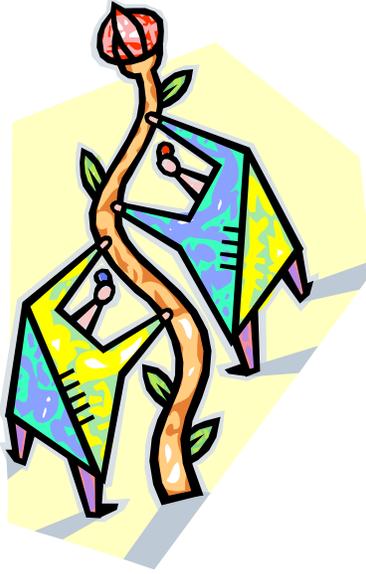# Chapter 17

The Role of Adjunct (Part-time) Faculty in Basic Skills

Primary Authors:

Marcy Alancraig Cabrillo College (former long-term adjunct faculty)
Joan Cordova, Orange Coast College (long-term adjunct faculty)
Janet Fulks, Bakersfield College (former part-time faculty and former department chair facilitating part-time faculty issues)

With special thanks for contributions from:

Dan Crump, American River College (faculty)
Richard Mahon, Riverside City College (faculty)
Beth Smith, Grossmont College (faculty)

Chapter 17

The Role of Adjunct (Part-time) Faculty in Basic Skills

This chapter was perhaps the hardest chapter to write in this handbook. In an effort to make this information useful and applicable to our effort to increase basic skills students' ability to succeed, you will find that we have been brutally honest. This chapter is constructed from input from adjunct faculty via the Basic Skills Initiative Regional meetings, part-time faculty surveys and papers from the Academic Senate for California Community Colleges, and national academic research. We are pretty sure that everyone who reads this chapter will find things to dislike or disagree with, but we are equally sure that you will discover what we did; without a knowledgeable and well-constructed approaches to our adjunct faculty situation in basic skills, most of the effective practices highlighted in this handbook will be, in fact, ineffectual. So read on. This information was educational to us, and it cries out for attention and solutions as a first step to Basic Skills Success. The chapter is designed in four parts:

1. The "state of the state" of adjuncts
2. How this affects the entire process of basic skills education
3. Some tools and suggestions for adjuncts
4. Suggestions about what colleges should do to address their adjuncts' role in basic skills.

An excellent resource to accompany this chapter is an Academic Senate paper entitled *Part-Time Faculty: A Principled Perspective,* available at
http://www.asccc.org/Publications/Papers/PartTimeFaculty.htm

Imagine a building where 50-95% of the construction crew arrives to begin work, but only after they have completed their "real" job somewhere else – either working construction part time at another job site or working full-time elsewhere. Some of these part-time builders have gained further construction experience in other places and others have not. As a rule, most feel little or no connection to rest of the crew, the full-time workers who view the construction of the building as THEIR "real job." Unlike the full-time workers, most of the part-time builders have to purchase and bring their own tools, and many don't even own a tool belt. They aren't always sure where to find the heavy equipment on the construction site and, if they find it, they are not always sure how to operate it. Because the general meetings with

the lead contractor and architect are held when the part-time builders are at their "real" work, (or worse yet, are scheduled at times when the part-time builders can attend but the hours are not included on their time card) there is a general lack of vision about the building's big picture. These part-time builders are often unaware of the safety measures, new construction codes and the latest issues in pulling this building together.

Would you feel confident in a building that was constructed with this kind of building crew? We assure you that the part-time builders want to be a part of the overall effort, the big picture, fully trained in all the construction tasks. They are craftsman and craftswomen, dedicated and willing to put in the effort. This situation exists in education because somehow we are convinced that we can do a proper job by using a crew who works without benefits, without tools, without knowledge of the building as a whole and building resources available onsite. This situation exists because those in charge of the construction don't get the big picture! SO here it is.

The "State of the State" of Adjunct Faculty in California Community Colleges

From recent surveys of the California community colleges, we know that adjunct instructors are often the first teacher a basic skills student meets at a college, and the majority of faculty who will teach their basic skills courses. Often more than 50% of the credit basic skills courses are adjunct and much higher percent of the non-credit basic skills courses (BOG, 2008, pp. 26-33). In addition to teaching specific reading, mathematics, English or English as a Second Language (ESL) skills, these hard-working professors must also instill students with confidence, educating them about becoming a learner. These faculty must also connect students with the student services available on the campus that will provide financial aid, tutoring support and guidance. As Chapters 5 and 6 of this handbook discuss, these first faculty contacts are pivotal in helping the students assume a "learner identity" and developing metacognitive skills which are the most important tasks that students with basic skills needs must master. (The entire handbook is available online at http://www.cccbsi.org/basic-skills-handbook).

Yet adjunct instructors face many unique challenges in their work, ones that full-time faculty do not. This chapter is written by an adjunct faculty member, a former long-term adjunct and a short-term adjunct who later became a department chair. We want to begin by acknowledging the incredible difficulties that adjuncts must overcome, and do overcome, in any number of creative ways. We also want to acknowledge that some colleges do more than others to connect their adjuncts with the college community. The California Community College System would not be the positive and thriving place that it is today without our adjuncts! This chapter is also written for those administrators and full-time faculty who wish to explore the hurdles that adjuncts face and who would like to find better ways to support their very important work.

 Begin with a quiz (ASCCC, September, 2008, p. 21)
    1.   Approximately how many total faculty serve the 2.6 million students in the California community colleges?
       A. 1 million faculty
       B. 500,000 faculty
       C. 200,000 faculty
       D. 60,000 faculty
       E. 36,000 faculty

2. If you consider headcount, approximately how many faculty are tenure track and how many are temporary faculty (temporary faculty include part-time faculty and temporary contract)?
    A. 80% full time and 20% temporary
    B. 60% full time and 40% temporary
    C. 50% full time and 50% temporary
    D. 40% full time and 60% temporary
    E. 30% full time and 70% temporary

3. Each of these groups represent approximately what percent of the full time equivalent faculty (FTE) in California community colleges?
    A. 80% full time and 20% temporary
    B. 75% full time and 25% temporary
    C. 55% full time and 45% temporary
    D. 50% full time and 50% temporary
    E. 40% full time and 60% temporary
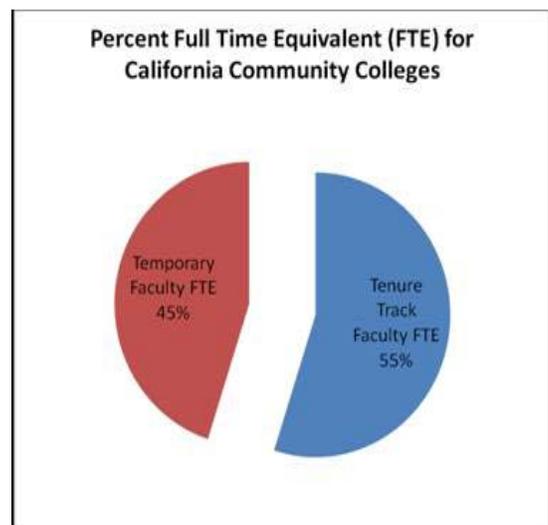
4. Why might this information be important?

Answers to the quiz and further information about these important data are in Appendix 1.

How Many Adjuncts Teach in California Community Colleges and How Many Teach Basic Skills Courses?

The Chancellor's Office Report on Staffing for Fall 2007 states that there were 19, 723 (29%) tenured full-time faculty compared to 42, 949 (71%) temporary faculty. Think about the numbers! Temporary or adjunct faculty outnumber full-time faculty slightly more than 2:1. This is often acknowledged, but justified by those who say we must look at the difference in FTE (full-time equivalent) numbers. And yet, the FTE count from the same report shows that the tenured faculty FTE is 17,614.2 compared to 15,041.6 Temporary. The difference is not as much as many suppose. Only 55% of the faculty FTE in California community colleges are full-time tenure-track and 45% are part-time FTE. (ASCCC, September, 2008, p. 23-24)

But these numbers don't give the full picture of how many adjunct faculty are teaching basic skills courses. *Basic Skills as a Foundation for Student Success in California Community Colleges* reports that, "nationwide, 67 percent of faculty teaching remedial courses are employed part-time [Shults, 2000]. In its 1998 survey of practices related to basic skills, the Academic Senate for California Community Colleges found that 56.5 percent of credit basic skills instructors were part-time faculty, with numbers up to 70 percent when noncredit courses were considered [Academic Senate, 2000]" (Center for Student Success, 2007, p. 21). In fact, between 1973 and 2003 the number of part-time faculty increased 375% while the full-time faculty increased only 67% (Eney & Davidson, 2006, p. 3).

Percent Full Time Equivalent (FTE) for California Community Colleges

Temporary Faculty FTE 45%

Tenure Track Faculty FTE 55%

A more recent survey indicates California is following this same pattern. If we look at the specific basic skills disciplines, we can see some interesting and somewhat shocking numbers. Table 1 was developed from data presented in *Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills* and indicates the percentage of courses taught by full- and part-time faculty for credit and non-credit basic skills courses by each discipline (BOG, 2008, pp. 26-30).

Table 1

Percent of Discipline Courses Taught by Part-time and Full-time Faculty

Discipline	Percent of colleges reporting more than 50% of courses taught by full-time faculty	Percent of Colleges reporting 50% of courses taught part-time faculty
Credit Writing	51.57%	48.43%
Noncredit Writing	9.37%	90.63%
Credit Mathematics	53.12%	46.88%
Noncredit Mathematics	10.93%	89.07%
Credit ESL	51.57%	48.43%
Noncredit ESL	9.37%	90.63%
Credit Reading	68.75%	31.25%
Noncredit Reading	10.93%	89.07%

Overall, these data indicate that approximately 50% of our credit basic skills structure is being built by part-time builders and approximately 90% of the credit basic skills construction is done by part-time builders. You may think that part-time faculty teaching 90% of the noncredit courses is not significant in the overall scheme of things. But we would ask you to factor in the fact that half of the students with identified basic skills needs are in noncredit courses -- that is over 300,000 students! Look at the breakdown in Table 2 below, taken from *Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills* (BOG, 2008 p 6). What do these data indicate about the registration of our California community college students?

TABLE 2
California Community Colleges 2006-07
Unduplicated Student Enrollments in Credit and Noncredit Basic Skills and ESL

ENROLLMENT CATEGORY	ENROLLMENT	% OF TOTAL ENROLLMENT
Basic Skills -ESL (credit)	326,478	12.45%
Basic Skills -ESL (noncredit)	393,004	14.99%
No Basic Skills-ESL courses	1,901,963	72.56%
Total	2,621,445	100%

More students with basic skills needs are in noncredit courses. These students are the most fragile, succeeding only when real connection with student services and excellent guidance are provided, regardless of the wonderful teaching that goes on in the classroom. How will these students get connected if the faculty themselves generally report that they find it hard as professors to get connected? There is no doubt that part-time faculty are precious resources for our system, but with the low pay and lack of benefits, what induces adjunct faculty to dedicate the time and effort to do

what too few full-time faculty do for basic skills students -- which is to seek out the available student services? Perhaps we can get a better picture of the situation by looking at the support and resources that part-time faculty have for their teaching assignments and their contractual responsibilities.

Begin with a Reality Check

Start with this checklist about an adjunct instructor's work life. If you are a part-time faculty member, check any and all of the challenges listed below that arise from your current teaching assignment at one or more colleges. If you are not an adjunct, ask an adjunct at your institution.

☐ No time and no reimbursement to attend department or other college governance meetings.

☐ No time to attend flex activities or, if you do attend, no reimbursement, in order to get professional development.

☐ Little or no connection with curriculum development or SLO (student learning outcomes) assessment planning.

☐ No office assigned or an office shared with 6-15 people (read - no private place to meet students).

☐ Little to no opportunity to participate in developing the college mission statement, education plan or strategic plan.

☐ No easily accessible reproduction facilities to create the basic student handouts.

☐ No contact person to help with campus logistics.

☐ Limited information about the course outline or other guidance provided for the classes you are assigned to teach.

☐ No inclusion in discipline discussions concerning textbook selection.

☐ No email, no telephone, no mailbox – no home.

☐ Fear of asking questions because it may appear as though you do not know something you should, pre-empting subsequent employment.

☐ No discussion about how your course aligns with any other courses on the campus.

☐ Fear that you will be in one location and the materials you need will be somewhere else.

☐ Little or no training on the student services available such as tutoring, mentoring, financial aid, health services or guidance counseling.

☐ Teaching at multiple colleges, so that even if you get some support at one college, it is different on other colleges.

☐ Different college processes, course outlines and expectations for the same course you teach at different colleges.

How many did you check? If you had two or less, you are teaching at a college (or colleges) that comprehends the challenges that adjuncts face and has made efforts to help you in your work. If you had three or more checked, a lot more could be done to assist your successful involvement with students and the college as a whole. As we said earlier, California community colleges use hardworking adjunct faculty to teach the majority of basic skills courses. It is adjunct faculty who open the door to students, providing them with the tools and materials they need for building academic success. The efforts of the Basic Skills Initiative will come to naught if colleges do not focus on adjunct needs and provide adjunct faculty with more tools for the crucial role they play in all disciplines, but particularly in basic skills courses.

From Chapters 4 and 6 of this handbook (available at http://www.cccbsi.org/basic-skills-handbook), and the research cited therein, you know that student success is intimately tied to a coordinated and integrated approach to developmental education. It requires no mathematician to determine that the Basic Skills Initiative cannot have any effect if the coordination and participation does not engage the large numbers of adjunct faculty who teach basic skills courses. This stimulated three major questions for this chapter:

- How involved are adjunct faculty in the curricular discussions and decision-making processes at the colleges they work at?
- What barriers must adjunct faculty overcome in order to become educated about and get access to the various services students with basic skills needs must have to succeed?
- What will it take to get adjunct faculty engaged in the process and connected to the services?

In February 2008, the Academic Senate conducted a survey called *Participation of Part-Time Faculty in the Academic and Professional Life of the College.* The 81 responses to the survey confirmed the many part-time faculty issues continually raised by our colleagues (Please see Appendix 2 for the complete survey questions with responses). At the 2008 August Basic Skills Institute, designed for adjunct faculty, several focus groups were held to explore issues related to basic skills as they relate to adjuncts. The three day institute also created venues for engagement, professional development and re-planning course lessons based upon information about basic skills. The institute was designed to allow colleges to send one full-time and several part-time faculty at no cost. As an intensive training session, it provided time and information so that the part-time builders could look at the architectural diagrams, and discuss the challenges and tools available. The second half involved putting the builders to work in a laboratory using the skills and tools they had learned about. This next section of the chapter discusses the issues uncovered on the Academic Senate survey and the validation of those issues in focus groups at the institute. But it also goes beyond this to suggest productive methods of involving and training adjuncts.

