

Recognizing Sustained Engagement in Professional Learning among Level II Adjunct Faculty

Board of Trustees Meeting

February 23, 2022

Robert Allare | HCAFA President; History Adjunct Faculty

Michael Bates | Dean of Teaching, Learning, and Distance Education

Understanding the Needs of Part-Time Faculty at Six Community Colleges

By Susan Bickerstaff and Octaviano Chavarin

Over the past decade, community colleges have engaged in an array of reforms focused on increasing student learning, persistence, and completion. This work has included reforms to developmental education, advising, and student support services. And more recently, community colleges in many states have embarked on whole-institution reforms designed to impact multiple dimensions of the student experience, from intake to completion. Yet, within this broad reform movement, an area that has garnered less attention is the working conditions of adjunct faculty. In community colleges, about 67 percent of instructional faculty are part-time (Hurlburt & McGarrah, 2016). A long history of research has shown that part-time faculty work under challenging conditions with limited institutional support (e.g., Kezar & Sam, 2013; Kezar, 2013; Schuster & Finkelstein, 2008). Not unrelated to these circumstances are research findings suggesting that students taught by part-time faculty have less favorable outcomes in terms of persistence, completion, and transfer (Eagan & Jaeger, 2009; Ran & Xu, 2017; Yu, Campbell, & Mendoza, 2015). Thus, a comprehensive vision for the improvement of community colleges must include improving the working conditions of adjunct faculty, as doing so may well have attendant implications for student success.

This recognition is the rationale for *Engaging Adjunct Faculty in the Student Success Movement*, a project launched in 2016 by Achieving the Dream (ATD), a nonprofit organization focused on evidence-based, institutional improvement of community colleges to promote student success. The project acknowledges the critical role faculty play not only in supporting student learning and course persistence but also in shaping students' broader perceptions and experiences at college (Rendon, 1994; Tinto, 2004). Six ATD leader colleges¹ were selected through a competitive process to receive funds and technical assistance to develop and pilot scalable strategies to engage and

“A comprehensive vision for the improvement of community colleges must include improving the working conditions of adjunct faculty.”

Providing Clear and Accessible Information about Resources and Policies

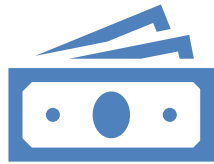
Inviting Part-time Faculty Perspectives and Feedback

Creating Opportunities for Collaboration and Connection

Assessing Practices Related to Compensation and Advancement

Level II Adjunct Faculty Benefits

Recognition for a body of work that demonstrates deep engagement in professional learning and a connection to teaching practices.



Pay increase per contact hour and for continued engagement in professional learning



Increased priority for course assignment



Guaranteed interview for posted full-time faculty position

Level II Program Design

Application



Reflective Practices Course



ePortfolio

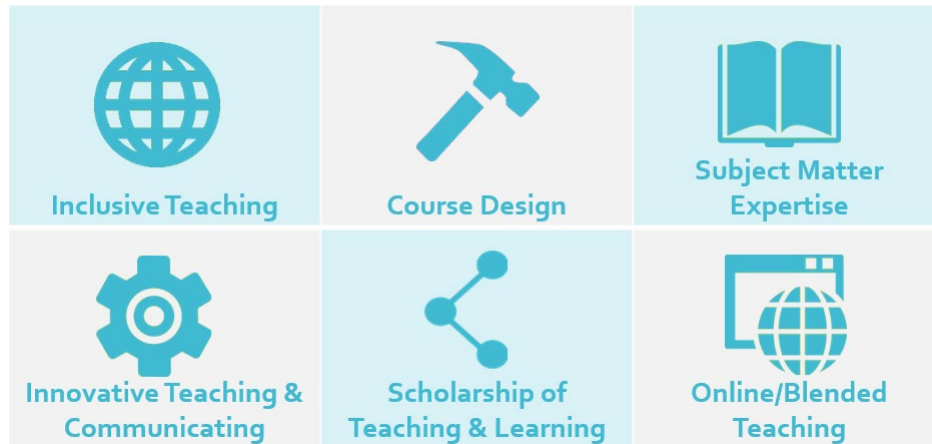


Committee Review

ePortfolio Development

Built within Blackboard

Can be shared publicly



Includes:

- Professional development history
- College service history
- Examples of classroom implementation

