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ways to boost an adjunct

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Who are you?

Tell me in the chat what you do and where you're from.

Michele Kelly, PhD



Associate Dean, Arts & Sciences

**Dev Ed courses: English,
Reading, CSSK**

**Other disciplines: Foreign
Languages, Speech, Humanities,
Religion & Mythology, Fine Art,
Music, Film & Theater,
Philosophy, Ethics & Logic, and
International Studies**

25 full-time faculty

120-150 part-time faculty

Adjunct faculty interact with students less often, use active and collaborative instructional strategies less frequently, spend less time preparing, and have lower academic expectations for their students than their full-time colleagues.

True or False?

Adjunct faculty have a small, but positive effect on student learning, especially in highly specialized areas.

True or False?

Instructor type makes no difference.

True or False?

All true?

Adjunct faculty make a negative impact.

Adjunct faculty make a positive impact.

Teacher type makes no difference.

BUT....

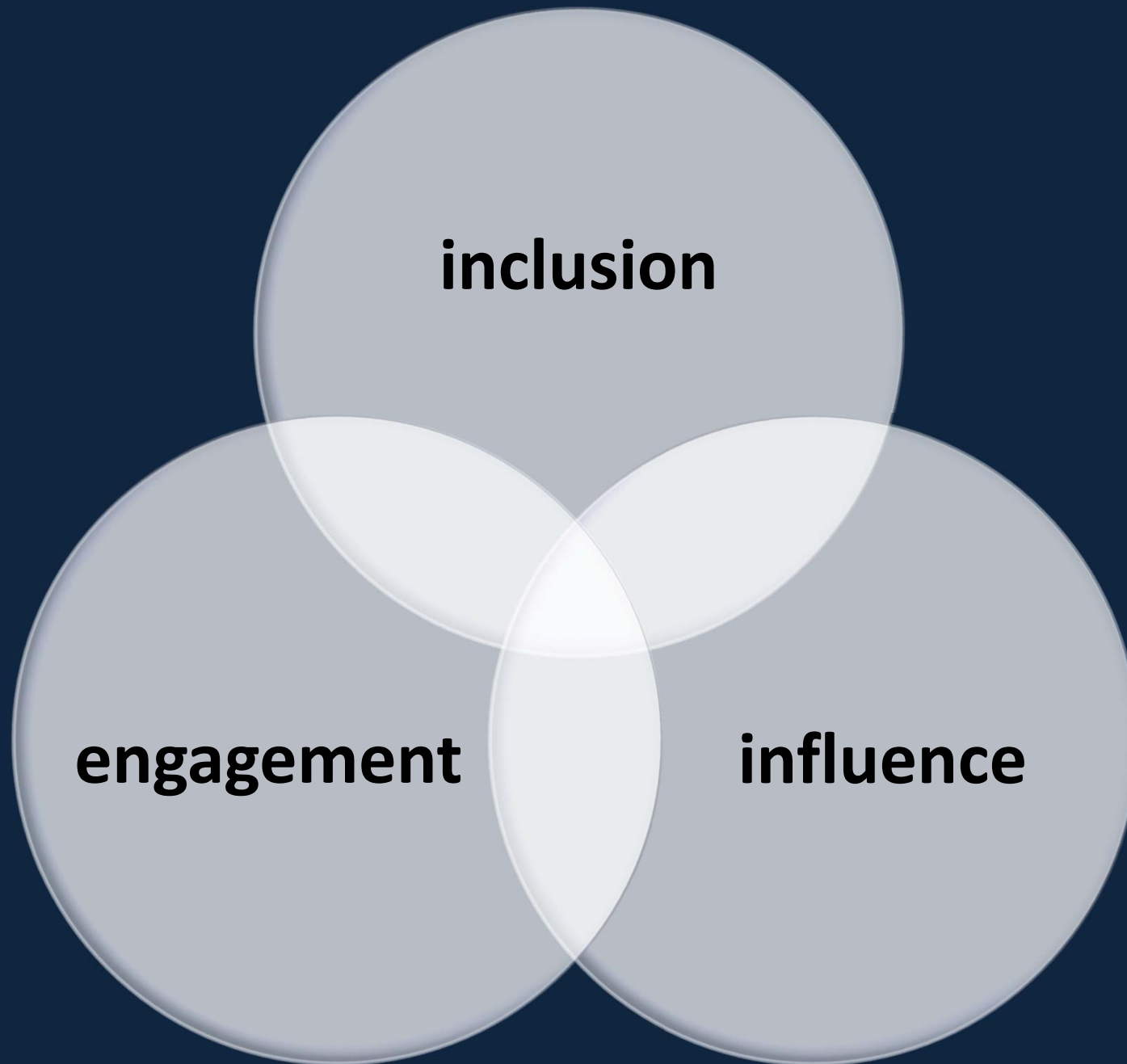
- 1) We rely on adjunct faculty to teach a large portion of our developmental and first-year courses
- 2) Adjunct faculty do not have equal access to the resources that we think support teaching excellence (e.g. office space, budget, benefits)