Participation of Part-Time Faculty in the Academic and Professional Life of the College survey respondents provided specific insight into adjunct faculty involvement on campus. First, please note that over half of the respondents were academic senate presidents responding indirectly about the part time conditions. The rest of the responses were from adjuncts, and there is an obvious difference in the tone and perceptions. The major perspective differences are tied to situations where local senates have made obvious efforts to create opportunities for adjunct representation and involvement, yet the adjunct reality of teaching on multiple campuses with no compensation for out-of-class work, makes those opportunities look like exploitation. This may provide the reader with a very hostile sounding relationship. And indeed, in many cases, particularly where adjuncts have sacrificially donated hours of involvement for years, sadly this is the case.

So what did the survey tell us? Ninety percent (63 respondents) indicated that adjuncts participated in departmental/discipline discussions, most without compensation for their time. Another 64.3% (45) indicated that adjuncts participated in college governance. However, the survey was distributed through senate and union connections on campus, thereby selecting among the adjuncts most likely involved in these activities. Others (48.6% or 34 respondents) specified involvement in other types of college activities (e.g., district, union, student club), the majority of which were specified as union

involvement. Union involvement far outweighed the other areas in those who responded. From this survey we can conclude that there are indications that many adjunct faculty have the opportunity and in some cases are involved.

Less encouraging was the response to the question, "*Describe your overall sense of whether your college actively encourages the participation of part-time faculty in wider academic and professional activities beyond their scheduled classroom hours and class preparation.*" To this question respondents indicated:
  A. Not at all 5.5% (4 respondents)
  B. 19.2% (14 respondents)
  C. 41.1%   (30 respondents)
  D. 28.8% (21 respondents)
  E. In every way possible 6.8%   (5 respondents)

Better insight into these issues can be gleaned from the sample responses in the open-ended comments. (Please note the difference in tone particularly as relates to opportunity versus reality.)

Sample Survey open-ended comments to the question on encouraging active participation of adjuncts, exemplifying the extremely diverse situations on the colleges of the respondents.

The college fulltime faculty and administration encourages part-time faculty to do free work for the college; however part-time faculty work is not publically recognized and used as a criteria when hiring fulltime faculty.

Faculty have voting seats on the Academic Senate, stipends to participate in the Union, attend staff development activities and participate in a number of key committees on campus. Faculty also play a key role in the development of curriculum. There is still room for improvement, but they are valued participants in every department.

Part Timers are not excluded, but they are also not considered.

There is no institutional support for part time faculty to encourage their participation in academic and professional activities beyond teaching.

Twice yearly department meetings. Curriculum development is discouraged. Very little inclusion into college activities.

Table 3 displays the percent of respondents identifying the type of involvement they participate in on their colleges. Take a moment to review this data; we want to encourage you to just read down the table out loud.

Table 3

Adjunct Survey Responses indicating Involvement and Support

90% reported opportunity for involvement was at the departmental level; but 71% responded that in reality there was little to no involvement occurring at this level
88% report little or no involvement on hiring teams
79% report little or no participation in curriculum
71% have no private office space but 62% report shared office space
69% report no involvement in peer review
69% report little or no involvement in program review
64% report little or no involvement in BSI (Basic Skills Initiative)
59% report little or no involvement in SLOs
44% report little or no involvement in texts and materials
68% report no college paid health benefits but 55% have access to optional employee paid benefits

If you are a full-time faculty or administrator reading this, take a moment to consider how well you'd do your job, engage with a team, respond to student needs and help to effectively address the basic skills challenge before us, if you were operating under these conditions.

Here is another statement that may make some readers angry! Full-time faculty sometimes feel that many adjuncts whine and complain when they do participate in shared governance activities. This survey seems to give credence to "the right to complain." Admittedly, it is not the most productive means of highlighting the issues and difficulties. Correcting the situation requires acknowledging the problems and strategically planning steps to move forward to improvement. Everyone on campus needs to connect the importance of adjunct faculty to the mission we must accomplish. We must articulate how the lack of support and over-reliance on part-time builders affects construction of the basic skills student success structure. And then we must begin to reconstruct and train all of our faculty as a team. This includes having adequate full- and part-time positions supported with the essentials of doing the job at hand.

Table 4 describes the situations where there appears to be relatively good services available to adjuncts. However, please consider that these are the bare essentials needed to teach any course and communicate with students. Why are they not 100% available?

Table 4
Survey Responses Concerning Services Available to Adjunct Faculty

83% report access to duplicating for large jobs
83% report email access
82% report good to complete access to a copier
78% reported access to a college mailbox
69% reported access to voice mail

Imagine the alternative numbers: 83% have access to large duplicating jobs. What do the other 17% do? Do they have no handouts, no exams? Further questions must be asked. What about the part-

time faculty who don't have e-mail, mailboxes or voice mail access? How do they maintain any contact with the college and their students? Does this adequately meet our professional duties at even the minimal level? And if some adjunct faculty have access to e-mail, but no mailbox or voice mail, is that adequate? One reason why this survey could not be distributed more broadly is that there are no organized part-time listservs, and if there were, not all adjuncts have access to e-mail or computers.

Please take a moment to read the short *Rostrum* article in Appendix 3 by Richard Mahon of the Academic Senate Executive Committee. It was his task to review the survey results and report to the faculty. His observations are focused and important to future efforts.

> While part-time faculty participation is welcomed, it is not actively sought. What perhaps emerges most clearly is an enormous cadre of faculty who are mostly not on anybody's radar.... What perhaps emerges most clearly from the survey is the existence of an enormous cadre of faculty who are not on anyone's radar. If student success really is the most important outcome our colleges strive to meet, we must rethink the notion that 40% of instruction statewide—and even higher levels in developmental courses—can be provided by faculty in whom our colleges have made a minimal investment in resources and the intangible but crucial qualities of respect and involvement. The time is ripe for change. (Mahon, 2008, p.3)

As stated earlier, we also used the August 2008 Academic Senate Summer Basic Skills Institute to get feedback from adjunct faculty focus groups and to further explore the issues raised in the survey. A series of three focus group discussions were conducted with a total of 67 adjunct faculty. The faculty interviewed had a total of 473 years of teaching experience, ranging from 0-42 years, and averaging 7.6 years of teaching. These 67 faculty taught at 66 different colleges. One foundationally important demographic is that they taught at between one to four different college campuses, AVERAGING work on 1.5 campuses any given semester. It takes most full-time faculty years to understand processes and services at a single college. Imagine coming up to speed at multiple institutions. Going back to our construction analogy, what we see is that these part-time builders are not only building at one location, but are traveling to multiple sites. The average part-time faculty member must learn and cope with numerous processes, administrative structures, college cultures and colleagues.

Obviously this is a stressful situation. Using a delta analysis to determine prioritization, part-time faculty reported that their foremost worry involved connection to the campus they work on. The next highest priority concern was job security. Some faculty commented that they could not ask questions or say "I don't know" because they were afraid they would be judged not fit for re-employment in a subsequent semester. The lack of an office was the next most pressing concern. As we know, our most fragile students need to attend office hours. They need guidance and personalized attention. But, in general, our system neither compensates adjunct faculty for office hours nor provide offices. While some funding has been meagerly directed towards funding office hours, the reality has impacted far too few colleges or adjunct faculty. A smaller number of concerns centered around the lack of benefits and the difficulties with commuting. Table 5 expands on the priority concerns and includes the faculty's descriptive comments.

Table 5
Top Adjunct Faculty Concerns at the BSI Summer Institute

Lack of connection to their campuses	• They lack a sense of belonging. • They feel disconnected from other faculty. • Lack of orientation to resources. • Noninvolvement with meetings. • Noninvolvement in graduation ceremonies. • Not feeling a 'real' member of the team. • Lack of input on classes. • Lack of involvement in decision making. • Lack of mentoring. • Not feeling part of the department. • Lack of communication.
Job Security	• Lack of a contract, no knowledge about employment from one semester to the next. • Having classes cancelled. • No financial security. • Insufficient hours. • The last person to get scheduled. • Lack of guaranteed assignments and inconsistent pay rates. • Reduced pay rates.
No Office	• No office space. • No compensation for office hours.
No Benefits	• No health insurance. • No other insurance.
Commute	• Distance traveled. • Drive time.

What does all this research tell us? It is important to consider that both groups of respondents, to the survey and attendees at the institute, were unique populations. The adjuncts were more engaged, just by virtue of having access to the survey or institute. The summer group gave up three days in August to get training for which they were not compensated. The faculty who answered the survey had access to a computer and took the time to respond to it. These 140 faculty confirmed that knowledge about and access to services for students with basic skills needs is prevented by the lack of support and connection to the campus for adjunct faculty's own basic needs, such as office space and collegial consultation. From Maslow's hierarchy of needs, we know that without supplying even the basic sustaining tools to adjunct faculty, we cannot expect them to turn around, connect and direct students to the services they need. This is not to say that all adjunct faculty are unable to provide this support. We are certain there are adjuncts able to ferret out the student support services that basic skills students need to succeed. But even the most engaged adjuncts responding to the

survey and attending the institute indicated these barriers in their jobs. Of course, we have included a section in this chapter to help adjunct faculty overcome some of the issues involved in their task, but the real responsibility falls directly upon the colleges, who must acknowledge their over-reliance and lack of support for part-time faculty. Remember, most students with basic skills needs first meet and rely on these faculty by virtue of their large numbers in basic skills credit, and particularly non-credit, courses.

A Check on the Legal Status of Adjunct Support - Another Quiz

Are there any legal protections or mandates concerning adjunct faculty? Let's test your knowledge with a quiz.

1. Are there legal protections in the California Education Code about WHEN adjunct faculty should be informed of their assignments?
    A. There are no time limits acknowledged for notifying adjuncts about their assignments.
    B. Adjuncts should be notified at least one day prior to their assignments.
    C. Adjuncts must be notified about their assignments one month in advance.
    D. Adjuncts must be notified about their assignments six weeks in advance.
    E. Adjuncts, like full-time faculty must be notified about intent to not rehire by March 15 each year.

2. Are there any protections in the California Education Code regarding when adjuncts should be paid for a class that is cancelled just prior to the semester beginning?
    A. Adjuncts are not protected from lack of income when any class is cancelled.
    B. Adjuncts are to be paid if a class is cancelled after the semester begins.
    C. Adjuncts should be paid for the first week of an assignment when class is cancelled less than two weeks before the beginning of a semester.
    D. Adjuncts should be paid for the first week of an assignment when class is cancelled less than two weeks before the beginning of a semester and if the class meets more than once per week, they should be paid for all classes that were scheduled for that week.
    E. Adjuncts should be paid for the entire semester if the class is cancelled after the semester begins.

3. Do adjunct faculty have a legal right in California Education Code to have their name placed in the schedule of classes each semester?
    A. There are no code regulations about the schedule of classes.
    B. The California Education Code indicates only full-time faculty should have their names in the schedule of classes.
    C. The Education Code says both adjunct and full-time faculty should be named in the schedule of classes.
    D. The standard operating procedure for all California community colleges is to identify all adjunct taught classes as "staff" in the schedule of classes.
    E. It is up to an individual college to decide to call adjuncts by name or list them as "staff."

4. Are there any Education Code regulations about adjunct faculty involvement in book selection?
   A. No regulations on book selection for any faculty exist.
   B. Adjunct faculty are allowed to comment about book selection.
   C. Adjunct faculty are considered integral parts of departments and should be afforded all full-time faculty rights to book selection.
   D. Adjunct faculty must be compensated for time spent in discussions about book selection.
   E. The Education Code has no particular considerations as to the processes and parameters of book selection.

5. Are there any Education Code regulations about adjunct faculty involvement in department activities?
   A. No regulations on involvement in department activities for any faculty exist.
   B. Adjunct faculty are allowed involvement in department activities.
   C. Adjunct faculty are considered integral parts of departments and should be afforded all full-time faculty rights involvement in department activities.
   D. Adjunct faculty must be compensated for time spent in involvement in department activities.
   E. The Education Code has no particular considerations as to the processes and parameters concerning involvement in department activities.

6. Are there any Education Code regulations about adjunct faculty and the use of college resources?
   A. There are no regulations mentioning access to resources for adjunct faculty.
   B. Adjunct faculty are allowed access to resources.
   C. Adjunct faculty should be given access to at least 50% of the college resources for full-time faculty.
   D. Adjunct faculty are legally allowed access to the college resources, if they can prove they are necessary for their work.
   E. Adjunct faculty should be provided access to resources which include, but not necessarily limited to, telephones, copy machines, supplies, office space, mail boxes, clerical staff, library, and professional development.

7. Does the California education code address adjunct faculty reappointment rights?
   A. The issue of earning and retaining annual reappointment rights are not addressed.
   B. The issue of earning and retaining annual reappointment rights are an optional aspect of collective bargaining.
   C. The issue of earning and retaining annual reappointment rights is a mandatory subject of negotiations with all adjunct contracts and all districts.
   D. The issue of earning and retaining annual reappointment rights and developing a first-refusal seniority list for adjuncts is mandated.
   E. Education code guarantees that full-time faculty always have first tight of refusal for classes over adjuncts.

Answers to these important issues are found in Appendix 4 and in the portions of the California Education Code Listed below.

The California Education Code

There are legal mandates to meet some of these adjunct faculty needs and issues communicated in the survey and at the summer institute.

§87482.8. Whenever possible:

(a) Part-time **faculty** should be informed of assignments at least six weeks in advance.

(b) Part-time **faculty** should be paid for the first week of an assignment when class is cancelled less than two weeks before the beginning of a semester. If a class meets more than once per week, part-time **faculty** should be paid for all classes that were scheduled for that week.

(c) The names of part-time **faculty** should be listed in the schedule of classes rather than just described as "staff."

(d) Part-time **faculty** should be considered to be an integral part of their departments and given all the rights normally afforded to full-time **faculty** in the areas of book selection, participation in department activities, and the use of **college** resources, including, but not necessarily limited to, telephones, copy machines, supplies, office space, mail boxes, clerical staff, library, and professional development.

