Adjunct Ad Hoc Committee Report
January 2019

Supporting the Teaching Excellence of Adjunct Faculty

Overview

The University of Delaware is committed to maintaining its tradition of excellent and innovative teaching at all levels of the curriculum. Key to this tradition is the quality and dedication of our distinguished faculty. We know that nationally there has been a major change in the composition of the faculty in higher education. A report by the Delphi Project indicates that between 1969 and 2009 the percentage of faculty in tenure-track positions declined from 78.3% to 33.5%.[1] And a 2013 report by the Association of American University Professors (AAUP) shows that tenured/tenure-track faculty comprise just 24% of the national total, while part-time adjunct faculty now represent the majority.[2] According to some reports, adjunct faculty members are teaching two-thirds of all college courses nationwide. At large universities, adjunct faculty are teaching half or more of the courses.

The situation is quite different at UD. Our numbers of full-time faculty continue to grow, increasing from 1,203 in 2014 to 1,336 in 2018. Consequently, our reliance on adjunct teaching is well below national norms—indeed, it's the opposite of the national trend. Full-time faculty at UD teach two-thirds of our undergraduate courses while adjunct faculty typically teach around 15 percent (the remainder are taught by temporary faculty, graduate students, and as overload teaching assignments for full-time faculty and staff). Nevertheless, adjunct faculty are an important part of our learning community. They are subject matter experts; their instruction is often informed by special expertise based upon their professional experience; and they frequently provide instruction in key required courses that serve students early in their college careers.

For the purposes of this report, we define adjunct faculty as individuals who teach on supplemental contracts and have no other affiliation with UD. Therefore, we are not including individuals teaching on s-contract who also have a professional appointment or are graduate students at UD. We believe that these adjunct faculty members deserve institutional support to promote excellent teaching and student learning. Recently, campuses around the country have been attending to the particular needs of adjuncts, but UD currently has very few campus-wide policies that specifically address adjunct faculty. As a consequence, our practices for hiring, supporting, evaluating, and recognizing adjuncts are as varied as the number of departments that employ them.

Therefore, in Spring 2018, Provost Robin Morgan organized an Ad Hoc Committee on Adjunct Faculty. The committee was charged with exploring issues related to adjunct faculty and recommending campus-wide policies that can help to promote a supportive working environment and ensure that our students are being served by qualified adjunct faculty who are committed to excellence. The committee members included:

- Jorge Cubillos (Professor of Spanish & Applied Linguistics)
- Christine Cucciarre (Associate Professor of English and Director of Composition)
- Vickie Fedele (Assistant Professor, Associate in Arts Program)
- Deni Galileo (Associate Professor of Biological Sciences and President UD-AAUP)
- Matt Kinservik (Professor of English and Vice Provost for Faculty Affairs)
- Kathy Pusecker (Director, Center for Teaching and Assessment of Learning)

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[1] "National Trends for Faculty Composition Over Time"
https://pullias.usc.edu/download/national-trends-faculty-composition-time/ I don't see a date on this publication.
[2] https://www.aaup.org/sites/default/files/files/AAUP_Report_InstrStaff-75-11_apr2013.pdf

- Suresh Sundaram (Assistant Professor of Marketing)
- Chris Williams (Professor of Wildlife Ecology and President of the Faculty Senate)

The committee began by reviewing essays, articles, and reports related to adjunct teaching in higher education, examining our hiring practices, surveying institutional data regarding UD's reliance on adjunct teaching, attending national conferences to learn more about how other institutions are supporting adjunct faculty, surveying adjuncts at UD in order to learn more about their experiences and concerns, and following up the survey with focus group discussions.

We have organized this document under the following headings:
- Recruitment & Onboarding
- Rights and Responsibilities
- Supporting Teaching Excellence
- Performance Review and Recognition

Each section contains the recommendations relevant to the area of focus.

Recruitment & Onboarding

The University of Delaware takes the recruitment and onboarding of full-time faculty seriously. We need to be equally mindful when it comes to hiring adjunct faculty. According to the survey of adjunct faculty, conducted in May 2018, there is a high level of satisfaction among adjuncts regarding how they are recruited and welcomed to the University. Nearly three-quarters of those surveyed indicated that they felt welcomed by the departments they are teaching for. Sixty-eight percent[3] said they were satisfied with how courses were assigned. And just over seventy percent registered satisfaction over communication with their departments. Eighty percent felt that they understood what was expected of them as adjunct faculty members.

This level of satisfaction is good news, but we should aim even higher and strive to ensure that all adjunct faculty have a positive experience. Currently, there are no university-wide policies or procedures to help guide academic units when hiring and welcoming adjunct faculty members; rather, we have a variety of practices that have developed over time. As we learned from our focus group discussion, some departments do an exemplary job of recruiting and welcoming adjuncts while others do very little. We have an opportunity now to take the best of those practices and make them models for the entire campus.

The Hiring Process
Many adjunct faculty members who responded to our survey voiced anxiety about hiring decisions. One wrote, "There is no job security. There's no transparency with how or why or who gets classes. If I had more security and support, I could do more research and publish more. I could be more active in my field and feel more connected to my university. Instead, my time and focus is spread over multiple jobs in different places." Another offered a list of issues around hiring: "Unpredictability of course scheduling, not being offered consistent classes, having to wait lengthy amounts of time about being offered a class to teach." Concerns like these were widespread among survey respondents and a review of literature about adjunct faculty experiences nationwide tells us that most colleges and universities can improve the process of hiring adjunct faculty.

According to the UD Faculty Handbook (4.1.1), hiring adjunct faculty "requires a positive recommendation from the faculty of the academic unit to which the person is to be assigned." This has long been the practice when hiring full-time faculty, but we learned through interviews with departmental leaders and Human Resources managers that this is a policy is not observed when hiring adjunct faculty. This is partly due to the last-minute nature of some adjunct hires, but it is also due to established habits of delegating adjunct hiring to associate chairs, program directors, and others. As best they can, academic units should anticipate the need for adjunct teaching well in advance of a given term and should have a clear process for complying with the Faculty Handbook requirement of a "positive recommendation from the faculty." And, once hired, the academic unit must attend to the onboarding needs of the adjunct faculty to ensure that they are prepared for success in the classroom.

