CALIFORNIA COMMUNITY COLLEGES
AND
SANTA CLARITA
COMMUNITY COLLEGE DISTRICT

#92-0041
California Community Colleges  
Curriculum and Instructional Resources Division

<table>
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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
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<tr>
<td>1992-93</td>
<td>92-0041</td>
<td>College of the Canyons</td>
<td>Santa Clarita</td>
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**PROJECT TITLE**

Refrauding the Effective Teaching of Part-Time Faculty

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<tr>
<td>Grant $15,000</td>
<td>B --- Improving Teaching Abilities</td>
<td>Demonstration Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<tr>
<td>Resource Materials &amp; Videotape</td>
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<td>Inter-disciplinary</td>
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<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tbody>
<tr>
<td>Russell C. Richardson, Political Science Instruct</td>
<td>James W. Walker, Ass’t Superintendent &amp; VP</td>
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**PROPOSAL DESCRIPTION**

To improve the teaching ability of the large number of part-time faculty and, subsequently, to improve the quality of instruction available to Community College students.
Rewarding the Effective Teaching of Part-Time Faculty

The goal of the Associate Program for Adjunct Faculty is to improve the quality of instruction available at College of the Canyons by increasing the incidence of good teaching practices among part-time faculty. Four major concerns about part-time faculty will be addressed through the program: (1) a weak sense of connection to the institution; (2) a dearth of opportunities for faculty development; (3) little interaction between full- and part-time faculty; and (4) an absence of incentives to pursue professional development.

The three-phase program includes: (1) a 24-hour workshop on planning and executing a lesson which includes opportunities for faculty to practice these skills; (2) a 16-hour workshop on more advanced teaching topics; and (3) an analysis of the effectiveness of some aspect of the faculty member's teaching. Upon successful completion of the program, a faculty member is granted the status of Associate Adjunct Instruction and awarded a ten percent salary increase.

Funding of the 1992-93 Associate Program for Adjunct Faculty will enable an additional 15 part-time faculty to participate in the program. This will bring the total number of participants to 45 or nearly one-third of the part-time faculty at College of the Canyons. Funding will also enable the College to complete a full program evaluation and produce a descriptive video to be used as part of the dissemination effort.
Rewarding the Effective Teaching of Part-Time Faculty

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

THE PROBLEM

The problems associated with part-time faculty are a heavier burden for the community college sector than for 4-year colleges and universities in California. Two factors are relevant. First, the actual number of part-time faculty employed by California community colleges far surpasses the number employed by 4-year colleges and universities (30,442 vs. 13,022). Second, part-time faculty represent nearly 65 percent of the faculty employed by 2-year institutions whereas they represent only 29 percent of the faculty employed by 4-year institutions.

Comparison of Part-Time and Full-Time Faculty Employed by 2-Year and 4-Year Colleges/Universities in California, Fall 1990

Thousands

<table>
<thead>
<tr>
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<th>Full-Time</th>
<th>Part Time</th>
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<tr>
<td>Four-Year Coll./Univ</td>
<td>32,208</td>
<td>1,3022</td>
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<tr>
<td>Two-Year Colleges</td>
<td>16,653</td>
<td>30,442</td>
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Part-time faculty play an important role in California's 107 community colleges. Their success or failure has a direct impact on the 1.5 million students who enroll in the state's 2-year colleges. Nevertheless, part-time faculty are likely to receive less care and attention from the colleges that employ them than do full-time faculty. Many are transient and will not remain with the college. For that reason, colleges are reluctant to invest heavily in their future. Many have occupations that prevent them from participating in the full life of the institution. Admittedly, some colleges appear to view them as expendable and interchangeable components of their staffing plan.

To the extent that faculty development programs address these problems they often focus on an institution's full-time faculty. A recent study of part-time community college faculty in the State of Minnesota revealed that most expressed dissatisfaction with the amount of available in-service training (Hauff, 1989). According to Flynn, et.al. (1986) adjunct instructors are likely to feel alienated from their colleagues and from the institution because of their inferior status.

A major study of adjunct instructors by Friedlander (1989) indicates that part-time faculty differ from full-time faculty in almost every measure of instructional practice. They were found to have less teaching experience, to have taught fewer years and to hold lower academic credentials. In the classroom, they were found to assign fewer pages to read, use less instructional media, ask students to attend fewer out-of-class activities and placed less emphasis on written assignments.
Few colleges and universities have designed programs to assist part-time faculty and even fewer have designed faculty development programs to strengthen their teaching skills (Siegel, 1986).