Evidence-based Practices

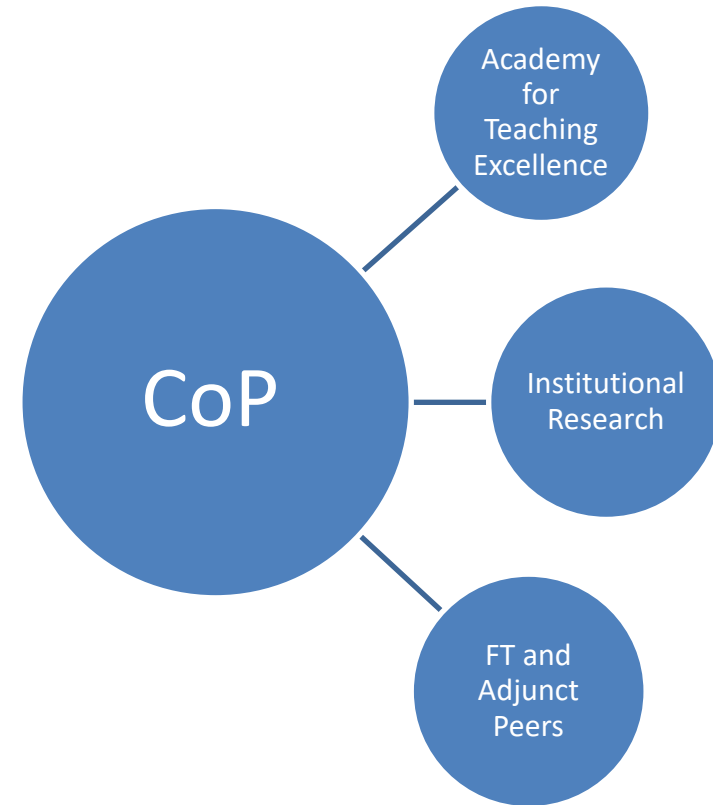
- Student portfolios
- Reflection responses
- Capstone assignment
- Co-constructed learning and assessment (create-your-own final)



I would say to use this final again. In order to put together the ten slides I had to review all my notes and the book we used during the semester. This type of review helped me revisit the content of the course but now with a perspective of having more knowledge than before. Ultimately, this final reinforces learning history as a way to Develop Skills, Understand its unpredictable nature, Recognize the changes over time, and Identify different historical perspectives.



Building Campus Connections



The New Learning Compact

A Framework for
Professional Learning
& Educational Change

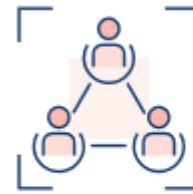
November 2019

every learner
everywhere



Individual

- Connect professional learning to practice
- Engage inquiry and reflection



Community

- Create supportive professional communities
- Involve all sectors of the professoriate



Institutional

- Leverage Reward Systems as a Resource
- Fund Professional Learning

Faculty Outcomes

2018-2021



74 Level II distinctions
awarded

71 Level II adjunct faculty still
employed at Harper

10 Level II adjunct faculty have
moved into full-time positions

Institutional Outcomes

2018-2021

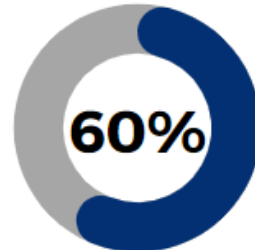
Level II Adjunct Faculty Engagement In...