Students are more successful when they have great teachers.

There are inherent hurdles to great teaching if you are an adjunct faculty member.

What are they?

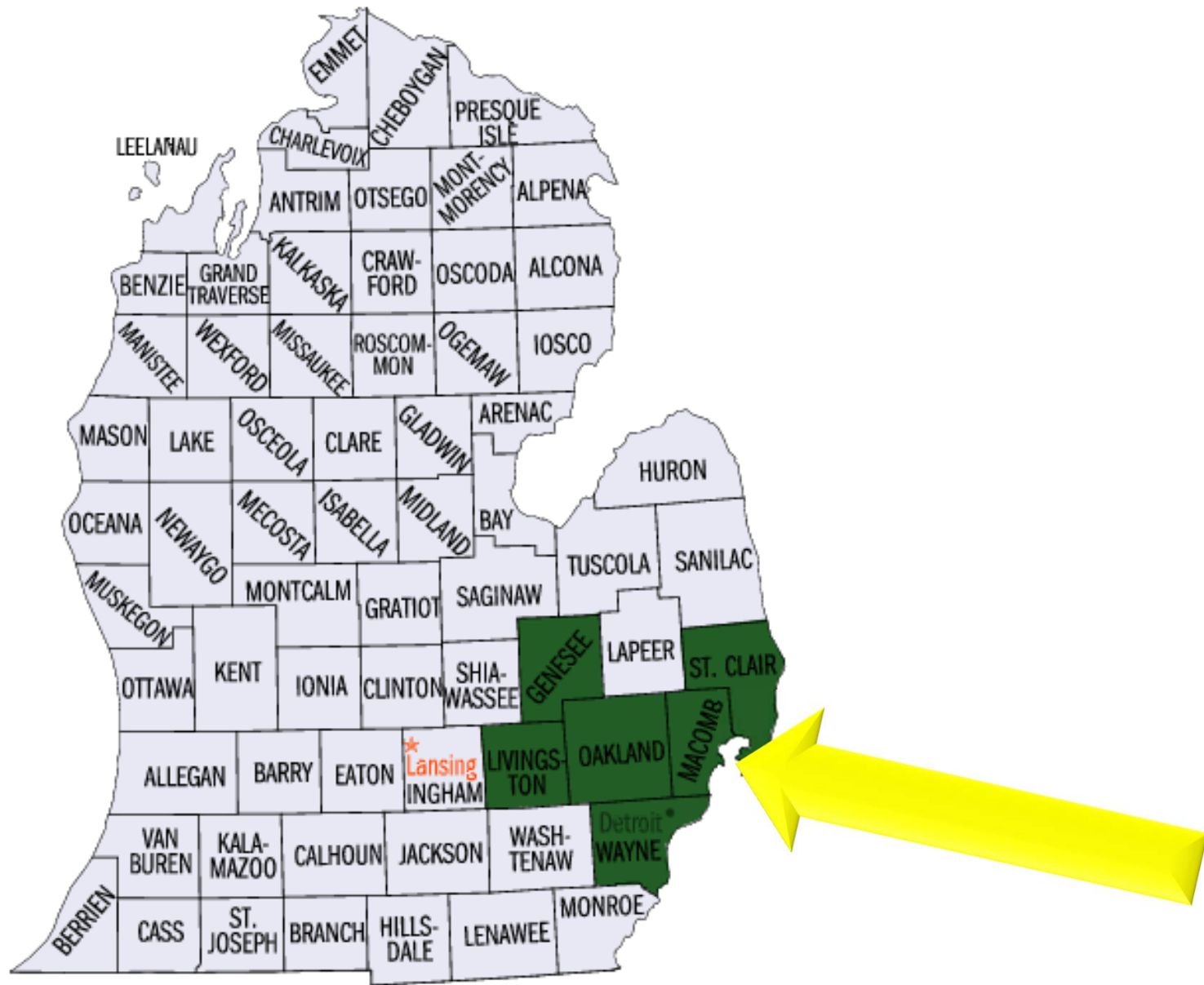
Can they be mitigated?



