a little less than half has used it (46%). It is likely that more awareness of this service needs to be garnered, possibly through the proposed web page and handbook.

A reminder that caution should be used in interpreting these results, as returns were very low.

Appendix III
Evaluation of Training and Professional Development Opportunities
Chair/Dean Survey
Spring Semester 2007

The survey sent to Chairs and Department heads was meant to discover how each department viewed their orientation and other training opportunities available to adjunct faculty. The team wanted to measure any correlation between what a department intended for training and what an adjunct faculty member felt he or she had received.

There were 15 surveys returned, representing 45% of the 33 that were sent out.

The departments returning spanned all of the schools except for Workforce and Community Services:

Communications/Humanities	Arts and Sciences
Math, Life and Natural Sciences	Arts and Sciences
Information systems/Office Admin.	Business and Information Systems
Design Technology	Technology
Police, Fire, EMS	Public Safety & Emergency Preparedness
Dental Hygiene	Health Sciences
Physical Therapist Assistant	Health Sciences
Health Information Technology	Health Sciences
Medical Imaging	Health Sciences
Nursing	Health Sciences
OTA/MT	Health Sciences

The majority of these departments have 100+ adjuncts (40%).

Meetings and Training Opportunities

Departmental meetings open to adjuncts are most often formal departmental meetings (85%) and seminars and other specific training topics (69%). About 1/3 of respondents also allowed adjunct faculty to take part in professional development programs (31%); a few also opened informal department meetings to them (23%). It may be that adjuncts are welcome at these lesser-mentioned meetings but seldom attend, perhaps due to a lack of announcements of the less formal meetings and their own irregular schedules and times on campus.

Among meetings which adjuncts are allowed to attend, the majority of departments do encourage such attendance (80%); and they communicate the meetings to their adjunct faculty through email, flyers, departmental postings, mailings to their homes, and telephone, with email by far the preferred vehicle.

Half of the respondents have not noticed any change in the level of participation in these meetings by adjunct faculty in the past year; 42% reported greatly to moderately

increased levels, however. This was attributed to better communication and more opportunities to meet with departments in open ended responses.

The same numbers were noted within adjuncts' level of participation in training opportunities, with 50% noting no change and 42% noting medium to high levels. Communication, need, and the allowance of credit for attending such training were mentioned as reasons behind the increase.

Orientation

The same list of topics for orientation was given to department chairs and adjuncts in the two questionnaires that were sent out to help determine if what the chairs reported as covering in orientation corresponded to what adjuncts felt they got out of it. The following compares the top chair/department head mentions with the mentions by adjunct faculty. It should be noted that the return rate from adjunct faculty was very low, so trending should be done with caution.

	<u>Chairs</u>	<u>Adjuncts</u>
Pay rate and procedures	83%	58%*
Cheating and plagiarism	83%	82%
FERPA guidelines	83%	52%*
Course outline/syllabus	83%	95%
Class cancellation procedures	83%	72%
Mailbox/copy center	83%	95%
Human resources paperwork	75%	85%
Classroom keys	75%	58%*
Attendance tracking and reporting	75%	82%
Writing Center	75%	75%
Testing Center	75%	78%

*Little correlation between what was discussed vs. what was received

Here is a comparison, too, of items mentioned often by adjuncts but not as often by chairs/department heads:

	<u>Chairs</u>	<u>Adjuncts</u>
OZone	58%	90%
Email/Groupwise	58%	88%
Parking/traffic regulations	50%	88%
Disability Services	58%	79%
Position duties	58%	78%

In summary, while delivery/understanding does show some inconsistencies, a more extensive study may need to be conducted to make a clear inference here.

Phone Extension List

Approximately 2/3 of chairs/heads of departments was aware of a list of extensions relevant to faculty (67%). Of that number, another 2/3 knew where to access it (62%). Half of those aware had shared this knowledge with their adjunct faculty. It would appear that more awareness of this tool might be garnered among chairs and faculty members. A link to it on an adjunct faculty web site would probably be a good way to spread the knowledge. In the comments section, one respondent mentioned that the numbers are not available at the beginning of the semester when it would be the most helpful.

Handbook/Website

Chairs and department heads were asked for general comments about what they would like to see in an adjunct handbook or website. The comments emphasized a number of issues: that the materials be honest, simple, and updated frequently; that the core value be emphasized; that key members of each department be included in the teams developing these materials; and that key dates, such as Add/Drop dates and other deadlines, be clearly delineated.

Summary

Chairs and heads of the various schools seem to be working to communicate with adjunct faculty. They appear to recognize their worth to the college and to be concerned that they feel themselves to be a part of the department. Most actively encourage the adjuncts' participation in departmental meetings and functions. In some cases, their efforts have affected adjuncts' participation in these events.

Department orientations seem to be clearly organized and to have specific goals in mind. The concentration on certain information among departments may indicate some consistency in orientation and training across campus.

Appendix IV
Adjunct Faculty Inservice Evaluations (Toledo-area Campus)
August 2006 and January 2007 Survey Findings

Following up on the team's recommendations, the Faculty Development Committee implemented a revamped Part-time Faculty Information Fair (or In-service) in August 2006 and again in January 2007.

Although the Faculty Development Committee did not have comparison data (August 2005), they reported that participation among adjunct faculty was up on August 2006, with 168 participants. Participation was at least double that of August 2005. Participants were asked to complete a survey assessing, among other things, the overall fair format (food, time/date and format); workshop information; and fair information provided. Participants were also given the opportunity to provide feedback on what changes they would suggest for the next in-service.

In January 2007, there were 120 adjuncts who participated in the Toledo-area Campus Information Fair, and 64 of those participants completed a survey.

On a scale of 1-5 (1 being very helpful, 5 being not at all helpful), here are selected results of the surveys:

Category	August 2006 Score	January 2007 Score
Time/Date	2.51	2.23
New "Fair" Format	2.14	2.55
Panel Discussion with Chairs/Deans	2.11	1.73
Blackboard Instruction	2.21	2.28
Syllabus/Course Outline Template	2.23	2.51
The New Instructor	2.25	2.23
Security	1.93	1.84
Audio Visual	2.36	1.64
Testing Center	2.57	2.03
Library	2.17	1.59
Student Resource Center	2.44	1.83
Registrar/Records	2.15	1.73
Bursar's Office	1.95	1.89
E-Portfolio	-----	2.40

Note: the complete survey results are available through the Dean, Academic Services.