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[3] Percentages cited in this report are specific for the number of respondents to the relevant question and are not necessarily percentages of the total number of respondents of the entire survey (i.e., every respondent did not answer every question).

Recommendations

Academic units should establish guidelines for adjunct hires, specifying preferred and required qualifications. If adjunct hiring is delegated to a departmental committee or administrator, or if hiring must be done under pressure of time, a process should be established to allow for review and approval by the voting members of the departmental faculty. Ideally, hiring decisions should be made well in advance of the academic term of employment. Last-minute hires will always be necessary, but our practice should be to minimize them. The Department of Biological Sciences has established a process worthy of consideration by others. In that department, a committee of faculty approve a pool of adjunct faculty on a periodic basis. The actual hiring and course assignment for adjuncts is delegated to the associate chair, but the hiring is done from the pool already approved by the faculty.

For every adjunct hire, a formal contract should be issued, using an approved template available on the HR Web site. Some units currently issue formal contract letters, but these are not consistent. Most units assign course sections to adjuncts verbally or via email message. These practices should be discontinued immediately. Contract letters should explicitly state the terms of the contract (salary, beginning and end dates, course assigned, etc.), be signed and returned by the adjunct faculty member, and kept on file. Another important feature of the offer letter should be a clause regarding course cancellation. Just as last-minute hiring is inevitable, so is last-minute changes and cancellation of under-enrolled courses. One respondent to our survey lamented "having classes I've been given taken away at last minute, makes it impossible to plan finances." The loss of a course assignment close to the start of a term can have serious implications for an adjunct faculty member. To alleviate this, we recommend that a course cancellation fee of 10% of the contracted rate be instituted. This fee should be a clause in the template contract letter.

Onboarding

A little more than half of adjunct faculty surveyed felt that they received the support to help make them effective teachers, but that leaves a sizeable group who do not feel that way. One-third of respondents indicated that they had no designated location on campus where they could prepare for their classes. And in discursive responses to survey questions, several adjunct faculty members felt an acute lack of respect from full-time faculty colleagues and departmental staff persons. For example, one respondent to our survey lamented having "to find out Department information through grad students because adjuncts aren't included on Department emails, even those about teaching." Several indicated that they received no orientation and no training on classroom technology and other teaching-related issues. In short, too many adjunct faculty members feel as if they are afterthoughts even though they know that they are providing valuable instruction and otherwise feel positive about their interactions with students.

<u>Recommendations</u>

Every department should be welcoming to adjunct faculty as colleagues and should ensure that they have the tools and support to promote their success in the classroom. To that end, we recommend that prior to the start of each term, departments provide all adjunct faculty with:

- Written guidelines regarding course grading expectations, class attendance, office hours, and other academic policies and expectations.
- Sample syllabi, tests, assignments, slides, and other instructional materials for the courses to be taught.
- Guidance on textbooks and other instructional materials to be used for the course.
- Instruction on how to set up course materials in Canvas.
- A contact list of key departmental staff and administrators.
- Institute a course cancellation fee of 10% of the value of the s-contract.

Rights and Responsibilities of Adjunct Faculty

All UD faculty, including adjunct faculty, share common responsibilities as faculty members. Generally, the rights and responsibilities of faculty are contained in the *UD Faculty Handbook*, which can be found online at http://facultyhandbook.udel.edu/. However, there may be more specific policies according to an individual college or department, in which case the faculty member should consult those documents (college or department bylaws, etc.).

The vast majority (95%) of those surveyed responded that their employment as adjuncts at UD has been generally continuous, (see Appendix 1a), and 29% are currently employed at UD in another capacity either full-time (24%) or part-time (5%) as staff (66%) or administrators (14%) (See Appendix 1b). This additional affiliation with UD likely strengthens their commitment to the university and should make orientations of adjunct faculty roles more effective.

The most common responsibility of adjunct faculty is to teach the course(s) for which they have been hired satisfactorily, but our survey indicated that there are other roles, such as academic advisor (9%) and supervision of theses (4.6%), (see Appendix 1c). Most (91%0) respondents teach undergrads, and 26% teach graduate students. Some (17%) have taught for more than one department/unit (see Appendix 1d). Whether teaching undergraduate, graduate students, fulfilling roles besides classroom teaching, and teaching for more than one unit require orientation training of adjunct faculty beyond that normally offered for classroom teaching making the onboarding process complicated. A substantial number of adjunct faculty (24%) disagree or strongly disagree that they understand the policies regarding adjunct faculty. The focus group discussion revealed that although adjuncts feel they have leeway in course development, the lack of written contracts results in concerns about academic freedom protections for adjunct faculty members. Nevertheless, 80% of survey respondents felt that they understand what is expected of them as adjunct faculty (see Appendix 1e). That feeling of understanding is potentially false or not comprehensive. Only 14% attended a teaching orientation program at UD, and only 19% participated in any type of training or support program at UD (see Appendix 1f). It is unknown how much of these low attendance and participation rates in orientation and support programs are due to the absence of such programs or the inability of the faculty member to attend when offered. The most preferred type of support was face-to-face consultations and workshops (31% combined) (see Appendix 1g). One adjunct commented that they wished that the orientation had been mandatory so that they would have been better prepared for their role.

Recommendations
- A general online or in-person University orientation program should be provided and be mandatory for all adjunct faculty to make clear the relevant UD policies that pertain to their role(s). Part of that general orientation should make adjunct faculty aware of:
    - their rights and responsibilities as faculty, which are contained in the *UD Faculty Handbook*, found online at http://facultyhandbook.udel.edu/.
    - standards of conduct in section *4.2 Academic Freedom and Standards of Conduct* in the *UD Faculty Handbook*.

- In-person orientations should be required by each department or unit in which they are hired in order to define and clarify the specific responsibilities required within the unit(s), including specific orientation of duties such as academic advising, graduate teaching, thesis supervision, etc.
- Any other responsibilities that go along with teaching duties should be made clear to adjuncts, such as attendance at faculty meetings, committee assignments, or participation in other unit activities. The department chair or director should make clear any duties that are required beyond teaching the specific course(s).
- A resource should be provided on the department/ unit Web site that contains all the relevant policies for adjuncts in that unit.
- Adjuncts should have a clear point person within their unit if questions or conflicts arise in regards to teaching, grading, or any other matter in the performance of their duties.