§87482.9. This section applies only to temporary and part-time **faculty** within the meaning of Section 87482.5. The issue of earning and retaining of annual reappointment rights shall be a mandatory subject of negotiation with respect to the collective bargaining process relating to any new or successor contract between **community college** districts and temporary or part-time **faculty** occurring on or after January 1, 2002.

These areas represent issues of compliance, not permissiveness. While complying with these regulations may be difficult, such as when finalizing teaching schedules in a timely manner and having names ready for printing in the schedule of classes, this should represent the EXCEPTION and not the rule. In addition to these regulations, hiring faculty with minimum qualifications for all courses is required as is the assignment of courses to disciplines. This process is maintained by the Academic Senate for California Community Colleges.

What are the Minimum Qualifications Required for All Faculty to Teach a Course in the California Community Colleges?

Students, faculty and administrators alike will affirm that having the best teacher in the classroom can be the most effective means of improving student success in any course. Defining "best" can be a personal choice, but in all cases, that teacher will be the most qualified based on state and local criteria. In basic skills courses, hiring the most qualified faculty remains the goal, but often there are challenges in finding qualified, diverse hiring pools resulting in attempts to circumvent the minimum qualifications for faculty teaching basic skills courses for a number of reasons, some well intentioned. Additionally, colleges are not always clear about options for creating new courses and appropriately assigning these courses to disciplines thus ensuring that the best qualified faculty are teaching the classes. This part of the chapter provides a reminder of the minimum qualifications for basic skills faculty and learning assistance center faculty, reviews the assignment of courses to

disciplines and the options available to curriculum committees, and provides some simple guidelines about nurturing the careers of professionals dedicated to teaching basic skills courses.

Minimum Qualifications

When a college decides that it wishes to increase its number of faculty teaching mathematics, English or ESL, a job announcement is developed that lists the state adopted minimum qualifications for the position, and occasionally, preferred qualifications developed locally. Both sets of qualifications assist search committees in making good decisions about which candidates appear to be best qualified for the position. In addition, most colleges also include teaching demonstrations and role play situations to assess the candidates with greatest chance to succeed.

The Board of Governors, relying primarily on the Academic Senate, have has been tasked through Education Code (section 87357) to develop and update the list of qualifications for faculty teaching in any discipline. This grand list is known as the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," commonly referred to as the Disciplines List. The Disciplines List contains the minimum qualifications for all faculty assignments, including Learning Assistance Center coordinators and noncredit faculty. It is updated on a regular cycle by review from faculty throughout the state, and resolutions recommending a change to the Disciplines List are voted on by the Academic Senate at its plenary session in accordance with the cycle and timeline. These recommendations are then proposed for adoption by the Board of Governors to be included in the Disciplines List. (A complete review of these minimum qualifications are included in Appendix 5).

Assigning Courses to Disciplines

Each course – credit or noncredit - that is approved by the college or district Curriculum Committee receives an assignment to one or more disciplines. The assignment to at least one discipline defines for the college the set of knowledge and experience that best matches the goals of the course. "A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them," ASCCC, 2004, p. 9). Most courses are assigned to a single discipline, but there are, on occasion, perfectly good reasons to assign a course to more than one discipline. Some basic skills courses may fall into this category. (Appendix 6 provides detail on the process for assigning courses to disciplines.)

As An Adjunct, What Am I Legally Mandated To Do?

In case one of the items you checked on the reality checklist was the one about lacking guidance from your college about the classes you teach, we would like to share the legal requirements for your job. Those of you already in the know may want to skip ahead to the next section of this chapter.

An intrepid instructor, brave enough to explore the California Education Code, will find the answer to "what am I mandated to do?" in legal language. The statutes apply to all faculty, whether adjunct or full-time. However, adjunct faculty do not always receive an orientation to these requirements when hired. If you are feeling courageous, you can access the Education Code yourself online at:

www.leginfo.ca.gov/calaw.html. Relevant sections include California Codes, Education Code §87400-87488 for academic employees, and Part 25 Chapter 4 on Employment--Certificated Employees and Instructional Materials and Prohibited Acts §78900-78907.

To translate and summarize this legalese into English, your responsibilities are to:

- Follow the course outline of record, also referred to as the COR. (It is required that this is made available to you prior to teaching the course, if not, ask for it.)
- Provide instruction and assessment in accordance with established curriculum and course outlines (COR). This represents a legal agreement for the course delivery.
- Teach critical thinking. All higher education courses, including basic skills classes, must involve critical thinking, not just memory work.
- Maintain appropriate standards of professional conduct and ethics.
- Maintain current knowledge in the subject matter areas.
- Fulfill professional responsibilities of a part-time/temporary faculty member.
- Teach all scheduled classes.
- Maintain accurate records.
- Maintain confidentiality of student records.
- Comply with the legally mandated evaluation timelines and the procedures, which are contractually spelled out (and perhaps different) at the colleges you teach at.

In addition to what you must do, the Education Code spells out what you can't do. We do not feel this is the place to explicate all the legal regulations; however this includes taking money for use of published materials and using published materials without acquiring appropriate permissions. There is also a limit on the percent of load adjuncts can teach. Previously this was 60% of a full load but in 2008 the limit was raised to 67% by of a full load.

A Note on Evaluations

Regarding evaluation, Section 87663 of the Education Code states: "Temporary employees shall be evaluated within the first year of employment. Thereafter, evaluation shall be at least once every six regular semesters, or once every nine regular quarters, as applicable." We understand that this is not necessarily practiced on a regular basis at many colleges. Our suggestion is that you should be proactive in this process, perhaps requesting it more frequently, for three reasons. First, active feedback from students and peers will help you to improve. Second, this provides documentation of your good work and provides additions to application packets for full-time or other part-time employment. Last, it provides some measure of documentation concerning your work for rehiring and accreditation purposes.

What Other Information May You Need?
Some Tools and Suggestions for Adjuncts from Adjuncts!

If you checked many items on the Reality Checklist, you may feel as if you need more information from your college to better help your students succeed. Sometimes getting the textbook, the keys to the classroom, the

name of the course you have been assigned to teach and maybe a map of the campus just isn't enough. The information you may need is as varied as the total number of adjunct faculty in the state. Here's a list of items that other adjunct faculty have found useful. Ideally, these helpful hints would be found in your college faculty handbook. However, we know that these handbooks are not always available at every college.

 Warning: some of this is utterly obvious, but you may not be surprised to learn that some adjuncts have had to walk into the classroom and begin teaching without receiving some of this information from the college that has hired them. We have created a tool box so that you can locate these tools if you need them and indicated whether you can expect to find them to be the same if you teach at different colleges. So here is a tool belt of sorts!

Necessary Tools for All Faculty	Information Available	Campus Differences?
Creating a Course Syllabus	Appendix 7 of this chapter	Possibly
Course Outline of Record (COR)	See Appendix 8 for the contents of the COR but request a copy from your department chair or dean for your course specifics.	Yes
Course and Program Student Learning Outcomes (aka SLO's)	See chapters 15 & 16 of this handbook for descriptions. The specific SLOs for your course and the program it may fit into must be available in a public document. That may be the syllabus, COR, addenda or online source. You need to ask your dean, department chair or mentor to help you locates the SLOs.	Yes
Course prerequisites	College Schedule/catalog The Education Code describes the role and application of prerequisites; they are strictly assigned and must be enforced.	Yes, except for some programs with statewide prerequisites such as nursing.
College Website	A link to every CCC website is available at the Chancellor's Office Website at http://www.ccco.edu/CommunityColleges/ CommunityCollegeListings/CollegeListingsAlphabetical/ tabid/643/Default.aspx	Yes
Campus map	At the College Website or in the Schedule of Classes	Yes
College catalog	Usually available from Admissions and Records, Counseling or your dean	Yes
Course description	Found in the college catalog	Yes
Campus copying or reproduction protocol	There is usually a handout regarding these processes at the reproduction center or your local senate	Yes
Desk copy of the textbook assigned to the	Your dean, department chair or mentor should help with this. As a last resort the bookstore will provide some guidance.	Yes

Necessary Tools for All Faculty	Information Available	Campus Differences?
class		
Academic calendar detailing holidays and final exam dates	These are published in the schedule of classes and are usually available at the college website.	Yes
Deadlines for submitting grades and other official materials	Your dean, department chair, mentor or academic senate will have these important official dates available. They are not generally on the website.	Yes
Access to keys	Your dean, department chair or mentor should help with this.	Yes
Specific Safety protocol and responsibilities	Your dean, department chair or mentor should help with this.	Yes
Your campus email address	Your dean, department chair or mentor should help with this.	Yes
Your campus phone number	Your dean, department chair or mentor should help with this.	Yes
Your campus mail box location	Your dean, department chair or mentor should help with this.	Yes
Class rosters	Your dean, department chair or mentor should help with this. As a last resort you can call or email admission and records. There are specific protocols and requirements regarding adding students and the number of times a student can take a course. You need to know this information before the first day of class.	Yes
Office supply location	Your dean, department chair or mentor should help with this.	Yes
Contractual rights and responsibilities	Generally available on the college website link to local unions. This will include evaluation expectations as well as salary information.	Yes
Available Jobs within the system	http://www.cccregistry.org/jobs/index.aspx	No
Accreditation Standards	http://www.accjc.org and for the specific standards http://www.accjc.org/pdf/ACCJC_NEW_STANDARDS.pdf	No
System-wide online student applications	http://www.cccapply.org/	Mostly
System-wide financial aid information	http://www.icanaffordcollege.com/applications/homepage2.cfm	Mostly with additional aid available locally
ASCCC Academic Senate for California Community Colleges	http://www.asccc.org/ Your statewide Academic Senate office and resources	No

Necessary Tools for All Faculty	Information Available	Campus Differences?
Basic Skills resources	http://www.cccbsi.org/chancellors-office-resources	No
Acronyms	http://www.asccc.org/Publications/Papers/ACRONYMS.htm Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one it not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office	Mostly the same but unfortunately there are more local acronyms

The good news is that, in this day and age, much of the above list is available online at the college web site; the bad news is that it will be different for each college you teach at due to local difference.

A word about pre- and post-requisites: as you are surely aware, many basic skills courses are part of a sequence. It's as important for you to know what students should be able to do when they enter your course and what they will be expected to do in the next one as it is for you to understand the specific requirements of your particular class. Many departments have spent hours trying to align the classes so that the skills build. You may not have been able to attend those meetings or were hired after this work was completed, so you may not be fully aware of how your course fits in to the whole. The course outlines of the pre-and post-classes should also be made available to you, but this does not always happen. If it hasn't, find out where you can get them.

Another note about those pesky SLOs: Since colleges across the state are in the process of writing SLOs and designing methods to assess them, with various schools at different stages of the process, you need to find out what is expected of faculty at each of the institutions where you teach. The processes will probably differ from college to college. If you would like to know more about SLOs and how they can be assessed in basic skills courses, take a look at Chapter 15 in this handbook at http://www.cccbsi.org/basic-skills-handbook.

The survey for part-time faculty indicated that accreditation and areas examined by accreditation such as program review and student learning outcomes assessment are often bereft of adjunct involvement. "The levels of neglect are almost equally bleak in a number of other crucial areas, including accreditation self study (68.8%), program review (68.8%), or developing course-level SLOs (59%). While participation of part-time faculty is usually welcomed it seems clear that it is not actively sought or encouraged" (Mahon, 2008, p. 2).

Accreditation is a regional validation concerning the quality of our institutions. Accreditation occurs every six years and holds colleges to a set of standards. Loss of accreditation means that courses will not transfer, students will not get financial aid and ultimately the college will lose its credibility and usefulness to students. Recently a California community college lost its accreditation and several other colleges are on various levels of sanction noting deficiencies.

Adjunct Survivor Tips: Getting Organized

As an adjunct instructor, this is crucial. If you are a freeway flyer, teaching at more than one institution and without an office or place where you can store things, organization is the key to a sane life. It is probably the one thing that has saved countless adjuncts over the years. Here are a few suggestions:

- Designate a location for each assigned class whether it be a box, bag, or corner of a room. Having one location for materials concerning each class will simplify the semester.

- If teaching at multiple campuses, using one plastic tub (with a lid) for each campus will help sort and simplify all of the paperwork involved.

- One adjunct we know favors a craft bag on wheels. She writes, "It has all those handy elastics for my pens, a zipper for my scissors, rulers and stapler and two big sections – one for each class. This bag goes to each class with me so all the assignments being turned in go in the appropriate folder. Having one place to put my papers helps in getting work completed on time, eliminates wasted time searching for student work and focuses time on getting the papers graded. Organization takes some thought and maybe a little planning, but saves headaches in the long run. Now supply whatever you use with writing implements and any office supplies you want to have in the classroom. My craft bag even has a mini stapler and pencil sharpener."

- For organizing the paperwork, buy several colors of file folders and a binder for each class.

- In the binder, use dividers for the calendar, grade book, lesson plans, hand outs and syllabus. You may want to add another section headed TO DO with a pocket folder and lined notebook to keep track of your to-do list. Having a pouch in the binder for pens is convenient. A stack of sticky notes and 3 x 5 cards come in handy.

- Organize the designated area (tub, trunk, craft bag or location) using colored folders. Sometimes it helps to use one color per class.

- If most of your work is done on the computer, consider using a flash drive that goes everywhere with you. It can contain folders for each of your classes with the handouts, tests and anything else that you need.

- Another adjunct suggests this organizing technique: "Early in the semester (usually the first test – week 2) each student is assigned a number. This number is their *secret* number. For the rest of the semester, as a grade and attendance sheets go through the class, they will look at their scores and mark their attendance using their secret number. It simplifies recording my grades and gives them a random identifier. Each assignment being turned in has their name and number in the upper right hand corner so entering scores is simplified."

- Contact your book representative. One instructor wrote, "This has proved to be a wealth of support for my students. In addition to the text book, there are often videos, test generators, PowerPoint presentations and online resources available. Several of the textbooks I've used in the past have provided supplemental video tapes that I put on reserve at the library for student use. My students then have an opportunity to view the classroom material at their own pace from a different perspective watching other instructors discussing the textbook topics."

- Organize your students! Many of our basic skills students lack the organizational and study skills for successful completion of college level work. This handbook contains some materials that might

be helpful. Chapter 5 contains a Student Success Checklist. Chapter 8 has a Time Management Grid that can be used to lead a discussion on the time requirements of a class available at http://www.cccbsi.org/basic-skills-handbook.