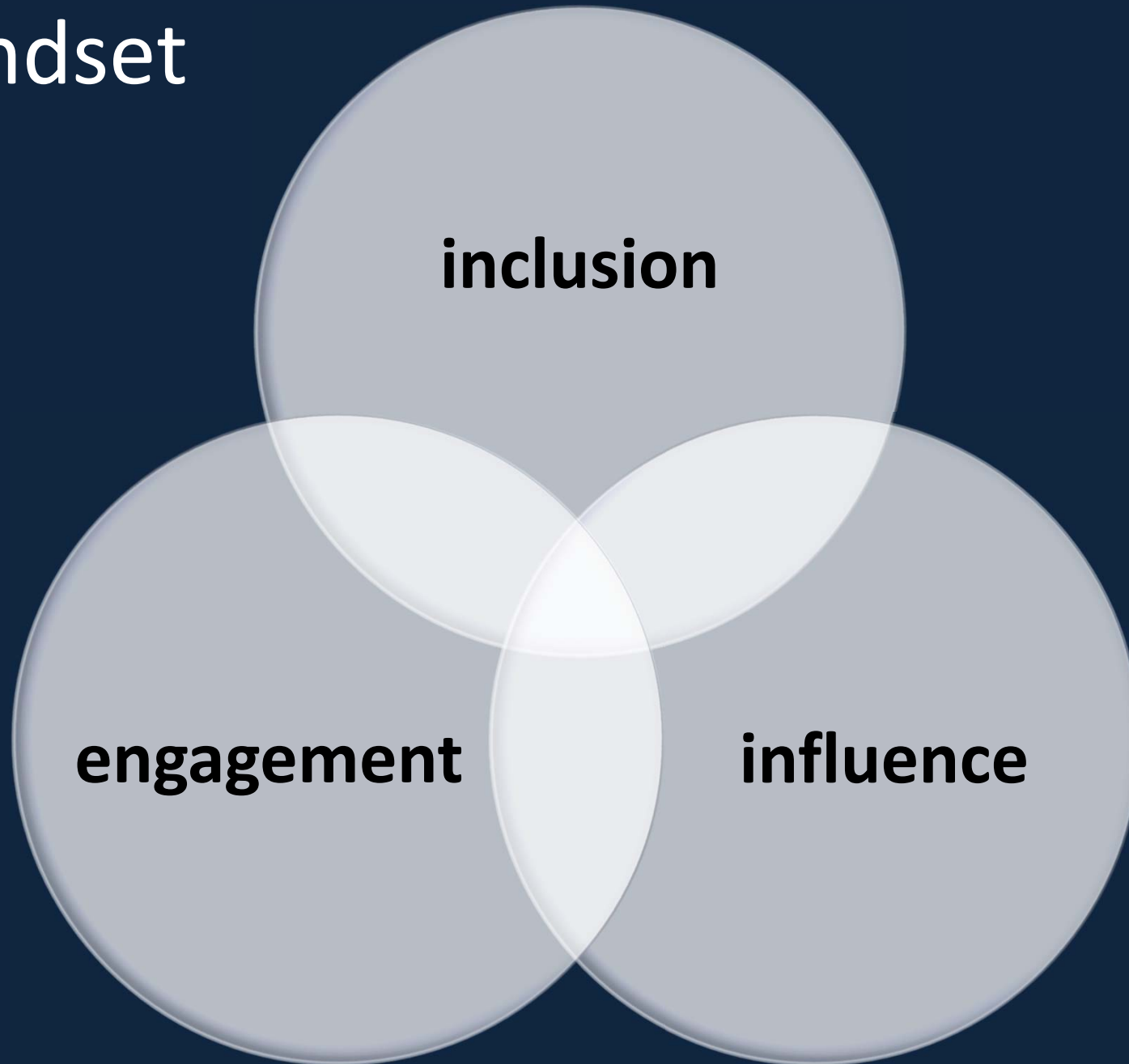
Macomb Community College

- **25,000+ for-credit students**
- **Over 50% classes taught by adjunct faculty**
- **Many adjunct programs**
- **9 bargaining units**





Mindset



#1. Human. Resource.

Adjunct: a thing added to something else as a supplemental rather than an essential part.



Expect v. Exploit

#2. Change the language

My language

Cultural language

Their language

#3 Find
the Money.



#3. Find the money or the path

Who manages

- Library Enrichment?
- Center for Teaching & Learning?
- Community Programs?
- Non-Credit Programming?
- Distance Learning?
- Arts Centers/Galleries/Performances?
- Internal grants?
- Development funds?

It takes very little
investment to
show how invested
you are.

Mindset

#1. Human. Resource.

#2. Language is powerful.

#3. Find the money or the path.



included

**“How do we make our
adjunct faculty include
themselves more?”**



“My greatest difficulty is that I never know if I’m a real faculty member or not. My level of participation is entirely up to me, which is nice but it also meant I’m never sure if I’m genuinely invited.”

Meixner, Kruck, & Madden (2006)

Included.

#4. Know them.

#5. Be the elbow. Connect them.

#6. Meetings. All the meetings.

April 25 - 29, 2016

25	Monday	26	Tuesday	27	Wednesday	28	Thursday