Faculty Support & Development

According to the 2012 report by the Center for the Future of Higher Education and analyzed by the New Faculty Majority Foundation, most contingent faculty are not provided access to the resources, tools, logistical support and training that they need (Street, Maisto, Merves, & Rhoades, 2012). To teach efficiently and effectively at the University of Delaware, as at other institutions, adjunct faculty members require robust and ongoing support from their departments or programs. This support includes the resources required for adjunct faculty to communicate with students, staff, and fellow faculty members; to produce, copy, and distribute their course materials; and to assess student work. It also requires proper training and professional development, inclusion within their academic communities, and the support and respect of staff and their full-time faculty colleagues.

Neglecting to support adjunct faculty members could have a number of negative impacts on the institution. First, it could lead to a high turnover rate among adjunct faculty members, which, in turn, could increase the labor costs of hiring and onboarding. In addition, Adrianna Kezar's research indicates that it could compromise adjuncts' "willingness, capacity, and opportunity" to teach and mentor students to the best of their abilities and, as a result, negatively impact student outcomes (Kezar 2013, p. 155). Kezar and Maxey note, for example, that non-tenure-track faculty members, including adjuncts, may lack access to the "professional development, mentoring, and interactions with colleagues" that would provide them with the training and support needed to implement "student centered and active teaching approaches—the kinds of approaches associated with learning" and "high-impact teaching practices, such as service learning, undergraduate research, and study abroad" (Kezar & Maxey, 2014, p. 35). Kezar and Maxey recommend, therefore, that adjuncts be given access to formal and informal training opportunities in both pedagogy and their field of study (Kezar & Maxey, 2014, p. 35).

In addition to being provided access to training, adjunct faculty members need support in their efforts to interact with students outside the classroom. Noting that "study after study demonstrates that faculty contact and relationships with students are a critical key to students' success," Kezar and Maxey advocate for adjuncts' access to private space in which to meet with students (Kezar & Maxey, 2014, p. 37). They also recommend adjuncts' active inclusion within department and campus life. More specifically, they recommend that adjuncts be invited to and welcomed at "events and occasions that are generally open to other faculty members such as convocations, student orientation, graduation, forums, and activities related to student groups" (Kezar & Maxey, 2013, p. 5) Such inclusiveness could bolster not only adjuncts' interactions with students but also their own morale. According to Richard E. Lyons in *Best Practices for Supporting Adjunct Faculty*, having a "sense of belonging" to their program, department, and/or institution as a whole is crucial for the success of adjunct faculty members (p. 6), who frequently "feel an estrangement from the institution and a sense of isolation from other faculty members" (p. 4).

Material Support

In our survey of UD's adjunct faculty, the majority of respondents indicated that they feel sufficiently supported by the institution. For example, approximately 76% of respondents agreed or strongly agreed with the statement "I feel that I have access to the material resources I need to be an effective instructor"; 74% agreed or strongly agreed with the statement "I feel that I have access to instructional support for my teaching"; and 65% agreed or strongly agreed with the statement "I have a designated location within the University to meet with students" (see Appendix 1f). Despite the general strength of these numerical responses, the narrative responses to the survey suggest the importance of maximizing material support for adjunct faculty members, particularly in the form of providing them with a quiet designated space in which to meet with students and other faculty members. To the question "If you could change one thing about your job at UD, what would it be?" survey respondents indicated their desire for "a place to meet with students who want help," "better private meeting spaces," and "a place to have office hours."

Recommendations:
We recommend that all adjunct faculty members be granted routine access to the following material resources:
- Office space, preferably private, in which to conduct office hours and meetings with students, staff, and colleagues.
- Secure areas in which to store a reasonable number of personal belongings and teaching resources.
- Basic office supplies.
- Departmental mailboxes, university email accounts, and office phone numbers.
- Computers, printers, and scanners.
- Photocopiers and Scantron forms/readers.
- Canvas course sites and Canvas training.
- Assistance with proctoring in large classes.

Inclusion within the Academic Department/Program

Programs and departments at UD are fostering adjunct faculty members' sense of belonging in a number of ways, including the following: inviting adjunct faculty members to faculty meetings and to academic and social events; including them in departmental communications; listing their names and contact information in departmental directories and on departmental Web sites; and recognizing their contributions to service, scholarship, and teaching. The Associate in Arts program fosters an inclusive environment for its adjunct faculty members in all of the above ways, which perhaps contributes to the high rate of retention of these faculty members, some for decades. This stability helps to ensure the quality of instruction and serves our students well.

The results of our survey bear out Lyons' insistence that a sense of belonging is a major contributor to job satisfaction among adjunct faculty members. For example, a number of respondents to our survey

identified "not feeling connected," "not being included in faculty meetings," "feel[ing] like an afterthought," and feeling "on the periphery" as their "greatest barrier to [job] satisfaction" at UD. Similarly, respondents noted that if they could change one thing about working at UD, it would be to have "more interaction with faculty/department members", "more departmental involvement", membership in a "faculty learning community", and "more opportunity to interact/coordinate with other adjunct professors in the department." Seventy-three percent of adjunct faculty members, however, agreed or strongly agreed that they feel welcomed by their department (see Appendix 1f).

Recommendations:
We recommend that units do the following to foster a sense of inclusion among adjunct faculty members:
- Invite them to social events and academic ceremonies and gatherings
- Invite them to faculty meetings and consult with them about curricular development when appropriate
- Include them in departmental (e)mailings.
- Include their names, credentials, and contact information in departmental directories and on the departmental Web sites.

Faculty Development
 Richard E. Lyons notes that in addition to needing a sense of belonging, adjunct faculty members require access to "initial and ongoing professional development" (6). Lyons cautions institutional leaders against the erroneous belief that adjunct faculty members are typically transient members of the academic community and, as such, do not warrant faculty development resources. In fact, Lyons argues, many adjunct faculty members remain at the same institution for years at a time. This is true of adjunct faculty members at UD, whose survey responses indicate their relative stability as UD employees. For example, 25% of respondents report having taught at UD for ten years or more and another 20% report having taught at UD between five and ten years. Adjunct faculty members at UD and other institutions, then, are often long-term instructors, and investing in their professional development offers a substantial benefit to our community.