Know the Basic GOOD PRACTICES in Basic Skills

The National Association for Developmental Educations has a variety of resources and research articles available to help you meet your student's needs (check out the website http://www.nade.net/). There are several principles supported by research which contribute to the success of students with basic skills needs. In fact, these principles are based upon good practices documented for all undergraduate students and found in Chapter 3 of this handbook. Hunter Boylan's article in the Journal of Developmental Education (Winter 1999) provides a good summary of these principles.

Good developmental education:
- Results from institutional commitment
- First and foremost is delivered by well-trained people
- Is student oriented and holistic
- Connects with collegiate curriculum
- Includes communication between those teaching and offering services
- Has specific goals and objectives
- Incorporate critical skill into all activities (critical thinking, metacognition, study skills)
- Is evaluated regularly

So how do you get engaged in your institutional practices? The first and foremost would be to indicate your interest to your department chair and dean. Next would be to seek out the basic skills coordinator or developmental education department chair. Next, see if they need representation from adjuncts on the basic skills committee and volunteer for the committee. Attend the basic skills professional development meetings on your campus and provided statewide. The Basic Skills Initiative funding has been used by some colleges to compensate adjunct time and training. In addition, you can address some of the other good practices by using the suggestions below.

Teaching Strategies

This handbook contains a wealth of material about teaching strategies for basic skills students. Check out the various discipline chapters to see what other faculty across the state are doing in your particular area. (The entire handbook is available at http://www.cccbsi.org/basic-skills-handbook.) In addition, you may find it very valuable to read Chapter 5: Effective Practices for All Disciplines for cutting edge research on neuroscience, learning styles and metacognition. It contains specific materials and activities that have been proven to help basic skills students achieve more success. All of us, regardless of discipline, need to learn how to teach more actively and to ask students to reflect on their own learning. Research has shown that these two techniques vastly improve the success of basic skills students. Chapter 5 details both the research and the specific successful strategies.

You probably have successful strategies of your own that you can add to either Chapter 5 or the specific discipline chapters. The Academic Senate for California Community Colleges is collecting effective practices and will host them on a website at Basic Skills Initiative http://www.cccbsi.org . One of our goals is to include at least one program, strategy, and/or project from each California community college. The survey submission link and searchable database are available at http://bsi.cccco.edu/

And here's a really fun resource for you. Have a look at this link for professional training: http://www.league.org/gettingresults/web. The lessons it contains on active learning and student engagement are short but may be readily applicable in your classroom.

Finally, the Appendix 9 contains information on lesson plans that you might find helpful.

Use Professional Organizations to Keep Up To Date

One of the best ways to keep abreast of new teaching strategies and research in your field is through professional organizations. Across the state there are numerous professional organizations available to ALL community college instructors. Since the definition of a basic skills student is one who "lacks the foundational skills in reading, writing, mathematics, English as a Second Language (ESL) necessary to succeed in college-level work," the professional organizations related to those subjects are included. The mission statement for each of the organizations is taken from their website. The sites also provide further information on their goals and conferences. For funding to attend a conference, check with the division dean and/or the professional development office on your campus.

English Council of California Two-Year Colleges (ECCTYC)
URL: http://ecctyc.org/
The purpose of ECCTYC is to advance English teaching and learning in the two-year college by providing opportunities for the exchange of discipline information, promoting professional interaction and growth among its members, and articulating concerns of the discipline to professional and policy-making groups.

To support these goals, ECCTYC publishes the journal *inside english*, sponsors statewide conferences, holds annual statewide meetings of English department chairs, and represents two-year college English teachers' concerns in state and national issues affecting the English discipline.

California Teachers of English to Speakers of Other Languages
URL: http://www.catesol.org/
CATESOL's mission is to promote excellence in education for English language learners and a high quality professional environment for their teachers. CATESOL represents teachers of English language learners throughout California and Nevada, at all levels and in all learning environments. CATESOL strives to:
- improve teacher preparation and provide opportunities which further professional expertise
- promote sound, research-based education policy and practices
- increase awareness of the strengths and needs of English language learners
- promote appreciation of diverse linguistic and cultural backgrounds.

California Mathematics Council Community Colleges (CMC^3)

URL: http://www.cmc3.org/

The California Mathematics Council Community Colleges (CMC^3) was founded in 1973 to provide a forum through which community college mathematics faculty in Northern and Central California shall express themselves professionally at a local, state and national level and to support mathematical activity by students and faculty.

California Mathematics Council Community Colleges South CMC^3-S

URL: http://cmc3s.org/index.htm

The California Mathematics Council, Community Colleges - South is a non-profit, education association. The objectives of the association are the following:

1. To encourage the development of effective mathematics programs;
2. To provide a collective voice for community college faculty in the interest of mathematics education;
3. To affiliate with other groups and organizations also directed toward the improvement of mathematics instruction;
4. To hold regular conferences, meetings and/or forums;
5. To communicate information related to the special interests of two year college mathematics instruction in California.

For an overview of the College Governance System visit:

http://www.4faculty.org/includes/119r1.jsp This useful website provides a very short explanation of governance in California community colleges and provides links to all the major organizations that provide resources for faculty work and participation in governance activities.

Foundation for California Community Colleges

URL: http://www.foundationccc.org/

The Foundation for California Community Colleges is a unique non-profit organization that benefits, supports, and enhances California's Community Colleges—the largest higher education system in the nation. As the sole official auxiliary organization partnering with the California Community Colleges Board of Governors and System Office, we develop programs and services that save millions of dollars for colleges and students, promote excellence in education, and provide valuable learning opportunities for students throughout the state. We also support the system through special initiatives, statewide awards, and direct donations to the colleges and the Network of California Community College Foundations.

The Foundation for California Community Colleges (FCCC) supports an array of software programs, designed to benefit educational institutions, faculty, staff, and students at California Community Colleges and across the nation. They offer reduced prices on software by visiting: http://www.foundationccc.org/CollegeBuys/SoftwareComputers/tabid/243/Default.aspx

Northern California College Reading Association (NCCRA)

URL: http://nccrareading.org/

The objectives of this association are as follows:

1. To exchange ideas and techniques with regard to college reading and study skills programs in the areas of

        a. Course content and methods,

        b. Diagnosis of student reading and study skills problems,

c. Evaluation and effectiveness of the programs, and d. State and national issues
2. To encourage the adoption of specific qualifications and standards for college teachers of reading and study skills.
3. To develop stronger liaison between community colleges and four-year colleges.
4. To develop stronger liaison with other reading and study skills associations.
5. To provide a mechanism for professional networking.
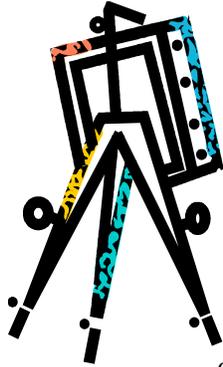
The Big Picture Concerning Reliance on Adjuncts in Basic Skills

Here we are at another juncture concerning where we fear we will make some readers angry. But let us state unequivocally that the following information is not in any way critical of the hard working adjunct faculty. It is, instead, highly critical of practices that have created an overwhelming reliance on part time faculty without providing training, support services or professional development. It is critical of the reality in the equation below:

42,949 temporary faculty, 71% of which 50-90% teach the majority of basic skills sections

+ PLUS +

A lack of connection to campus and a lack of supportive services

= EQUALS =

Inability to address the most effective practices in basic skills, centralization, integration and professional development

In general, it would appear that colleges do a reasonable job providing *some* tools to help link students to faculty: e-mail, voicemail, and physical mailboxes are widely—but not universally—available. Shared (and seldom private) office space is less available for part-time faculty members to meet with their students. The great divide comes when we look at the efforts colleges make to involve part-time faculty in the intellectual life of the **institution** outside of the classroom -- in accreditation, curriculum, program review or the Basic Skills Initiative (Mahon, 2008, p. 2).

The statewide average for credit basic skills courses shows 52% of instruction being provided by part-time faculty. Six colleges provide over 70% of basic skills instruction by part-time faculty; 26 colleges provide over 60% of instruction by part-time faculty. Nothing in these figures suggests that these faculty members are not well trained, committed, and compassionate faculty members, but the part-time survey does suggest that part-time faculty are generally not well integrated into institutional dialog about pedagogy, curriculum design, program review, or accreditation, the processes which would indicate meaningful part-time faculty connection to the institution and not just their teaching discipline. Such integration was one of the key predictors of success cited in the research for the Basic Skills Initiative. In spite of this, 59% of respondents report little to no involvement in the local Basic Skills Initiative and 55% report little to no involvement in local discussions of pedagogy. One

respondent noted, "There is no institutional support for part time faculty to encourage their participation in academic and professional activities beyond teaching" (Mahon, 2008, p. 3).

Combine these comments with national research. Below is a review of several recently released studies.

The first comes from an article in the Chronicle of Higher Education titled *Use of Part-Time Instructors Tied to Lower Student Success* by Peter Schmidt. In this article he speaks about a recent research study by Audrey Jaeger and Kevin Eagan, looking at student success in community college students and part-time instructors. The study looked at transcripts of 25,000 first-time students who demonstrated transfer behavior (which means they took courses required for transfer rather than just simply checking a box on their registration papers indicating a transfer goal).

The two researchers found that the likelihood of students continuing on to four-year institutions dropped by 2% for every increase of 10% points in their credits earned with part-time faculty members. That remained true even after accounting for differences in the community colleges and in students' backgrounds.

For the average student, the trend translates into an 8% drop in the likelihood of transferring. That is because the average student in the study earned almost 40% of credits from part-time faculty members (Schmidt, 2008, p. 3).

In a study by Eney and Davidson (2006), they describe the essential link to a support environment, which our survey and focus groups describe as being nonexistent among the over 70 colleges represented. "It is critical to provide a supportive environment and professional development opportunities that allow part-time faculty to focus on quality teaching and learning while also giving them a stake in the institution's mission." (Eney & Davidson, 2006, p 1). In their review, they suggest seven essential recommendations for part-time faculty practices. These practices include:

- Employing individuals with adequate credentials (refer to Appendix 3 on minimum qualifications)
- Providing sufficient and fair compensation (this has been studied by California Postsecondary Education Commission [CPEC] and includes specific policy suggestions)
- Provide the necessary support services (in California this is supported by the Education Code)
- Engage adjuncts in institutional processes (refer to the Academic Senate 2002 paper on adjuncts)
- Provide professional development activities (including orientation, faculty handbooks, access to professional libraries)
- Establish mentoring programs
- Train adjuncts to develop goals and to evaluate their own work (pages 3-10)

Finally, in a National Study of Developmental Education II: Baseline Data for Community Colleges (2007), Gerlaugh et al state, "The existing research suggests that the most successful developmental education programs employ the highest percentage of full-time faculty (Boylan, 2002; Boylan & Saxon, 1998)" (p. 3). The study indicates that overuse of adjunct faculty is associated with poor student retention, and respondents to their study indicated that 79% of the developmental courses were taught by adjuncts.

What Can College's Do to Address Adjunct's Role in Basic Skills?

First we must begin with a statement that guides every other recommendation listed below with regards to adjunct faculty.

> The Academic Senate remains committed to the central importance of maintaining a corps of full-time tenured faculty, and reaffirms that "decisions regarding the appropriateness of part-time faculty should be made on the basis of academic and program needs . . . and not for financial savings" (AB1725, Section 4 (b)). Temporary assignments should be limited to short-term responses to curriculum changes and enrollment growth, allowing for rigorous, fair, and effective hiring practices when stable need has been established, or temporary substitutions for contract and regular faculty on leave or reassignment. (ASCCC, 2002, p 35)

Next, we need to motivate everyone with an important vision. Trained, supported, and informed faculty are essential to student success. In addition, as we consider the Basic Skills Initiative, SLO assessment and accreditation challenges, we need faculty with professional development beyond their discipline fields. At a recent Basic Skills Steering Committee meeting, Dr. Henry Shannon, Superintendent/President of Chaffey College emphasized the importance of seeing our part time faculty pool as a source of knowledgeable faculty. He underscored the importance of viewing adjunct faculty support and training as an investment in our California Community College System's future.

Finally, we want to direct readers to the summary of recommendations made by the paper *Part-Time Faculty: A Principled Perspective* (ASCCC, 2002, pp. 36-37) included in Appendix 10. The following additional strategies were a result of the BSI work with adjuncts throughout the first phases of the project.

Provide Appropriate and Mandated Support Services
We know that the challenges for part-time faculty are great. Often they have no e-mail, computer, offices, or professional development! Some have never met another faculty member on their campus in their discipline; contact has been limited to paperwork and administrators. What is your participation quotient in moving our field of part-time faculty forward, providing resources and training? Some of these are legally mandated. When was the last time your surveyed your adjunct faculty concerning their support needs?

Examine College Policies
- Reproduction Access

We know of one college that decided to limit the copy service hours to 7 a.m. to 6 p.m., essentially eliminating the ability of many adjuncts from ever using the service.

- Scheduling of meetings

Evaluate your practices with regards to meeting times and dates. Many colleges regularly invite adjunct participation, but fail to consider part-time instructor's schedules.

- Create an Adjunct Listserv

Communication is a key issue. Listservs require virtually no money to maintain and yet provide an exceptionally valuable resource to include adjunct faculty in announcements and updates, do you have one?

- Examine Scheduling policies

What are your scheduling policies and timelines? Do you accommodate the legal mandate in notifying adjuncts about their schedule? Have your unions adequately addressed issues to make your college compliant and fair to adjunct faculty?

Professional Development

Institutions that are seriously addressing basic skills have learned that improving student success will not occur without including adjuncts. The Board of Governor's report (2008, p. 33) admonished colleges to engage adjuncts in professional development activities since they teach such a huge proportion of these courses. This is particularly important in the noncredit courses serving over half of our students with basic skills needs and staffed by 90% adjunct faculty.

Colleges need to identify and send adjuncts to off-campus training; it benefits the faculty member and the institution. The Academic Senate knows that we cannot achieve our statewide goal of increasing basic skills success without providing resources and training to part-time faculty. Some of this training occurred at the August Basic Skills Institute in Newport Beach. Teams of faculty from all 110 California community colleges (made up of one full-time faculty accompanied by up to four part time faculty) came for an update on BSI statistics, goals, resources, and direction. Institute faculty spent a great deal of time on pedagogical tools specific to their disciplines. When these faculty returned to their home colleges, they provided important information and tools to share with their colleagues. They have become an integral part of the Basic Skills Initiative, a statewide focus to address student success.