A & S Dean meeting SE216 Blasius, Anna		Meeting about B rooms B-110 (my office) Kelly, Michele			Nicole White; N-114		
Apply for the grant: Sd300		Schedule meeting B-110 Kelly, Michele					
						Rotary	Rotary
				Meeting to discuss RWS coordinatiior Center Campus, CB 110 (Michele's off Griffiths, Brett			
		Webinar: Assessment		Check out rooms at south C238/240 C336/334		GoToWebinar - Lecture Light Shine: I GoToWebinar - See conference call in sauer@austin.utexas.edu	
				Marisa Graham; B-110		Ashley Whitmore	
		Student Issues B-110 Kelly, Michele					

Included.

#4. Know them.

#5. Be the elbow. Connect them.


#6. Meetings. All the meetings.

#7. Decode policies.

#8. Constantly collaborate.

Subject: New MMII exhibit: "Food and Religion: The Ethical and Spiritual Dimensions of Eating"

Food & Religion



WebAdvisor 5-digit registration numbers: Center: 33711; South: 33715

BLACKROCK

JUDY LEE BURKE

Wednesday, March 29, 2017

Book Discussion

Blackrock by Judy Lee Burke

Center Campus J262..... 10AM-12PM
Registration Code..... 45785

South Campus J221..... 10AM-12PM
Registration Code..... 45784

Film Viewing

Macomb County Vignettes

Center Campus C101..... 2PM-4PM
Registration Code..... 45787

South Campus J221..... 2PM-4PM
Registration Code..... 45786



Macomb
Community College

Discover. Connect. Advance.