UD's Center for Teaching and the Assessment of Learning has committed many resources to the development of UD's adjunct faculty members. In fact, CTAL does not distinguish between adjunct and full-time faculty members in supporting teaching excellence. More specifically, CTAL provides all faculty members, regardless of status, with the following resources:
- an 8GB thumb drive that contains teaching and course design resources (for all new instructors);
- private consultations regarding teaching (in CTAL's office, in their office, or via remote conferencing options);
- departmental curriculum and teaching workshops upon request from chairs;
- access to the CTAL library;
- opportunities to apply and receive grant funding to pursue faculty learning communities and examine specific pedagogical strategies to improve teaching, learning, and assessment;
- monthly faculty development events on timely topics, attendance at which is documented via professional development letters; and
- participation in annual teaching, learning, and assessment events.

Other units such as UD's Composition Program also devote significant resources to developing adjunct faculty members. All instructors, including adjuncts, teaching ENGL110 attend a full day of training every fall and a half-day every spring. Adjuncts are observed by directors in their first two semesters teaching and paired randomly with full-time faculty, post-doctoral fellows, graduate student TAs, or other adjuncts in the Peer2Peer observations held every semester. The Composition Program also hosts a Web site where syllabi, assignments, and policies are posted. Another example of good practice occurs in the Horn Entrepreneurship Program which, in Fall 2018, hosted a day-long workshop for all faculty members, including adjunct instructors, entitled "Horn Entrepreneurship Education Basics." This workshop covered topics such as syllabus creation; inclusive instructional strategies; course, class, and instructional design; and instructional activity generation. The Lerner College of Business and Economics will take a more individualized approach to faculty development starting this year, assigning full-time faculty members to mentor adjunct instructors. Faculty mentors will answer any of their mentees' teaching-related queries, including those involving the roles of their courses within the larger curriculum, the creation of syllabi and course materials, the assessment of student work, and the usage of information technology. Adjunct faculty members will also be encouraged to observe their mentors' courses and to meet with their mentors for regular pedagogical discussions.

Our survey indicates that UD has been largely successful in providing faculty development opportunities to its adjunct faculty members. Seventy-four percent of our respondents indicated that they knew of CTAL and its mission (see Appendix 1h); 60% indicated that they had availed themselves of CTAL's services (see Appendix 1i); and 80% indicated that they had taken some form of teacher training offered by CTAL or another UD entity (see Appendix 1j). Only a small minority, 2%, expressed no interest in pursuing future development opportunities (see Appendix 1k).

What form might these future development opportunities take? Respondents expressed the most interest in having face-to-face consultations with CTAL staff and in attending workshops targeted specifically to the needs of adjunct faculty members (see Appendix 1k). Holding lesser but significant interest for these instructors were online video tutorials and department/college-specific support.

Recommendations:
To provide adjunct faculty members with relevant and ongoing professional development experience, we recommend that the following occur:
- All adjuncts successfully complete training in the legal and ethical standards expected of University employees (e.g., in FERPA, Title IX, Sexual Misconduct Policies).
- CTAL continue to offer the types of support noted above to all UD faculty members, regardless of their status as full-time or part-time, temporary or permanent.
- Units give strong consideration to providing funding for adjunct faculty members' participation in academic conferences and other external professional development opportunities.
- Adjunct faculty be compensated by the University for any required training.
- Units design in-house workshops and/or online video tutorials targeted towards developing adjunct faculty members as teachers in and practitioners in their relative fields.

- Units give strong consideration to assigning full-time faculty mentors to adjuncts who are new to the University. (Topics for discussion between mentor and mentee would ideally include syllabus creation, pedagogical practice, university and departmental policies, and campus resources.)

Review & Recognition

The importance of establishing clear and consistent review procedures for adjunct faculty has been the focus of multiple studies (Kimmel & Fairchild, 2017; Webb, Wong & Hubball, 2013). In fact, it has been proposed in the literature that identifying and measuring the teaching performance of adjunct faculty members is one of the most significant challenges faced by institutions of higher learning in the U.S. (Eddy, 2005). Moreover, it has been suggested that proper recognition is key to adjunct job satisfaction and institutional engagement (Jolley, Cross & Bryant, 2014).

Performance Reviews

Fewer than half (41%) of respondents said they have been provided with formal feedback on their teaching; 35% say that they haven't received formal feedback; and 24% neither agree nor disagree (see Appendix 1f). In the discursive comments, feedback, performance reviews and teaching observations surfaced periodically. Some responded to the question, "what do you find to be the greatest barriers to satisfaction in your job?" saying that they don't have access to their supervisors. As an example, one survey respondent said that they "have no direct professional connection to the rest of the department." Echoing that response, another said that they "feel a little 'in the dark' when it comes to policies and procedures" and that they have had "no formal feedback." Another response was from an adjunct who has taught at UD for 26 years "yet I have never been evaluated." That respondent goes on to say "wouldn't it make good business sense to provide performance-based incentives to adjuncts to encourage the best quality instruction?" Another respondent brought up feedback to the question of "If you could change one thing…" They said, "There should be a feedback process so that adjuncts know how they are performing…it has really been astonishing to me how little other [besides IDEA scores] feedback there is especially in contrast to my corporate career."

While performance reviews weren't a major complaint of adjunct faculty, reviewing adjunct teaching and providing feedback would improve other areas of complaints such as feeling recognized for their contributions and feeling part of the UD and the department. The dearth of formal feedback or performance reviews of their teaching certainly must add to their employment insecurity as of many of the respondents said that they don't know if they will get classes assigned each semester.

We know that we cannot solely rely on student evaluations to gauge how well we are doing in our classes. Given that most of our adjunct faculty teach in only one department (83% of survey), providing teaching observations and annual performance reviews in their main department should be part of the review process that departments participate in each year. Access to administration, one-on-one conversations about teaching and course assignments, encouragement of instructional support and pedagogical training would empower the adjunct faculty and improve much of the areas of criticism that surfaced in the survey. Certainly, an annual appraisal would add to workload of supervisors, but it would be a dramatic and important step for this population of our faculty to feel part of the academic community of their departments or of UD.

The Composition Program in the Department of English piloted a performance review during the Spring 2018 semester for any instructor who had taught ENGL110 for at least one year. The adjunct faculty

supplied their CV, syllabi and assignment sheets, and filled out a questionnaire that made them reflect on how they fulfilled the goals and practices of the program. The pilot performance review did not provide a numerical assessment, but the meetings with each instructor allowed for discussion of ways to improve teaching. The process also provided space and time to discuss the adjunct's own professional goals. Overwhelmingly, the adjuncts appreciated the feedback and the ability to sit down with the Director; many said in all of their years of teaching, they never had that opportunity.