Where do you go to find successful professional development programs which include adjuncts and operate under the budgetary constraint of the California Community College System? That is easy. The California community college Board of Governors *Exemplary Program Awards* of 2008 identified outstanding professional development program models. The theme for 2008-2009 is "Growing our Own: Showcasing Innovative Development Programs for Faculty." Because student success is dependent on highly qualified, enthusiastic and engaged faculty members, as recognized in the effective practices of developmental education programs (Boylan, 1999, p. 8) the following well-planned and sustainable development programs are worth a review by all the colleges in the system. The descriptions for all Exemplary Awards, including the following excerpts, are available on the Academic Senate website at: http://www.asccc.org/LocalSenates/Awards/Exemplary.htm.

College of the Canyons—Institute of Teaching and Learning

College of the Canyons implemented the *Institute of Teaching and Learning* (ITL) in order to support faculty efforts to enrich their teaching abilities. The ITL encourages faculty to engage in "reflective practice" at every stage of the process, and supports this by promoting classroom research by granting stipends to faculty members who design and perform research projects based on ideas or principles learned in the ITL classes. Stipends can be awarded for projects that promote "reflection

and change in classroom practices." The ITL is committed to helping all faculty improve their teaching skills, and even has a portion focused on adjunct faculty, The Associate Program. This program is extremely popular on campus, with an average of 33-35 applications a year for the 20 available seats. Once adjunct faculty complete the program, they are awarded the status of Associate Adjunct and receive a permanent 10% increase in pay. Additionally, the program reports, "Participants usually find a very direct and immediate application for the concepts and techniques discussed and practiced in the workshop." Most graduates indicated that completing the Associate Program was extremely helpful in pursuing a full-time teaching position. Since 2002, College of the Canyons has had 230 instructors take at least one ITL course, and 102 of its 196 full-time faculty have participated in the program.

Mt. San Antonio College—Developmental Education Faculty Certification Program
In 2002, Mt. San Antonio College (Mt. SAC) created the *Developmental Education Faculty Certification Program* which focuses on professional development to educate and inform Mt. SAC faculty about the developmental education needs of students on campus. Since its inception, 74 full-time faculty members and six adjunct faculty members have taken part in the program. The program has tirelessly pursued its goal of providing participants with opportunities to understand the basic developmental education principles, current learning theory and active learning strategies that will support student success; it even goes beyond theory and addresses practical application strategies for both inside and outside of the classroom. The *Developmental Education Faculty Certification Program* is broken down into three modules to give faculty time to learn and process all of the new material. The modules are designed to promote cognitive, social, emotional, and professional growth to help make faculty aware of different learning aspects students may have and to promote lesson plans to fit those needs. One Mt. SAC faculty member who has been through the program said, "I have found these classes to be invaluable. Although I have taught for many years, up 'til now, I have never had any background in education theory...I used to feel like students just weren't trying or making school a focus. Now, I am thinking about how my teaching actually influences their learning."

HONORABLE MENTIONS

Los Medanos College—Mathematics Department Teaching Communities
The Los Medanos College (LMC) Mathematics Department decided to try something new in the spring of 2003. Instead of sticking with their typical faculty interactions, the LMC Mathematics Department decided to create *Teaching Communities* for its faculty, based on the student learning communities which have been encouraged in recent years. They started with an *Intermediate Algebra Teaching Community* and eventually added *Algebra* and *Statistics Teaching Communities*, comprised of both part-time and full-time faculty. These teaching communities have proven to be invaluable for the department since 50% of their course sections are taught by part-time faculty. Additionally, each *Teaching Community* has written collaborative curriculum and common finals. There has been a huge level of participation from LMC's Mathematics Department faculty: 70-80% of faculty from both the main campus and the satellite campus participated in the *Statistics Teaching Community*; 60% of their part-time faculty have participated in *Teaching Communities*; and 100% of LMC's full time mathematics faculty have participated.

**San Diego City College – Pedagogy of Love: Organic Praxis in Teaching and Learning**
San Diego City College's *Pedagogy of Love: Organic Praxis in Teaching and Learning* program is a professional development program linked to Learning Communities and designed for faculty, by faculty. Since Spring 2006, the program has offered university extension courses, trainings and materials, integrated curriculum, and weekly "cafes" for both full- and part-time faculty. These professional development opportunities allow faculty to reflect and dialogue about teaching, learning theory and research and their Learning Community classroom experiences. The number of Learning Communities offered on campus has increased by 850% (increasing from two to 17 offerings in the span of a year) while increasing student retention and success in basic skills English reading and writing. This program serves as the core of San Diego City College's professional development program and serves as a model for professional development to other colleges.

Santa Barbara City College – SLO Faculty Development Project
The *SLO Faculty Development Project* is a catalyst for institutional transformation at Santa Barbara City College. Beginning in June 2004, over 200 full-time faculty and 98 adjunct faculty have participated in this program. Through the project, members of the college community have been engaged in an intense, ongoing, self-reflective dialogue about using SLOs to improve student learning. The college has also developed and institutionalized an SLO implementation cycle that includes course, program and institutional SLOs. The process is faculty driven and has garnered strong support and intensive participation from other faculty across campus. The project includes extensive trainings, collection of student performance data, and the development of student learning improvement plans. Products of this project have included the development of numerous resources, guides, handbooks and online tools to further faculty work on SLOs. College committees, councils, the academic senate, and intensive cohorts drive the work for this project. These cohorts consist of classroom faculty and student support programs and services that meet for an entire academic year as they move through the implementation cycle. The project speaks directly to the college's mission, focuses on student learning through increased faculty involvement and engagement, and provides fundamental principles and processes that can be adopted or adapted at other colleges throughout the state.

West Los Angeles College – Leadership Retreats
The *Leadership Retreats* program at West Los Angeles College is truly a "home grown" program. Created in response to accreditation recommendations, this program is coordinated locally by a diverse planning committee, which hosts an annual retreat to focus on various topics, including the college's mission, participatory governance practices, planning and accreditation, retention strategies and teaching practices under the belief that "all are leaders." The program integrates classroom instruction with student services, counseling and administration. The program has received dedicated support and funding from various campus constituencies, including the academic senate and college president. Currently, many of the new ventures on campus include ideas that found their genesis at a leadership retreat. West LA Leadership Retreats focus on topics that directly address the core missions of the California community colleges and providing a sustainable model of stakeholder support.
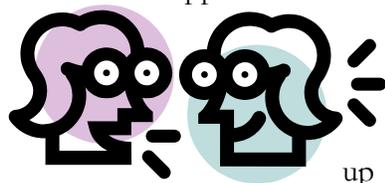
A Final Word

If you have read the statistics on the lack of success/completion of our basic skills students (see Chapter 1 of this handbook at http://www.cccbsi.org/basic-skills-handbook), you know that it is up to us to make changes to assist our adjunct faculty who teach a majority of our courses, particularly in noncredit.

Appendix Chapter 17
The Role of Adjunct (Part-time) Faculty in Basic Skills

Appendix 1: "State of the State" of Adjunct Faculty

Appendix 3: Part-time Faculty: *Where Are We Now?*

Appendix 4: A Check on the Legal Status of Adjunct Support

Appendix 5: Minimum Qualifications Required for All Faculty to Teach a Course in the Community Colleges

Appendix 6: Assigning Courses to Disciplines

Appendix7: Information for Creating a Course Syllabus

Appendix 8: Course Outline Information (The COR)

Appendix 9: Lesson Plan Information

Appendix 10: Previous Recommendation Summary excerpted from *Part-Time Faculty: A Principled Perspective* (pp 36-37)

http://www.asccc.org/Publications/Papers/PartTimeFaculty.htm

Appendix 11: Resources for Chapter 17

Appendix 1
"State of the State" of Adjunct Faculty - Quiz Answers

Question 1 - **D**

Approximately how many total faculty serve the 2.6 million students in the California community colleges?

      A. 1 million faculty
      B. 500,000 faculty
      C. 200,000 faculty
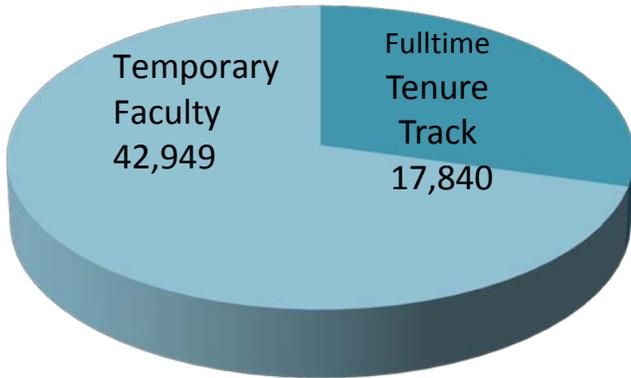
D. 60,000 faculty

      E. 36,000 faculty

According to the latest report by the Chancellor's Office there are 60,789 faculty in the California Community Colleges.

Fulltime Tenure Track Faculty Number	Tenure Track Faculty Full Time Equivalents
17,840	19,723
Temporary Faculty Number	**Temporary Faculty Full Time Equivalents**
42,949	16,149

Total faculty in the CCC's 60, 789

Question 2 – **E**

Each of these groups represent approximately what percent of the full time equivalent faculty (FTE) in California community colleges?

      A. 80% fulltime and 20% temporary
      B. 60% fulltime and 40% temporary
      C. 50% fulltime and 50% temporary
      D. 40% fulltime and 60% temporary

E. 30% fulltime and 70% temporary

42,949 are temporary faculty this represents 71% of the faculty. Tenure track faculty represents 19,723 faculty in the system, only 29% if you are looking at sheer numbers of faculty.

Question 3 – **C**

Approximately what percent of the full time equivalent faculty (FTE) does each of these groups represent?

A.   80% fulltime and 20% temporary
B.   75% fulltime and 25% temporary
C.   55% fulltime and 45% temporary
D.   50% fulltime and 50% temporary
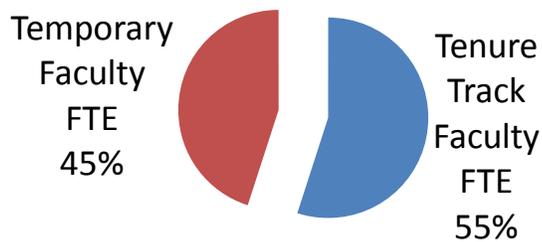E.   40% fulltime and 60% temporary

The FTE ratio of tenure track and temporary faculty are 55 and 45 percent respectively. These numbers illustrate the very significant and essential contributions of temporary faculty. In addition, a recent study indicates a significantly higher percentage of part time faculty teaching basic skills courses than other courses and this mirrors a nation-wide trend. Take a moment to consider the resources these faculty have. How do they get professional development? How connected are they to our statewide Basic Skills Initiative?

Trained, supported, and informed faculty are essential to student success. In addition, as we consider the Basic Skills Initiative, SLO Assessment and Accreditation challenges, we need faculty with professional development beyond their discipline fields. At a recent Basic Skills Steering Committee meeting, Dr. Shannon of Chaffey College emphasized the importance of seeing our part time faculty pool as a source of knowledgeable faculty. He underscored the importance of viewing part time faculty training as an investment in our CCC system's future.

Number of Faculty in California Community Colleges

Temporary Faculty 42,949

Fulltime Tenure Track 17,840

Percent Full Time Equivalent (FTE) for California Community Colleges

Temporary Faculty FTE 45%

Tenure Track Faculty FTE 55%

Appendix 2: **Part-Time Faculty Survey**– Selected Responses from Participation of Part-Time Faculty in the Academic and Professional Life of the College

(Note: Answers include the percent of respondents and then the total number of respondents for each answer. This is not the entire survey and the questions have been renumbered for easy reference)

1. Respondent Name: (Optional)
answered question 53 ; skipped question 29
**It should be noted that not all the responses were from part-time faculty, but rather from full-time faculty leaders answering on behalf of their understanding concerning part-time issues and involvement. Over 46 respondents indicated from their response to the question below that they were likely fulltime faculty serving as academic senate presidents answering indirectly. The remaining were part-time faculty and a number were from a single college where the survey was distributed effectively to adjuncts.)

2. Respondent Title/Position:
answered question 82; skipped question 0

3. College/District:
answered question 82: skipped question 0

4. Describe your overall sense of whether your college actively encourages the participation of part-time faculty in wider academic and professional activities beyond their scheduled classroom hours and class preparation.
answered question 73; skipped question 9
A. Not at all 5.5% (4)
B. 19.2% (14)
C. 41.1%   (30)
D. 28.8%   (21)
E. In every way possible 6.8%   (5)

Selected comments to the above question.

Pay for flex activities, participation in SLOs.

Part-time representatives on Senate Council.

Part Timers are not excluded, but they are also not considered.

We provide stipends for PT participants, but we see minimal involvement.

Effective communication via email/phone/mail is an issue.

As a part-timer at XXX College for eight consecutive years, I feel slighted at every turn with the disrespect given me by the District via non-equity pay. The District is not concerned with actively engaging part-timers; we are "expendable" as determined by the non-equity pay.

We are not discouraged; however, there isn't any compensation for our involvement.

The college fulltime faculty and administration encourages part-time faculty to do free work for the college, however part-time faculty work is not publically recognized and used as a criteria when hiring fulltime faculty.
I have never been encouraged to participate in meetings at the department (division) or college level.
Twice yearly department meetings. Curriculum development is discouraged.

We have included them in many areas since 1998. They have two representatives to our local senate organization. Unfortunately, many of them are not available to participate or union issues are brought into senate meetings.

Faculty have voting seats on the Academic Senate, stipends to participate in the Union, attend staff development activities and participate in a number of key committees on campus. Faculty also play a key role in the development of curriculum. There is still room for improvement, but they are valued participants in every department..
We do in some programs more than others but it is not a concerted effort. We struggle with asking part-timers to 'work' volunteer for free.
FT Faculty are open and encourage participation, but there is no financial remuneration from the administration to help make this a reality.
The adjunct faculty on the senate have been very active in recruitment.

We could do a better job of out-reach but for those who are able to attend semester orientations, they are given plenty of information about their options.

We have just included adjunct faculty into the union and previously restructured to a faculty chair structure so that the adjunct instructors would have more consistency in who to contact at the college.