PROFESSIONAL
LEARNING



the rate
of non-Level II
adjunct faculty

GRADUATE LEVEL
PROFESSIONAL LEARNING
COURSES



compared with 31%
of non-Level II
adjunct faculty

COMMUNITIES OF
PRACTICE



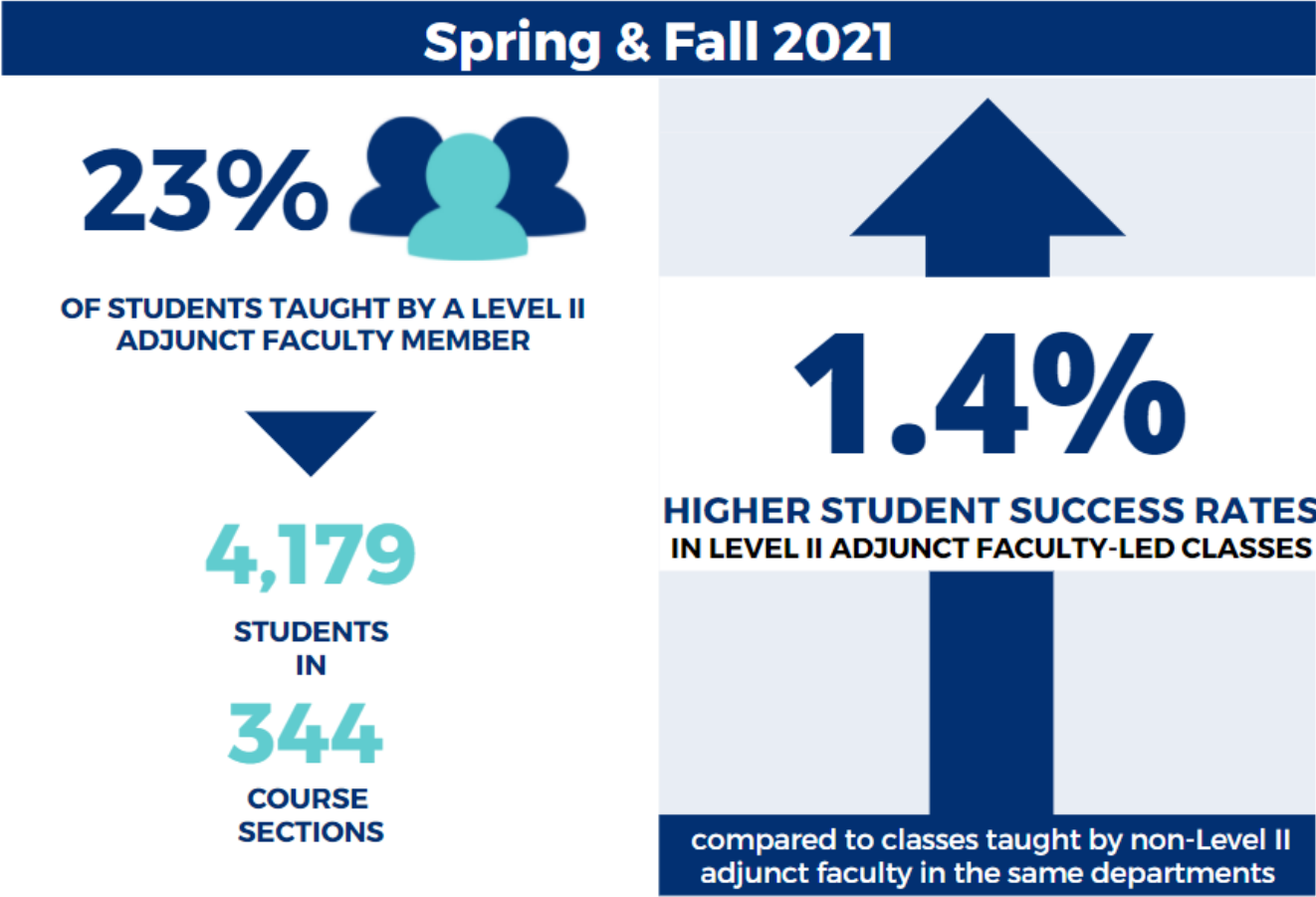
compared with 5%
of non-Level II
adjunct faculty

COLLEGE SERVICE



serve in Shared
Governance and
leadership roles

Student Outcomes



Thank you and Congratulations to our Level II Adjunct Faculty – 2018 Cohort

Cari Paterno
Robert Allare
Greg Sipla
Steven Gomez
Richard Krupa
George Mochocki
Sheila Rotelli
Michael Ribant
Cindy Miller
Anthony Butler

Michael Sletten
Brenda Jentnik
Mary Ann Schaefer
Olivia Barker
Kate Magnuson
Steven Titus
Ted Brady
Cory Long
Kathleen Sachs
Sue Schanowski

Alexis Hadley
Kowalik
Khursheed
Ichhaporia
Julie Jordan
Jennifer Lau-Bond
Kristin Cushing

Thank you and Congratulations to our Level II Adjunct Faculty – 2019 Cohort

Robert Russ	Jennifer Merritt	Christopher
Jamie Nolan	Margaret	Donnelly
Sharon Page	Hickey-Marco	Michelle Frack
Marcus	Mary Horstman	Emily Reabe
Reznicek	David Schaffer	Mary van Opstal
Karl	Amanda	Jasmine
Buschmann	Smothers	Coleman
James Heyland	Tedd Prater	Lisa Bieneman

Thank you and Congratulations to our Level II Adjunct Faculty – 2020 Cohort

Michael Mago

Sarah Hunter

Lauri Marmorstone

Jolanta Jaskolowska

Timothy Sattley

Charmian Tashjian

J.T. White

Kristin Allen

Rachael Costello

Thank you and Congratulations to our Level II Adjunct Faculty – 2021 Cohort

Samira Chaker

Laurie Cox

Lisa Penz

Archana Sunder Raj

Amy Kaminski

Michael Lehman

Nancy Marquez

Monica Wojnicki

Safoora Fatima

Peter Aglinskas

Christy Carter

Douglas DePalma

Martinez E-B Garcias

Cynthia Henderson

Jie Lu

Anthony Wisniewski

Brianne Mangione

Thank you to the Academy Level II Team



Amanda Nielsen – Faculty
Communications and Adjunct
Faculty Outreach Specialist



Melissa Baysingar –
Instructional Design Specialist



Stephanie Whalen – Academy
Chair and Professor of English

We welcome any questions or
feedback

Thank you!