Recommendations:
In order to encourage excellent performance and teaching, the main academic unit or department of each adjunct faculty should:
- Provide formal feedback on teaching, teaching materials, and job performance annually
- Arrange that each adjunct confer annually with the chair or director to for appraisal and to discuss professional goals.

Recognition
Items 1 and 2 in Question # 12 of the Adjunct Survey focused on issues related to performance recognition of adjunct faculty. Specifically, respondents were asked to indicate their degree of satisfaction with their respective department's appreciation of their academic efforts.   Survey results showed that almost half of the respondents (48.56%) do feel welcome at the University of Delaware, and that a similar percentage (50.21%) believe that their contributions are adequately recognized by their departments. Unfortunately, a few respondents (7.82%) indicated that they do not feel welcome at UD, and a quarter (25.11%) believe that their efforts are not truly appreciated by their departments (see Appendix 1f).

In their written comments to the question, "What do you find to be the greatest source of satisfaction in your job at the University of Delaware?" participants expressed a great personal satisfaction with their role as adjuncts here at UD. One faculty member stated that they appreciated "being a part of the transformative learning process of students; helping facilitate their interest and motivation to learn" and another indicated that they valued "working with undergraduates at an impressionable and formative time in their lives and helping them develop essential skills for success in future coursework and careers." Conversely, in response to the question about greatest barriers to satisfaction in your job at the University of Delaware, several respondents expressed dissatisfaction with the way they were treated in their respective departments. One faculty member stated that they "felt like an afterthought, not highly valued." In fact, many respondents indicated that they would like to be more integrated and involved in the daily life of their academic units. One respondent mentioned that they "would like to be included in Department meetings and consultations," and another one complained that "sometimes it is hard to feel like I am part of the team. This has improved over time, as I teach a full-time course load. I have made the effort to reach out, find mentors, and develop relationships, but still there are times I feel like a second-class citizen."

The survey indicates that the University of Delaware has succeeded at creating meaningful and rewarding academic opportunities for most of its adjunct faculty. These faculty members feel that their professional talent is appreciated, and that it makes a difference in the lives of many of its students. At

the same time, it is clear that more can be done to integrate adjunct faculty into the daily life of the various academic units, and that their efforts need to be properly assessed and recognized. Lack of feedback and lack of communication appear to be the two major barriers to adjunct-faculty satisfaction at UD, and this should motivate departments to review their communication procedures and the policies regarding performance evaluations and rewards for their adjunct faculty.

Recommendations:
Valuing each adjunct faculty member and fostering a community of teaching excellence would benefit from:
- designating awards for adjunct faculty members who make especially meaningful contributions to teaching, research, or service; or,
- including them among the candidates for such awards.

Summary Recommendations of Adjunct Ad Hoc Committee

Recruitment & Onboarding

Adjunct faculty should be provided with the following:
- A formal offer letter for each course, adhering to a template provided by the Department of Human Resources.
- Written guidelines regarding course grading expectations, class attendance, office hours, and other academic policies and expectations.
- Sample syllabi, tests, assignments, slides, and other instructional materials for the courses to be taught.
- Guidance on textbooks and other instructional materials to be used for the course.
- Instruction on how to set up course materials in Canvas.
- A contact list of key departmental staff and administrators.
- Institute a course cancellation fee of 10% of the value of the s-contract.

Rights and Responsibilities

- A general online or in-person orientation program should be provided and be mandatory for all adjunct faculty to make clear the relevant university policies that pertain to their role(s).
- Adjunct faculty should be made aware of their rights and responsibilities, which are contained in the *UD Faculty Handbook*, which can be found online at http://facultyhandbook.udel.edu/. This should be part of the general orientation.
- Adjunct faculty should be made aware of standards of conduct in section *4.2 Academic Freedom and Standards of Conduct* in the *UD Faculty Handbook*. This should be part of the general orientation.
- In-person orientations should be required by each department or unit in which they are hired to define and make clear the specific responsibilities required within the unit(s). This should include specific orientation of duties such as academic advising, graduate teaching, thesis supervision, etc.
- Any other responsibilities that go along with teaching duties should be made clear to adjuncts, such as attendance at faculty meetings, committee assignments, or participation in other unit activities. The department chair or director should make clear to them any duties that are required beyond teaching the specific course(s).
- A resource should be provided on the department/ unit website for adjunct faculty that contains all the relevant policies for adjuncts in that unit.
- It should be made clear to adjunct faculty whom they should contact within their unit if ever there arise questions or conflicts in regards to teaching, grading, or any other matter in the performance of their duties.

Supporting Teaching Excellence

Adjunct faculty members be granted routine access to the following material resources:
- Office space, preferably private, in which to conduct office hours and meetings with students, staff, and colleagues.
- Secure areas in which to store a reasonable number of personal belongings and teaching resources.
- Basic office supplies.
- Departmental mailboxes, university email accounts, and office phone numbers.
- Computers, printers, and scanners.
- Photocopiers and Scantron forms/readers.
- Canvas course sites and Canvas training.
- Assistance with proctoring in large classes.

We recommend that units do the following to foster a sense of inclusion among adjunct faculty members:
- Invite them to social events and academic ceremonies and gatherings
- Invite them to faculty meetings and consult with them about curricular development when appropriate
- Include them in departmental (e)mailings.
- Include their names, credentials, and contact information in departmental directories and on the departmental Web sites.
- Explore the possibility of offering occasional parking vouchers to facilitate office hours and class meetings.

To provide adjunct faculty members with relevant and ongoing professional development experience, we recommend that the following occur:
- All adjuncts successfully complete training in the legal and ethical standards expected of University employees (e.g., in FERPA, Title IX, Sexual Misconduct Policies).
- CTAL continue to offer the types of support noted above to all UD faculty members, regardless of their status as full-time or part-time, temporary or permanent.
- Units give strong consideration to providing funding for adjunct faculty members' participation in academic conferences and other external professional development opportunities.
- Adjunct faculty be compensated by the University for any required training.
- Units design in-house workshops and/or online video tutorials targeted towards developing adjunct faculty members as teachers in and practitioners in their relative fields.
- Units give strong consideration to assigning faculty mentors to adjuncts who are new to the University.