Sponsored by the Learning Resources Advisory Committee (LRAC),
the Macomb Multicultural International Initiatives (MMII),
and the Macomb College Libraries in partnership with OneMacomb.

ILLUSTRATION
ONEMACOMB

Included.

#4. Know them.

#5. Be the elbow. Connect them.

#6. Meetings. All the meetings.

#7. Decode policies.

#8. Constantly collaborate.

#9. Be an annoying advocate



engaged

**“How do we make our
adjunct faculty engage
themselves more?”**

ATTENTION
IS A GIFT.



Engaged.

#10. Personal invitations.

#11. Professional development (leaders).

#12. Professional development (digest).

#13. Professional development (\$\$\$).

#14. Listen and act.

#15. Share and act.



















influential


**Your work has value.
You are essential.**

Influential.

#16. Leverage their expertise.

#17. Report mechanism: let them tell you.

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	Bcc...	
	Subject:	

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Discover. Connect. Advance.

Faculty Achievement Portfolio

Faculty always tell me about the interesting personal and professional things you are doing. Help me collect these examples and stories in this living faculty achievement portfolio. You can always access this survey if you click on **Advance** in my email signature; so feel free to add more as you do more!

1. Name.

2. Have you entered or have you finished a degree or certificate recently? Passed qualifying exams? Finished a thesis or dissertation. If so, tell me about your educational pursuits.

3. Have you published (intend to publish) anything lately? If so, tell me about it. Include the link or citation here.

Q1: Name.

Melissa Grunow

Q2: Have you entered or have you finished a degree or certificate recently? Passed qualifying exams? Finished a thesis or dissertation. If so, tell me about your educational pursuits.

Respondent skipped this question

Q3: Have you published (intend to publish) anything lately? If so, tell me about it. Include the link or citation here.

A previously published essay, "We're All Mad Here: A Field Guide to Feigning Sanity" was an editor's pick and republished in the Limestone journal 30th anniversary issue. (print only)

My essay, "Gamut" was published in the spring 2016 issue of The Nassau Review. (print only)

Q4: Are you presenting (or have you recently presented) at a professional conference(s)? If so, tell me about it. Include the link(s) or program description(s) here.

Not conferences, but two public readings/book signings for REALIZING RIVER CITY:

Madonna University Library in Livonia on May 19
Horizon Books in Traverse City on June 11

Q5: Are you involved at an officer or committee level to any professional organizations? If so, tell me about it. Include the link to the professional website and a description of your position and/or events you're planning.

Respondent skipped this question

Q6: Have you won any personal or professional awards lately? If so, tell me about them.

Second Place in the Fourth Genre Creative Nonfiction Prize hosted by Detroit Working Writers for my piece, "Kissing Ginger"

Influential.

#16. Leverage their expertise.

#17. Report mechanism: let them tell you.

#18. Report mechanism: tell their story.

#19. Rely on them, but pay them.

#20. Brainstorm with them.

#21. Get them a job.

Bettinger, E. P., & Long, B. T. (2010). Does cheaper mean better? The impact of using adjunct instructors on student outcomes. *The Review of Economics and Statistics*, 92(3), 598-613.

Meixner, C., Kruck, S. E., & Madden, L. T. (2010). Inclusion of part-time faculty for the benefit of faculty and students. *College Teaching*, 58(4), 141-147.

Ronco, S. L., & Cahill, J. (2004). Does it Matter Who's in the Classroom? Effect of Instructor Type on Student Retention, Achievement and Satisfaction. *Online Submission*.

Umbach, P. D. (2007). How effective are they? Exploring the impact of contingent faculty on undergraduate education. *The Review of Higher Education*, 30(2), 91- 123.

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