Most encouragement takes place at the department level and is extremely variable, with some departments actively involving part-timers and others ignoring them.

certainly not discouraged; some recruitment (individual - not organizational); little compensation, if any

Certain Depts. are more active than others at including P/T.

We have a new faculty orientation that has pretty good attendance by P/T.

Without a means of compensating the adjunct instructors, they are encouraged, but not actually able to participate.

PT fac have been participating in SLO discussions.☐ They are encouraged to participate in department and school meetings, however unless they need the flex time it is not worth their time. There is no compensation.

5. Describe your sense of the level of actual participation of part-time faculty in the wider academic and professional life of the college.
answered question 73; skipped question 9
A. Not at all 9.6% (7)
B. 50.7% (37)
C. 34.2% (25)
D. 4.1%   (3)
E. In every way possible 2.7% (2)

Selected comments to the above question.

Time constraints mainly - I would love to participate but I work other jobs, too☐
A few part-timers participate in MANY activities, but this is a small minority. Most don't participate in anything beyond class.☐
I believe many members would be more active if they did have compensation☐
The college could not function without the participation and commitment of the Part-time faculty. As part-time faculty, most of us have other jobs, which take us off campus during the day. Unfortunately, most of the meetings are during the day and during the week.☐
Part-timers serve on interview committees, serves as Chapter President for the AFT, etc.
I personally have some concerns about their participation on interview committees☐ Part-timers don't have the time available to be as active as they would like. Many are "freeway fliers" working at more than one community college.☐
It would be easier to get part-time faculty to participate in the areas described above if there were more ways of being recompensed - if activities could be considered part of their load or if they received a stipend for some activities.☐
We would like more participation in program review and SLO and assessment.☐
It varies widely from discipline to discipline.☐
We have an adjunct senate vice president, and a few adjunct faculty on different shared governance committees.
Locally we have a very active adjunct faculty participating in teaching communities and other professional development, but that is because we have grant money to pay for their participation.☐
Although encouraged to participate, many of our part time faculty members teach at more than one college and have limited time.☐
We have a few who are very involved - we are a small community so most of our programs have begun with the work of adjunct instructors. Of course, we also have quite a few who are not actively involved - especially those who teach online for us and live outside of our service area.☐
Encouragement is modest and participation beyond a very few actively engaged is even more modest.☐
We see P/T at Div. meetings, orientation, & opening day. Some at Recognition is the spring.☐
limited due to time restraints☐
While we do provide every opportunity for part-time faculty, the reality is that most of them are balancing work at several different colleges and/or districts. Their schedules & energy levels preclude many from participating.

6. Describe the type of participation. (Check all that apply.)
answered question 70; skipped question 12
Departmental/Discipline 90.0% (63) ; College governance 64.3% (45);
Other (Specify, e.g.: district, union, student club) 48.6% (34)

Selected comments to the above question.

They come to discipline activities as a option☐
Department involvement varies between departments.
We have very few part-time faculty participating in college governance.☐
our faculty union is mostly run by part time interests.☐
Union (6 additional identical responses)☐
The part-time faculty are always asked to write letter and attend the BOT meetings to support union positions.
They advise student clubs, etc.
Only department meetings, (once or twice per semester)
Seats on Academic Senate, Union representatives, participants in developing curriculum and carrying out departmental or
discipline-specific goals (in the library, part-time faculty participate in materials selection and staff development activities).☐
Some disciplines have only part-time faculty. They are involved in curriculum development and instruction.
Our Faculty Senate has two adjunct faculty who are serving as representatives this year.
Many adjuncts also participate in departmental meetings.☐
Primarily through the Senate☐
union, special task forces☐
Union and ASU clubs (2 identical answers)☐
We have two active senate reps of part time instructors.☐
There are part time faculty members on both our bargaining local (CCA/CTA (and senate), but they tend to be the same
individuals and elections are often uncontested.☐
student clubs and organizations; shared governance☐
We provide a non teaching pay rate for participation in the Senate as well as governance committees.☐
They are not able to mentor student clubs if it pushes them over the limit for their contract.☐
My college encourages part-timers to the extent that we have had part-time department chairs, Senate presidents, and
committee chairs.

7. How is such participation encouraged? (Check all that apply.)
answered question 64; skipped question 18
College policy 43.8% (28)
Senate policy 56.3%   (36)
Union contract 39.1% (25)
Stipend 34.4% (22)
Ad-hoc peer encouragement 60.9% (39)
Other Mechanism 15.6% (10)

Selected comments to the above question.

Flex compensation.
Each of our associates can earn Flex credit for planned or individual activities for up to the number of hours in their weekly
assignment.☐
Flex Hours☐
Email memos about activities on campus open for voluntary participation.☐
Department meetings are part of professional development so most of us attend.☐
Adjuncts are asked to help create curriculum and SLOs for areas where we don't have full-time faculty. They are given stipends
for this.
We have workshops for our adjuncts also grants encouraged by departments and the senate when recruiting for participants☐
Opening day and adjunct/new faculty orientations

8. Does your local academic senate actively encourage such participation by specific resolutions or actions?
answered question 70; skipped question 12
A. Not at all 20.0%   (14)
B. 28.6% (20)
C. 30.0% (21)
D. 14.3% (10)
E.   In every way possible 8.6% 6
Explain how your local academic senate does or does not actively encourage participation.

Selected comments to the above question.

We do not have any exec members representing PT, nor are any PT members elected as Senators. Hence, the perspective is
usually from a FT perspective☐
We have had PT faculty try to get on Senate Exec, but show a very narrow perspective which would argue against such

involvement.

We have different PT representation now and the tone is improving.☐

We recently passed a resolution calling on the District to give stipends to PT faculty who engaged in college governance.☐

Historically we have been weak in this endeavor but more recently have been striving to improve☐

We have Associate Faculty serving on the senate and committees.☐

I do not believe the academic senate takes on many part-time issues.☐

Calls to all staff, e-mail with reminders.☐

I have never even received a college-wide email encouraging participation.

Of course, why would they encourage the people who might want fair pay and benefits and take away from their benefits?☐

Local Senate and both of its standing committees have part-time representatives. Most core campus committees do as well.

Part-time union reps attend senate meetings as non-voting members☐

Once in a while receive stuff in mailbox from senate, though rarely.☐

Our Academic Senate has a total of nine members. Two members are part-timers.☐

The constitution of the local senate was recently re-written to allow part-time faculty a full vote in the election of the president. In addition, the provisions under which a part-time faculty senator serves were rewritten to allow a p/t senator who lost their assignment in a semester to complete that semester IF they had "re-employment preference" as defined in our contract. This should allow for greater stability in our part-time representation on the Senate.☐

We have a few resolutions, but could probably create more to make a more powerful statement.☐

I meet with part-time faculty during orientation sessions and let them know about opportunities to serve on the senate and shared governance committees. Our goal for the coming year is to more effectively nurture and support our part-time faculty. We will be working with our union to implement this goal.☐

part time staff receive email invitations and reminders in their mail boxes....☐

Adjunct faculty are always given ballots for senate elections.

We ask for input through survey monkeys on issues.

The senate president tries to include them on emails to faculty.☐

Our constitution includes adjunct faculty whose load is 50% or higher as voting members of the electorate. Members of the electorate may serve as a Senate representative.

9. Do part-time faculty have dedicated representation on your local academic senate? answered question 68; skipped question 14 Yes 73.5% (50) No 27.9% (19)	10. Accreditation Self Study answered question 66; skipped question 16 A. None 21.2% (14) B. 48.5% (32) C. 21.2% (14) D. 7.6% (5) E. Complete 3.0% (1)	11. Academic Senate Meetings answered question 68; skipped question 14 A. None 13.2% (9) B. 27.9% (19) C. 27.9% (19) D. 16.2% (11) E. Complete 16.2% (11)
12. Academic Senate Committees answered question 64; skipped question 18 A. None 21.9% (14) B. 35.9% (23) C. 28.1% (18) D. 6.3% (4) E. Complete 9.4% (6)	13. Curriculum Approval Process answered question 68; skipped question 14 A. None 42.6% (29) B. 36.8% (25) C. 11.8% (8) D. 7.4% (5) E. Complete 2.9% (1)	14. Other Governance answered question 56; skipped question 26 A. None 44.6% (25) B. 32.1% (18) C. 16.1% (9) D. 3.6% (2) E. Complete 3.6% (2)
15.. Union Activities answered question 65; skipped question 17 A. None 7.7% (5) B. 21.5% (14) C. 30.8% (20) D. 27.7% (18) E. Complete 13.8% (8)	16. Full-Time Faculty Hiring Teams answered question 67; skipped question 15 A. None 65.7% (44) B. 22.4% (15) C. 4.5% (3) D. 6.0% (4) E. Complete 3.0% (2)	17. Part-Time Faculty Hiring Teams answered question 65; skipped question 17 A. None 70.8% (46) B. 21.5% (14) C. 6.2% (4) D. 3.1% (2) E. Complete 0.0%

18. Evaluation of Administrators
answered question 62;
skipped question 20
A.   None 46.8% (29)
B.   30.6% (19)
C.   3.2% (2)
D.   11.3% (7)
E.   Complete 9.7% (5)

19. Basic Skills Initiative
answered question 60;
skipped question 22
A.   None 25.0% (15)
B.   40.0% (24)
C.   15.0% (9)
D.   13.3% (8)
E.   Complete 8.3% (4)

20. Office Hours
answered question 65;
skipped question 17
A.   None 18.5% (12)
B.   23.1% (15)
C.   21.5% (14)
D.   21.5% (14)
E.   Complete 16.9%   (10)

21. Department Meetings
answered question 65;
skipped question 17
A.   None 4.6%   (3)
B.   29.2% (19)
C.   41.5% (27)
D.   21.5% (14)
E.   Complete 4.6% (3)

22. Curriculum Development
answered question 65;
skipped question 17
A.   None 15.4%   (10)
B.   41.5% (27)
C.   30.8%   (20)
D.   10.8% (7)
E.   Complete 3.1%   (1)

23. Course Level SLOs
answered question 63;
skipped question 19
A.   None 17.5% (11)
B.   41.3% (26)
C.   17.5%   (11)
D.   22.2%   (14)
E.   Complete 3.2% (2)

24. Program Review
answered question 63;
skipped question 19
A.   None 28.6% (18)
B.   41.3% (26)
C.   20.6%   (13)
D.   9.5% (6)
E.   Complete 1.6% (1)

25. Discussions of Pedagogy
answered question 62;
skipped question 20
A.   None 14.5%   (9)
B.   41.9% (26)
C.   29.0% (18)
D.   14.5%   (9)
E.   Complete 1.6% (1)

26. Evaluation of Faculty Peers
answered question 63;
skipped question 19
A.   None 69.8% (44)
B.   22.2% (14)
C.   4.8% (3)
D.   3.2% (2)
E.   Complete 1.6% (1)

27. Selection of Textbooks and
Materials
answered question 64;
skipped question 18
A.   None 12.5% (8)
B.   29.7% (19)
C.   25.0% (16)
D.   18.8% (12)
E.   Complete 15.6%   (9)

28. Basic Skills Initiative
answered question 57;
skipped question 25
A.   None 22.8% (13)
B.   36.8% (21)
C.   21.1% (12)
D.   12.3% (7)
E.   Complete 8.8% (4)

29. College Mailbox
answered question 66;
skipped question 16
A.   None 0.0%
B.   3.0% (2)
C.   6.1% (4)
D.   12.1% (8)
E.   All 78.8% (52)

30. College Phone/Voicemail
answered question 66;
skipped question 16
A.   None 4.5% (3)
B.   16.7% (11)
C.   9.1% (6)
D.   13.6% (9)
E.   All 56.1% (37)

31. Individual "Private" Office
answered question 65;
skipped question 17
A.   None 72.3% (47)
B.   23.1% (15)
C.   4.6% (3)
D.   0.0%
E.   All 0.0%

32. Shared Common Office Space
answered question 66;
skipped question 16
A.   None 4.5% (3)
B.   19.7% (13)
C.   13.6% (9)
D.   21.2% (14)
E.   All 40.9% (27)

33. College Email address
answered question 66;
skipped question 16
A.   None 1.5%   (1)
B.   3.0% (2)
C.   12.1% (8)
D.   15.2% (10)
E.   All 68.2% (45)

34. Access to Computer/Printer
answered question 65;
skipped question 17
A.   None 0.0%
B.   13.8% (9)
C.   21.5% (14)
D.   12.3% (8)
E.   All 52.3% (34)

35. Duplicating/Printing (Large jobs)
answered question 66;
skipped question 16
A.   None 0.0%
B.   4.5% (3)
C.   4.5% (3)
D.   7.6% (5)
E.   All 83.3% (55)

36. Self Service Copier (Small jobs) answered question 66 skipped question 16 A. None 3.0% (2) B. 3.0% (2) C. 10.6% (7) D. 18.2% (12) E. All 65.2% (43)	37. Office/Classroom Supplies answered question 64 skipped question 18 A. None 6.3% (4) B. 12.5% (8) C. 10.9% (7) D. 18.8% (12) E. All 51.6% (33)	38. Faculty Mentor answered question 65 skipped question 17 A. None 18.5% (12) B. 33.8% (22) C. 27.7% (18) D. 10.8% (7) E. All 9.2% (6)
39. COST FREE professional development opportunities (e.g.: on campus workshop) answered question 66; skipped question 16 A. None 4.5% (3) B. 10.6% (7) C. 16.7% (11) D. 15.2% (10) E. All 53.0% (35)	40. REIMBURSED professional development expenses (e.g.: conference registration fees) answered question 65; skipped question 17 A. None 26.2% (17) B. 24.6% (16) C. 20.0% (13) D. 9.2% (6) E. All 20.0% (13)	41. COMPENSATED professional development activities (not required flex) (e.g.: salary for hours spent at conference) answered question 64; skipped question 18 A. None 48.4% (31) B. 23.4% (15) C. 12.5% (8) D. 1.6% (1) E. All 14.1% (9)
42. Health Benefits paid by college/district answered question 62; skipped question 20 Yes 32.3% (20) No 67.7% (42)	43. Optional Health Benefits paid by employee answered question 60; skipped question 22 Yes 53.3% (32) No 46.7% (28)	44. Retirement Benefits paid by college/district answered question 61; skipped question 21 Yes 47.5% (29) No 52.5% (32)
45. Optional Retirement Benefits paid by employee answered question 57; skipped question 25 Yes 54.4% (31) No 45.6% (26)	46. Regular evaluation by students and peers answered question 64; skipped question 18 Yes 92.2% (59) No 7.8% (5)	47. Part-time hiring process essentially the same as full-time process answered question 64; skipped question 18 Yes 31.3% (20) No 68.8% (44)
48. Seniority/rehire preference for part-time positions answered question 63; skipped question 19 Yes 71.4% (45) No 28.6% (18)	49. Preferential consideration for full-time hiring answered question 64; skipped question 18 Yes 9.4% (6) No 90.6% (58)	50. Parity pay goal has been defined by college/district answered question 56; skipped question 26 Yes 50.0% (28) No 50.0% (28)
58. Parity pay goal has been achieved answered question 57; skipped question 25 – Yes 12.3% (7) No 87.7% (50)		

Comments on Services/Benefits section
answered question 14; skipped question 68
Honestly not sure what our campus policy is re: reimbursing professional development expenses. My sense is that although this is currently not in place our union is actively negotiating for this.□ In 19 years I have never been compensated for professional development expenses nor have I tried to be.□ As a night-time instructor, I do not have access to the large reprographics jobs needed for my classes. I must submit them online three days before and often don't have time to do this. Plus, to use the reprographics, I must take a class that is only offered during the day. Since I am a part-timer, I have other jobs, which prevent me from doing this. Do you see the catch-22?□ It seems as if we take our part-timers for granted and do little to further their teaching abilities and careers as instructors.□ varies year to year and dept to dept; most part-times I know normally pay their own way to conferences and use their own time to be there□ Hilarious! Bought all supplies, share an office, computer and printer with 15 people. Of course, this just means bringing work home and providing all the supplies myself, from pens (cheap) to printer cartridges (not cheap).□ Reimbursed conferences are available only if the administrator in charge of a department/division has funds to pay - not by contractual arrangement.