Performance Review and Recognition

In order to ensure and promote teaching quality, departments that employ adjunct faculty should do the following:
- Review the student course evaluations of adjunct faculty members.

- Collect syllabi for courses taught by adjuncts.
- Offer regular feedback on the quality of course materials and teaching performance through observations, mentoring, and/or designated review
- Provide an annual performance review for each adjunct faculty member
- Designate awards for adjunct faculty members who make especially meaningful contributions to teaching, research, or service, or include them among the candidates for such awards.

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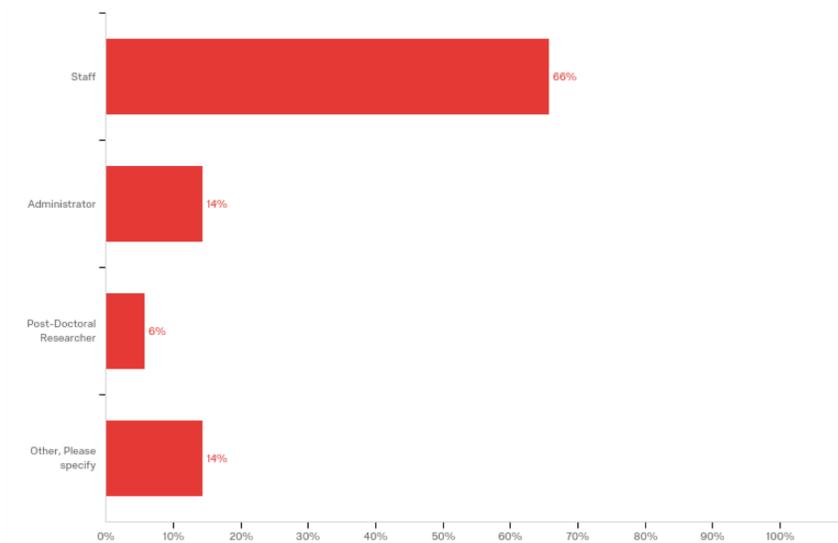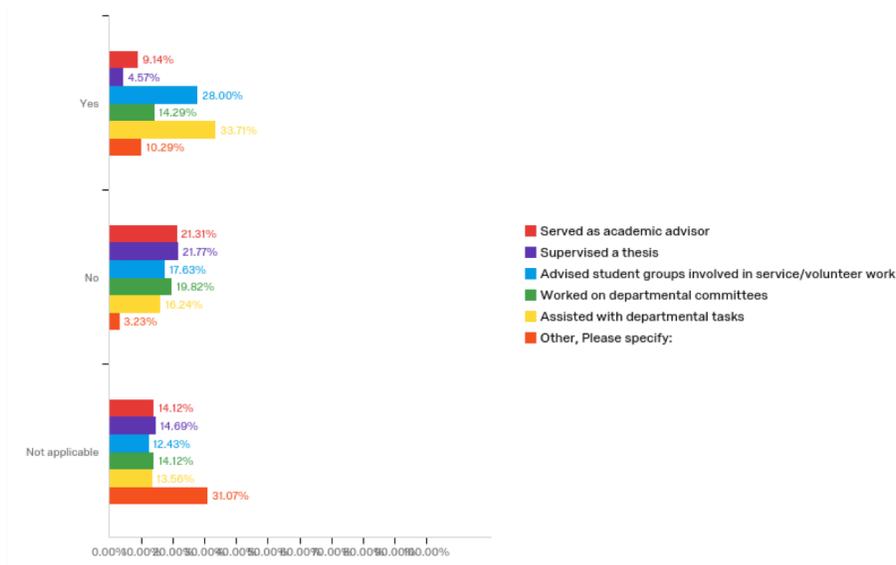
Appendix

Appendix 1a
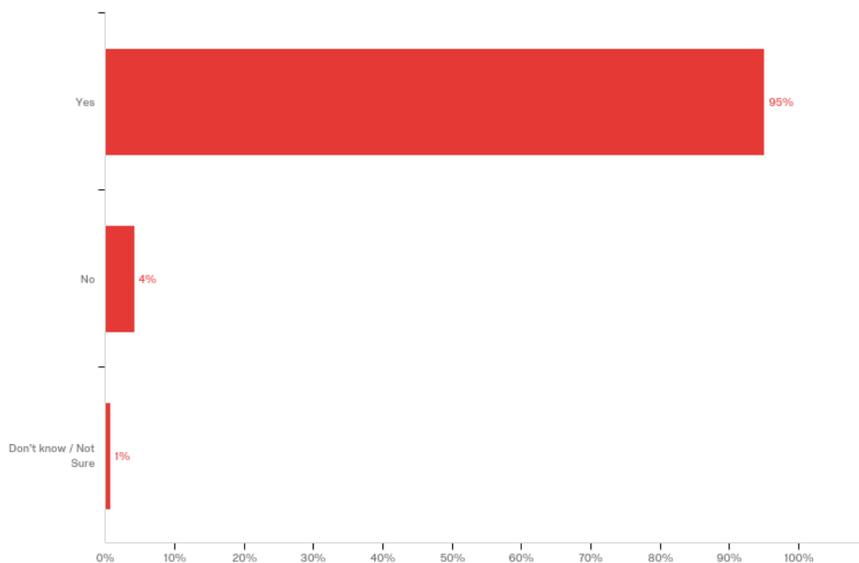
Source: Has your employment at the University of Delaware been generally continuous?
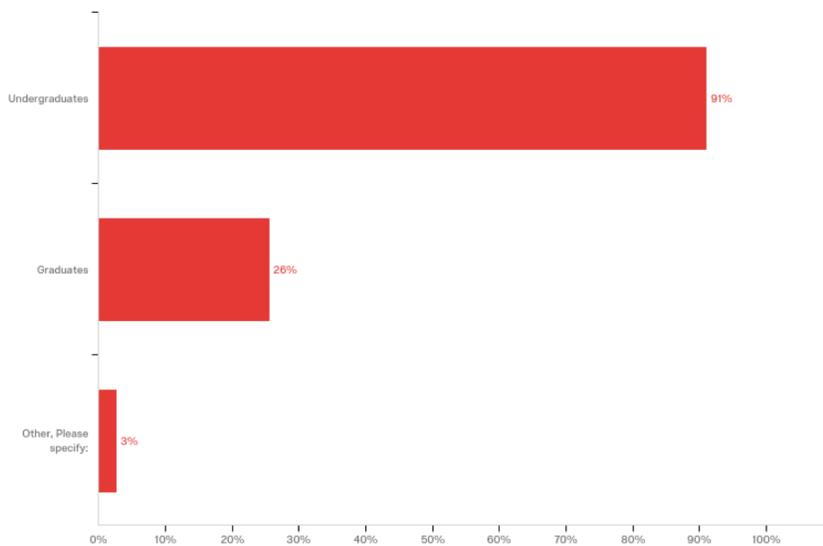
Appendix 1b

Source: You indicated that you are currently employed in another capacity at UD? Please indicate below in what capacity you are additionally employed at UD.