District email is available to all part-time faculty if their department chair requests it for them, although many choose not to utilize it. I completed this from the perspective of how many take advantage of the opportunity - not how many are offered the opportunity. For instance, all adjuncts are offered attendance at faculty development workshops and also offered email. Not all take advantage. PTers can participate in all faculty development on campus and can apply for funds for off campus. Some of our full time faculty members are still trying to get email addresses, office computers and printers. We are an equal opportunity behind the times college. Quite a few of our adjunct faculty are online and do not live in our service area - they have limited access to the college, but are provided with college emails and online resources (like student assistants and tech support). Local instructors who have access to the college also have more access to support. If approved for a conference, P/T will be compensated for class time missed. reimbursement (even for full-time, let alone part-time) is not sufficient for a yearly conference -- funds can be banked or transferred or used in conjunction with one-time funding from other sources

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Comments on Benefit/Activity section   answered question 14 ; skipped question 68
Only a small number of part-time faculty qualify for health benefits.
parity is always an issue as is having some preferential treatment for hiring when full time becomes available
With a 60% load the district pays 1/2 of my health benifit premium.
Benefits are partially paid with 1/2 time status. Full time (15 units) receives full Health Coverage.
We teach in one of the most expensive areas in the state and receive the worst pay. Also, our pay is not even close to being equal.
Part-timers are given an opportunity to interview, but we do not give priority.
Our Union and Senate have repeatedly refused to endorse a seniority practice for part-time faculty applying for full-time positions. However, we do have a contractually specified "re-employment preference" policy for part-time faculty who have been evaluated over a specified length of time. We are currently in the process of negotiating most of these items with the union - adjunct faculty are new to the union
Benefits are received by P/T who teach 7.5 units and up. Consideration for F/T hiring only if meet desirable quals. (but a lot of progress has been made with equity pay and has been a major focus for the last two contract cycles.)

From the academic senate perspective, are there other concerns/issues about the academic and professional environment for part-time faculty at your college/district?
answered question 11; skipped question 71
Parity is a TREMENDOUS area of concern (or lack thereof.) Although the union has recently gotten part-timers a little closer, they are still far from the same level as full-time faculty.
Our Department Chairs need more release time to devote to the care and feeding of Associate Faculty.
Our pay scale is significantly lower than the full-time scale and the district tends to like it that way. As with most colleges, we are highly taken advantage of. For the amount of work we put in, we get treated like inferior colleagues. This is evidenced by the fact that we are not given enough time for office hours, nor a place to hold them.
On the whole, part-time faculty are not well integrated into the life of the college, though this stems as much from the attitudes of full time faculty as it does administrative disinterest.
No academic freedom for "at will" P/T faculty No consistent dept. philosophy for mentoring & training P/T that would create greater teaching excellence.

Appendix 3

Part-time Faculty: *Where Are We Now?*

By Richard Mahon, ASCCC Executive Committee Member, Riverside City College
Published in the Academic Senate *Rostrum*, December 2008

No fact of community college life is as problematic as our structural dependence on exploited part-time faculty. One part-time colleague comments, "As a part-timer at […] College for eight consecutive years, I feel slighted at every turn with the disrespect given me by the District via non-equity pay." A simple comparison of the salary for a full time faculty member and the accumulated salary for a part-time faculty member teaching the same number of classes reveals the second class status our part-time colleagues tolerate, and that's without even considering "fringe" benefits. The statewide average salary for a part-time instructor is 39.27% of full-time wages though using a second means of comparison, it might rise as high as 69.82%.[1] Our system has relied on the lower wages paid to part-time faculty to balance its books for many years, with slow but steady increases in that dependence. In Fall 2007, the statewide percentage of instruction attributed to full time faculty sank to 59.2%, with the lowest district (Mt. San Jacinto) providing only 42.4% of instruction by full time faculty. Thus it is not surprising that many resolutions have asked the Executive Committee to investigate various aspects of the role of part-time faculty in our system.

The Senate's primary document on part-time faculty is the Spring 2002 adopted paper, "Part-Time Faculty: A Principled Perspective." Among the nine policy level recommendations of the 2002 paper is the following:

> 4. The Academic Senate should undertake a comprehensive statewide review of part-time faculty hiring and evaluation policies, procedures, and their implementation. Such a review would include: the extent of implementation of fair and effective hiring and evaluation practices; an analysis of turnover and retention of part-time faculty; an analysis of long term changes in the diversity of part-time and full-time faculty; and the impact of current part-time faculty employment practices on full-time faculty and administrative responsibilities.

The design of the survey was assigned to the 2006-07 Educational Policies Committee, which found that conducting a *comprehensive* statewide survey was not feasible. Thus the 2007-08 Educational Policy committee undertook a more limited survey to take the pulse of the status of part-time faculty. 81 respondents (including full- and part-time faculty) addressed 65 questions to provide a not scientific but still broadly based portrait of the roles and integration of part-time faculty within our colleges. The committee hopes to repeat this survey in the future to determine any changes in district behavior—caused, for example, by the Basic Skills Initiative or increased noncredit funding.

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[1] Trying to estimate this percentage accurately is extremely difficult. This figure leaves out both institutional service and "fringe" benefits. The 39.27% figure is reached by dividing the average full time salary by the average part time salary achieved by teaching 30 units. Despite the 60% law, it is possible for a part time faculty member to teach 30 units in a year at a district that has both winter and summer sessions. Two aspects of full time faculty service and compensation are excluded from this calculation: institutional service/office hours, and "fringe" benefits. The averaging also treats all districts equally, though in general larger districts pay their part-time faculty above average. The percentage rises to 69.82% if one assumes that all full time faculty work a 40-hour week, and then compare part-time salaries to those of full time faculty not including institutional service; this second measurement still excludes the value of health care and other benefits.

What do we see in our portrait? In general, those services that can be most cheaply provided for part-time faculty are widely available. Most part-time faculty have access to a physical mailbox (78%), email (83%), voicemail (69%), and copy services for large copy orders (83%). While these numbers are fairly high, it would be reasonable to ask why such fundamental services are not available to 100% of instructors. Taking a very small step backwards, however, already begins to reveal an even worse picture of access to services that most full-time faculty would consider essential for effective professional participation and service to students. Most academic senates across the state appear to provide dedicated representation for part-time faculty (72.7%). The presence of one or two part-time faculty serving on a local senate, however, is a far cry from meaningful involvement of part-time faculty in the intellectual life of the institution. 78.8% of respondents indicate that part-time faculty play little to no role in the respondent's college curriculum approval process (this figure is achieved by combining the two lowest responses on a five-part Likert scale, with the lowest response indicating no involvement at all). The levels of neglect are almost equally bleak in a number of other crucial areas, including accreditation self study (68.8%), Program Review (68.8%), or developing course-level SLOs (59%). While participation of part-time faculty is usually welcomed it seems clear that it is not actively sought or encouraged. One respondent commented, ""I have never been encouraged to participate in meetings at the department (division) or college level." While we sometimes absolve ourselves by reasoning that part-time faculty are happy to be left alone, another respondent commented, "I had the opportunity of being on the hiring committee for the college President. This was the first time in the history of the college. It was a great honor."

Figure 1

Adjunct Access to Services
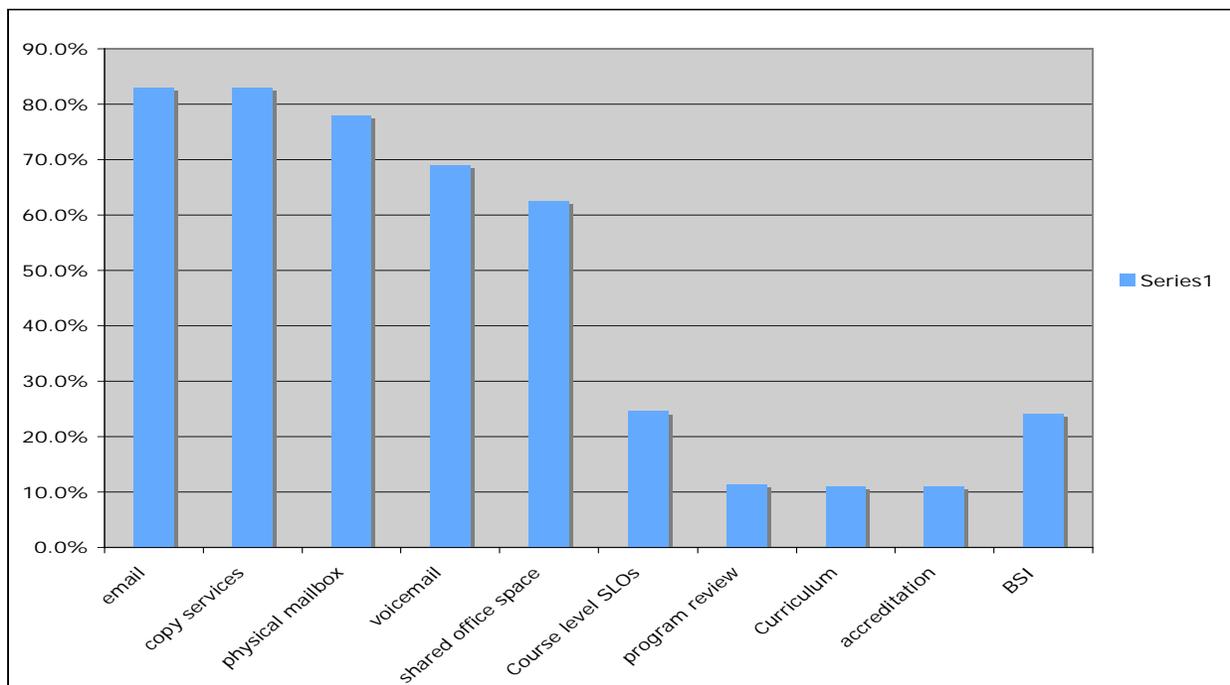
In general, it would appear that colleges do a reasonable job providing *some* tools to help link *students* to *faculty*: email, voicemail, and physical mailboxes are widely—but not universally—available. Shared (and seldom private) office space is less available for part-time faculty members to meet with

their students. The great divide comes when we look at the efforts *colleges* make to involve part-time faculty in the intellectual life of the *institution* outside of the classroom, in accreditation, curriculum, program review or the Basic Skills Initiative.

It should not be a secret that part-time faculty are educating higher percentages of developmental students. The statewide average for credit basic skills courses shows 52% of instruction being provided by part-time faculty. Six colleges provide over 70% of basic skills instruction by part-time faculty; 26 colleges provide over 60% of instruction by part-time faculty. Nothing in these figures suggests that these faculty members are not well trained, committed, and compassionate faculty members, but the part-time survey does suggest that part-time faculty are generally not well integrated into institutional dialogue about pedagogy, curriculum design, program review, or accreditation, the processes which would indicate meaningful part-time faculty connection to the institution and not just their teaching discipline. Such integration was one of the key predictors of success cited in the research for the Basic Skills Initiative. In spite of this, 59% of respondents report little to no involvement in the local Basic Skills Initiative and 55% report little to no involvement in local discussions of pedagogy; one respondent noted, "There is no institutional support for part time faculty to encourage their participation in academic and professional activities beyond teaching."

Improving outcomes in basic skills is a systemwide priority that provides a clear reason to improve the professional status of our part-time faculty. Another systemwide priority that affects many of our most vulnerable entry-level students—namely noncredit instruction—provides a similar incentive. Enhanced funding for career and college preparation noncredit classes has focused attention on the astonishing lack of full-time faculty in such programs (less than 5% in a 2006 Academic Senate survey) and the corresponding lack of paid office hours and time for class preparation.

Standard III.A.2 of the ACCJC's 2002 Accreditation Standards requires that "The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution." Unfortunately, despite its fondness for data and quantifiable precision elsewhere, the Commission provides no guidance as to what constitutes "a sufficient number," and there appears to be little in the Standards for institutions to fear if they do not integrate part-time faculty into basic institutional processes. For a discussion of this issue see the September 2008 *Rostrum* article on the 75/25 Full-Time Faculty Standard.

What perhaps emerges most clearly from the survey is the existence of an enormous cadre of faculty who are not on anyone's radar. If student success really is the most important outcome our colleges strive to meet, we must rethink the notion that 40% of instruction statewide—and even higher levels in developmental courses—can be provided by faculty in whom our colleges have made a minimal investment in resources and the intangible but crucial qualities of respect and involvement. The time is ripe for change.

Appendix 4
A Check on the Legal Status of Adjunct Support

1. Are there legal protections in the California Education Code about WHEN adjunct faculty should be informed of their assignments?
    Answer D: **Adjuncts must be notified about their assignments six weeks in advance.**

2. Are there any protections in the California Education Code regarding when adjuncts should be paid for a class that is cancelled just prior to the semester beginning?
    Answer D: **Adjuncts should be paid for the first week of an assignment when class is cancelled less than two weeks before the beginning of a semester and if the class meets more than once per week, they should be paid for all classes that were scheduled for that week.**

3. Do adjunct faculty have a legal right in California Education Code to have their name placed in the schedule of classes each semester?
    Answer E: **The names of part-time** faculty **should be listed in the schedule of classes rather than just described as "staff."**

4. Are there any Education Code regulations about adjunct faculty involvement in book selection?
    Answer C: **Adjunct faculty are considered integral parts of departments and should be afforded all full-time faculty rights to book selection.**

5. Are there any Education Code regulations about adjunct faculty involvement in department activities?
    Answer C: **Adjunct faculty are considered integral parts of departments and should be afforded all full-time faculty rights involvement in department activities.**

6. Are there any Education Code regulations about adjunct faculty and the use of college resources?
    Answer E: **Adjunct faculty should be provided access to resources which include, but not necessarily limited to, telephones, copy machines, supplies, office space, mail boxes, clerical staff, library, and professional development.**

7. Does the California education code address adjunct faculty reappointment rights?
    Answer C: **The issue of earning and retaining annual reappointment rights is a mandatory subject of negotiations with all adjunct contracts and all districts.**

Appendix 5
Minimum Qualifications Required for All Faculty to Teach a Course in the California Community Colleges

The chart below lists the minimum qualifications from the Disciplines List for the disciplines in which most basic skills courses are taught.

Discipline	Credit Courses	Noncredit Courses
English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR The equivalent.	For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in English, literature, comparative literature, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.
ESL	Master's in TESL, TESOL, applied linguistics with TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or nay foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR The equivalent.	Any one of the following: 1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages. 2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading or speech; and a certificate in teaching English as second language, which may be completed concurrently during the first year of employment as a noncredit instructor. 3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. 4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR The equivalent.	For a noncredit basic skills course in mathematics, a bachelor's in mathematics.

Discipline	Credit Courses	Noncredit Courses
Reading/ writing basic skills	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course wok in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent MA in education with reading emphasis	For a non-credit basic skills course in reading, BA in literature, comparative literature, composition, linguistics, speech, creative writing, journalism /OR/ BA + 12 units in teaching reading

(Note: This chapter will not address **equivalencies** to the minimum qualifications; however resources are available on the Academic Senate web page www.asccc.org.)

A college has the choice on whether to list a basic skills courses for either credit or noncredit instruction. Notice that the minimum qualifications for credit instruction do not separate basic skills courses in the discipline from other courses within it. In other words, there are no separate minimum qualifications to teach Algebra I versus Calculus I. If a college lists a basic skills course as a noncredit course, then the minimum qualifications for noncredit courses would apply to the teachers of those courses.

These state adopted minimum qualifications form the starting point to generate a pool of qualified candidates for both full and part time hires. Again note that none of the qualifications lists separate requirements for full time faculty. **ALL faculty** in the discipline are expected to meet these minimum qualifications.

Local senates and governing boards may adopt what are often known as preferred or optional qualifications. In these local standards it is possible for a college to be more specific about the type of candidates it wants in the pool. For example, some colleges prefer that the candidates have experience teaching of some kind. For basic skills teachers, a college might want to inquire about teaching experience in basic skills courses. Other local requirements could include knowledge of technology used in the discipline or experience teaching with technology. More and more colleges have adopted hiring practices that focus on a candidate's ability to work with heterogeneous populations, with at least one college using real students in the evaluation of the teaching demonstration.

With the emphasis on basic skills across the state, there might seem to be a need to develop a discipline especially for those courses as a whole. This is not a new idea. Proposals have been made to change the Disciplines List to include this subcategory of qualifications, and the resolutions were defeated. "The Academic Senate has rejected Basic Skills as a separate discipline on numerous occasions," *Disciplines List Review Process, Fall 2004 (page 8).*

There are other arguments for and against developing a basic skills discipline or separating the qualifications to teach lower-level courses within a discipline including the greater availability of such faculty (high school teachers) and the fact that these teachers may be more skilled with basic skills

students. The Academic Senate has taken a position that faculty need to be qualified at the highest level, no matter which subject area they teach.

> The reasoning here is that such teachers may very well be better equipped by training and experience to meet the needs of our basic skills students than those with more advanced degrees. But here, again, the reasoning is flawed. The Academic Senate has consistently maintained that applicants with minimum qualifications to teach only lower-level or introductory courses in a discipline may very well have the depth of knowledge to teach that limited area; however, with such limited expertise these people will not be as likely as someone with minimum qualifications in that discipline to have an understanding of how each course fits into the sequence of courses in their respective disciplines. *Minimum Qualifications for Faculty Service in the California Community Colleges: Minimum Qualifications, Placement of Courses within Disciplines, and Faculty Service Areas, Spring 2004.*

Another category of faculty with a connection to basic skills success is the coordinator of a learning center. The Disciplines List contains the minimum qualifications for such faculty or administrators:

> The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:
> (a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
> (b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.
> Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.

The Chancellor's Office has provided legal advice to the colleges regarding the parameters for operating a learning or tutoring center for which apportionment is collected. The specifics are not discussed in this chapter.

For the minimum qualifications for other faculty who might be working with basic skills students, such as counselors (EOPS and DSPS are included in a section at the end) and librarians, please consult the Disciplines List.

Appendix 6
Assigning Courses to Disciplines

Each course – credit or noncredit - that is approved by the college or district Curriculum Committee receives an assignment to one or more disciplines. The assignment to at least one discipline defines for the college the set of knowledge and experience that best matches the goals of the course. "A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them," *Qualifications for Faculty Service in the California Community Colleges: Minimum Qualifications, Placement of Courses within Disciplines, and Faculty Service Areas, Spring 2004.* Most courses are assigned to a single discipline, but there are, on occasion, perfectly good reasons to assign a course to more than one discipline. Some basic skills courses may fall into this category.

Typical mathematics or reading/writing courses have been assigned to the disciplines of mathematics or English, respectively. These traditional courses are assigned one discipline allowing the faculty with the most knowledge and experience in those areas to teach the courses. The same is true for ESL courses. However, with the development of new courses for study or learning skills designed to meet the needs of basic skills students, the question often arises, "who should teach these courses?" Since there is no discipline called "study skills" or "learning skills," the faculty authors of these courses can consider the following options for recommending an assignment to one or more disciplines by the Curriculum Committee.

Placing a Course in More Than One Discipline (Cross-listing):
A course may be placed into two or more disciplines by the Curriculum Committee. Such a decision means that faculty meeting the minimum qualifications for either discipline are qualified to teach the course. This would be a good option for a course that is planned to be team taught, for example, by counselors and mathematics faculty, or librarians and English faculty. It is not recommended that a course be placed into all disciplines at a college, however the Curriculum Committee has the authority to place courses where it sees the best fit. Local criteria may be developed for making these decisions, including a review of articulation agreements when courses are cross-listed in this manner.

Interdisciplinary:
Some courses may not fall clearly into one discipline over another, and the Curriculum Committee may decide that the course must be taught with someone with preparation in more than a single discipline. In this case, the course should be assigned to the discipline of Interdisciplinary Studies. Humanities courses are examples of interdisciplinary courses where the faculty may have a specialization in one discipline and extensive work in a related discipline (and some faculty have graduate degrees in Humanities as a recognized interdisciplinary area). The Curriculum Committee should designate which disciplines make up the nature of multi-faceted course. Faculty who wish to teach courses assigned to Interdisciplinary Studies will have credentials demonstrating competency in at least two of the disciplines named for the course as specified in the minimum qualifications:

> Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.

The Disciplines List does not specify exactly how much coursework is required in the second discipline.

Appendix 7
Information for Creating a Course Syllabus

…experts say that when things go wrong in the classroom, fuzzy expectations are almost always to blame. Some teaching experts applaud the thoroughness as a coup for student learning. The comprehensive syllabus, they say, simultaneously protects the professor and prepares students for the demands of the course. (Wasley, 2008, p A1)

The syllabus is one way to communicate the course goals with the students. While we're sure that you have a syllabus on hand, here are two websites for quick click and type Syllabus Templates:

- http://office.microsoft.com/en-us/templates/TC010184081033.aspx?pid=CT102530631033
- http://www.clt.cornell.edu/campus/teach/faculty/TeachingMaterials.html
- http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/syllab-4.htm

If updating a syllabus is on the agenda, here is a list of syllabus components to consider:

Course Information
Instructor Contact Information
Course Description
Course Objectives and/or course SLOs
Course Requirements
Assignments
Course Policies
Grading, Evaluation
Texts
Required Materials
Course Calendar
Classroom Conduct
Study Tips/Learning Resources
Academic Honesty Statement

Appendix 8
Course Outline of Record (COR)

California community colleges are legally mandated to offer courses prescribed in the Course Outline of Record. Each college formulates course outlines differently, but here is a partial list of what the course outline will detail:

- Date Revised:
- Title 5 Credit Status
- Course Name/Number
- Division:
- Course Title
- Units
- Weekly Hours Configuration
- Grading Method
- Method Of Instruction (Face to Face, Distance Education, Interactive Television, etc)
- Basic Skills Status
- Materials Fee
- Course Prerequisite
- Catalog Description
- Schedule Description
- Course Classification e.g. Liberal Arts/AA, Community Course, Remedial, Occupational Required, Remedial, Occupational Elective
- Course Transfer Status e.g. Non-Transfer/Non-AA, Transfer CSU, Non-Transfer AA
- Course Content And Scope/Topic Outline
- Instructional Objectives/SLOs
- Method Of Student Evaluation/Assessment
- Instructional Methodologies
- Writing Assignments/Proficiency Demonstration
- Repeatability
- Educational Materials
- Curriculum Prerequisite, Corequisite And Advisory On Recommended Preparation
- Details about any Distance Education components

Some colleges are listing the student learning outcomes for the course in the Course Outlines and others have chosen not to do so. Some have them attached as an addendum to the outline, but are not part of the outline of record.

Appendix 9
Lesson Plan Information

Preparing a lesson plan helps organize not only the subject material but also the method of instruction to accommodate the various learning styles. Here is a website for a click and fill in Lesson Plan Template: http://office.microsoft.com/en-us/templates/TC010184001033.aspx?pid=CT102530631033

Possible Lesson Plan Components:

> Objective or SLO
> Simulations, Tools, Data, Illustrations, and Images
> Procedure
> Assessment/Evaluation
> Extensions and Homework Assignments
> Connections
> References
> Required Materials:
> Step-By-Step Procedures:
> Plan For Independent Practice:
> Closure (Reflect Anticipatory Set):

Appendix 10
Previous Recommendation Summary excerpted from
Part-Time Faculty: A Principled Perspective (pp 36-37)
http://www.asccc.org/Publications/Papers/PartTimeFaculty.htm

Policy Level Recommendations

1. The Academic Senate should work to ensure that progress is made on improving the number of full-time faculty at each college. Maintaining a corps of full-time, tenured faculty is central to academic excellence, academic integrity, and academic freedom; it is key to serving our students well.

2. The Academic Senate reaffirms its commitment to the COFO Faculty Equity Statement, and to increasing efforts to integrate part-time faculty into senate activities at the local and state level.

3. The Academic Senate reaffirms past guidelines and recommendations presented in the 1989 paper, Part-Time Faculty Hiring Procedures: A Model Based on Assembly Bill 1725.

4. The Academic Senate should undertake a comprehensive statewide review of part-time faculty hiring and evaluation policies, procedures, and their implementation. Such a review would include:

- the extent of implementation of fair and effective hiring and evaluation practices;
- an analysis of turnover and retention of part-time faculty;
- an analysis of long term changes in the diversity of part-time and full-time faculty; and
- the impact of current part-time faculty employment practices on full-time faculty and administrative responsibilities.

5. The Academic Senate should develop recommended models to guide local senates in developing career-oriented mentoring and evaluation processes for part-time faculty that more closely mirror the tenure review process. Such models would be designed to integrate new part-time faculty into the profession, the academic community, and the colleges; and enhance the ability of part-time faculty to serve their students.

6. The Academic Senate should work with Consultation Council members and the Board of Governors to develop mechanisms to ensure that all California community college faculty assignments include the expectation that students will receive equitable opportunities for effective contact with their instructors outside of the regular class period.

7. The Academic Senate reaffirms that "decisions regarding the appropriateness of part-time faculty should be made on the basis of academic and program needs…and not for financial savings" (AB1725, Section 4 (b)). The Senate recommends that the use of temporary assignments should be limited to short-term responses to:

- curriculum changes, allowing for rigorous, fair, and effective hiring practices when stable need has been established;
- enrollment growth, allowing for rigorous, fair, and effective hiring practices when stable need has been established; and,
- temporary substitutions for contract and regular faculty on leave or reassignment.

8. The Academic Senate should work with other faculty and administrative organizations to develop structures that will enhance the professionalism of all faculty and protect their academic freedom. To these ends, the Academic Senate is committed to advising the Board of Governors and the Legislature in support of professionally sound policies regarding employment security and due process for part-time faculty consistent with Academic Senate policies and resolutions.

9. In seeking a long-term comprehensive solution to the many problems and issues discussed in this paper, the Academic Senate will engage in a serious consideration of the implications and advisability of extending the structures and protections of tenure to regularly rehired part-time faculty who have undergone rigorous evaluation processes.

Recommendations to Local Academic Senates

1. The Academic Senate recommends that local senates work with their local collective bargaining agent, administration and board of trustees to establish principled definitions and policies regarding part-time faculty pay equity, "comparable pay for comparable work" and what should be the professional expectations of all faculty.

2. The Academic Senate recommends that local senates work with their collective bargaining agent, administration and trustees, to establish local policies and negotiated agreements that provide compensated office hours as a part of all instructional assignments-in order to ensure that all students have equitable access to their instructors outside of class.

3. The Academic Senate recommends that local senates work together with their collective bargaining agent, administration and trustees to devise creative options to traditional office hours. These options might include email accessibility, telephone office hours, and online chat rooms. Such alternatives to traditional office space and time do not abrogate the necessity of compensating part-time faculty for services rendered, nor should they be assumed to fully replace the need for traditional face-to-face contact between students and faculty outside of class.

Appendix 11
Resources for Chapter 17

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