Appendix 1c

Source: Which of the following activities have you engaged in during the past 3 years in your position as an adjunct faculty member at the University of Delaware?
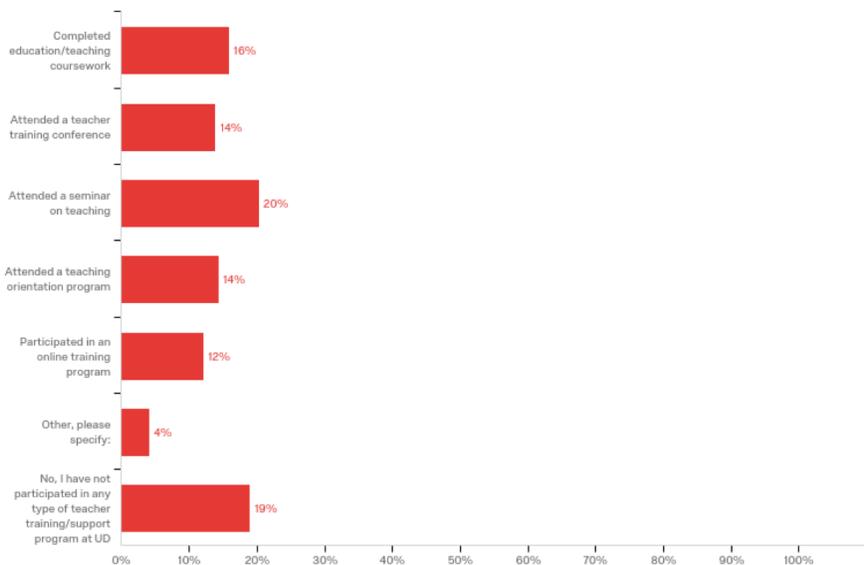
Appendix 1d

Source: What level of students do you teach?

Appendix 1e

|	Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I feel that I am welcomed in my department.	2%	6%	19%	29%	44%
4	I feel that I am recognized for my contributions.	10%	15%	25%	28%	22%
2	I feel that I have access to the material resources I need to be an effective instructor.	2%	7%	15%	34%	42%
7	I feel that I have access to instructional support for my teaching.	2%	8%	16%	41%	33%
3	I have a designated location within the University to meet with students.	12%	17%	6%	25%	40%
5	I understand the policies regarding adjunct faculty.	4%	19%	23%	31%	23%
6	I understand what is expected of me in my role as an adjunct faculty member.	1%	4%	14%	39%	41%
8	I am provided with formal feedback on my teaching.	10%	25%	24%	23%	18%
10	I am satisfied with my communication with my department.	5%	10%	14%	37%	34%
11	I am satisfied with the course assignment process.	3%	8%	21%	33%	36%
12	I have a designated location within the University to prepare for my class(es).	13%	21%	8%	21%	36%

Source: Indicate the extent to which you agree or disagree with each of the following statements.
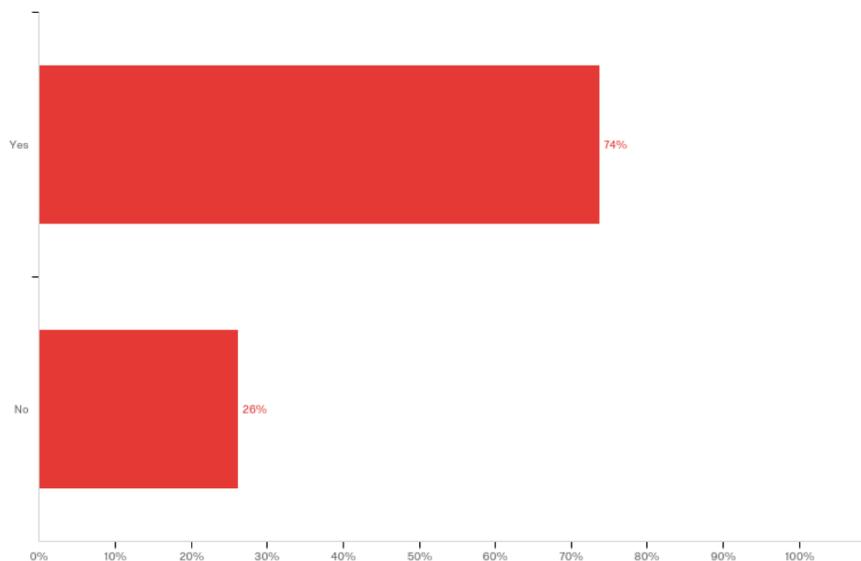
Appendix 1f

Source: Please indicate if you have participated in any of the following types of teacher training/support at the University of Delaware or elsewhere.
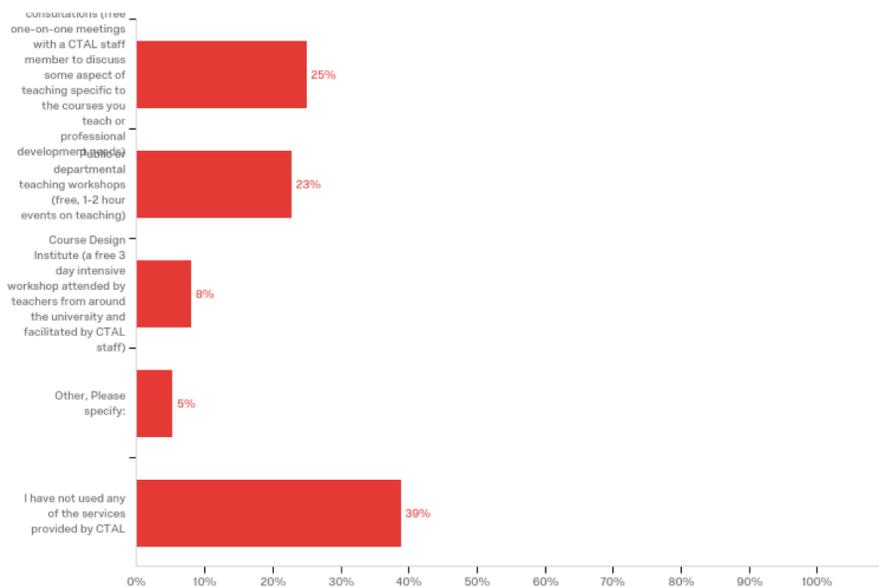
Appendix 1g
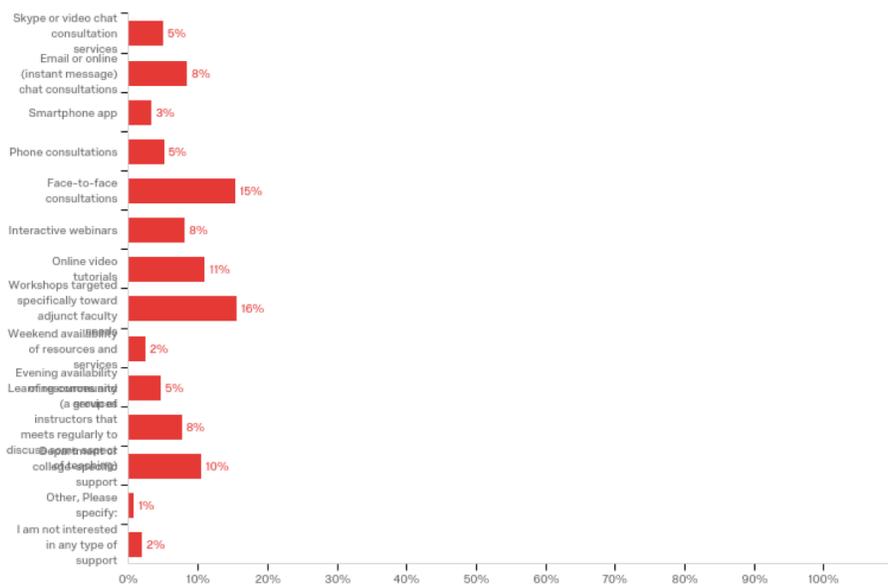
Source: In which of the following types of support would you be interested?
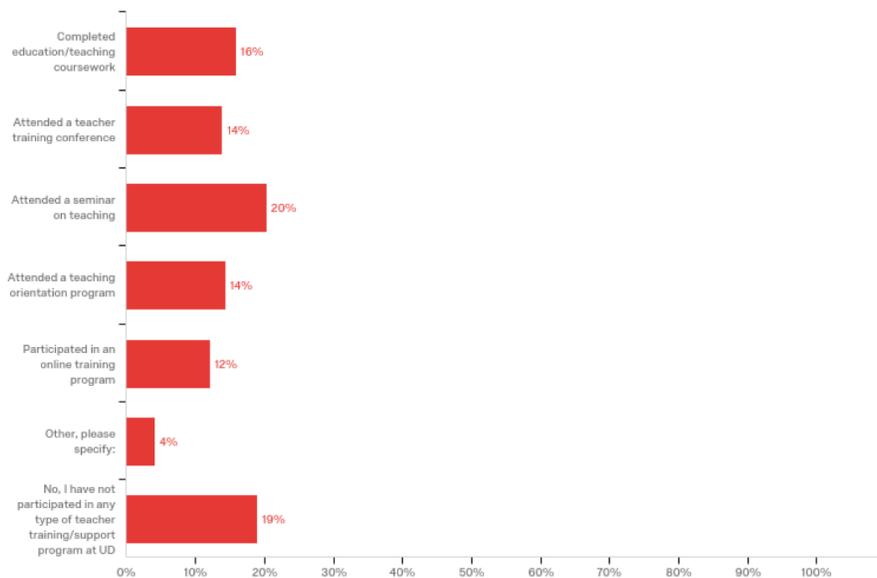
Appendix 1h

Source: Are you aware that UD has a Center for Teaching and Assessment of Learning?
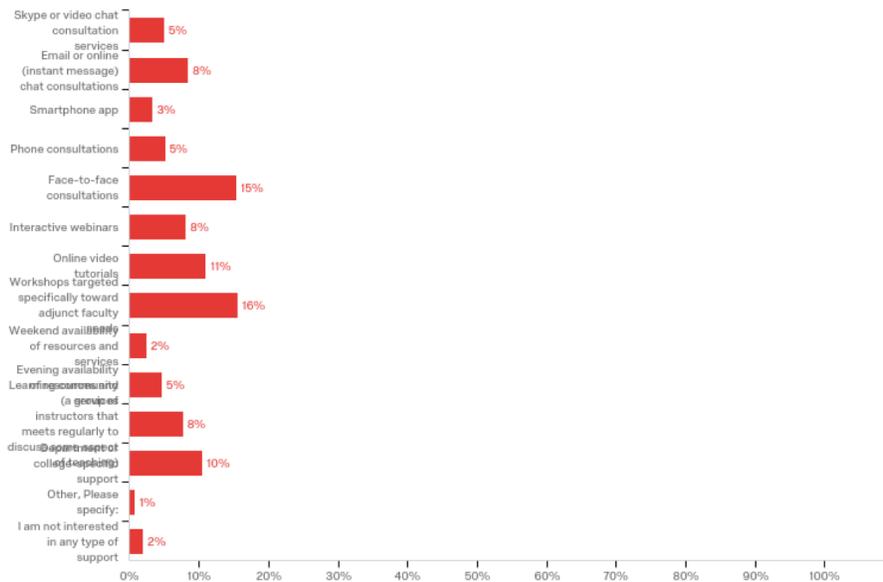
Appendix 1i

Source: Which of the following services provided by CTAL have you used or currently use?

Appendix 1j

Source: Please indicate if you have participated in any of the following types of teacher training/support at the University of Delaware or elsewhere.

Appendix 1k

Source: In which of the following types of support would you be interested?