Part-time faculty will continue to make up a sizable portion of community college faculties in the years to come. Inadequate state funding to hire full-time faculty combined with the ability of the college to hire practitioners fully employed elsewhere for its occupational/vocational programs makes the improvement of the teaching skills of part-time faculty a continuing challenge for this sector of the postsecondary arena.

The quality of instruction and the degree of professionalism at a college are directly affected by reliance on instruction by adjunct faculty. Colleges that ignore opportunities to provide faculty development programs for adjunct instructors create an irony: the faculty who could profit most are those least likely to have a chance to do so.
3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

STATEMENT OF OBJECTIVES

The goal of the Associate Program for Adjunct Faculty is to improve the quality of instruction at College of the Canyons.

The objectives of the project are:

1) to identify and recruit 15 adjunct faculty to participate in the Associate Program;

2) to increase the knowledge of adjunct faculty members in a variety of basic teaching skills and practices and to provide opportunities to practice teaching skills and to discuss those skills with other faculty;

3) to increase the knowledge of adjunct faculty members in a variety of advanced teaching skills and practices;

4) to evaluate the effectiveness of the Associate Program for Adjunct Faculty through a comprehensive program evaluation;

5) to disseminate the results of the project statewide;

6) to effectively administer the project, meeting all program requirements.
5. Workplan Narrative

PROJECT DESCRIPTION

This spring, part-time faculty outnumber full-time faculty by over two to one (145 versus 70) at College of the Canyons. Part-time faculty carry 45 percent of the total teaching load. Each day students judge the College on the basis of their abilities. Some are excellent instructors. Some could improve their teaching skills. Most have little or no formal background in teaching or pedagogical practice. See Appendix A for college description.

The College has discovered that the trial and error method of teaching improvement is woefully inadequate. Although teachers do change simply by trying new methods, we know they can improve more rapidly by working with colleagues in the pursuit of specific goals. The College has recognized the enormous role of adjunct faculty and proposes to provide a framework through which they can pursue teaching excellence.

The proposed Associate Program includes three activities. The first phase focuses on a specific set of instructional skills which are the basis for planning and executing a lesson. The program creates opportunities for faculty to practice and develop these skills. The second phase introduces participants to broader teaching topics which go beyond the planning of an individual lesson. These topics may affect the planning of an entire course or suggest the introduction of an entirely new approach or teaching practice in a course. The third phase is an analysis of teaching. Each participant will design and execute an analysis of the effectiveness of some aspect of their own teaching.

The program is designed as a cooperative effort between participating adjunct faculty and the full-time faculty serving as facilitators and mentors. Participants will unavoidably establish a greater sense of collegiality and shared purpose. Those who successfully complete the program will be granted the status of Associate Adjunct Instructor and awarded a ten percent salary increase.

To participate, an adjunct faculty member must receive the recommendation of his/her Division Chair and Lead Faculty member. The Associate Committee then decides which adjunct faculty to bring into the program. The following three phases can then be completed over the next three semesters. A faculty stipend is attached to participation in each of the first two phases.

The first phase of the program is based on the Instructional Skills Workshop (ISW) developed by Canada’s Ministry of Education and a consortium of colleges and universities in British Columbia. Over 2,000 Canadian faculty have completed the program, making the ISW the largest postsecondary staff development effort in North America. The program was carried to the United States through the efforts of the faculty at Santa Rosa Junior College.
The ISW is a peer training activity which provides an instructor with a small group setting in which to work on the improvement of instructional skills. The model is designed to be most beneficial for five participants from a mix of instructional backgrounds and levels of experience. Two facilitators and five participants compose one workshop.

The ISW helps instructors identify their own strengths and weaknesses and pinpoint areas for development after the workshop. Participants often come away with many ideas, skills and strategies that they can apply immediately to their teaching. During the 24-hour workshop each participant designs and conducts three "mini-lessons" and receives written, oral and video feedback from the other workshop participants who have been learners in the mini-lesson (Staff Development Notes, Santa Rosa Junior College).

The ISW emphasizes fundamental teaching skills. While the workshop includes presentations, it also makes use of brainstorming, class discussion, feedback and role-playing techniques. Each participant presents a series of three, 10-minute, videotaped presentations. Moreover, each participant assumes the role of a student during twelve mini-lessons. This micro-teaching approach encourages collegial feedback and has been shown to provide even experienced instructors with valuable learning about these basic teaching skills.

ISW workshops are conducted in the evenings and on weekends to accommodate the schedules of adjunct faculty. Each participant receives a stipend of $150.00.

The Advanced Teaching Workshop (ATW) is a two-day, 16 hour participant-driven workshop. The ATW is designed to provide exposure to teaching topics beyond the basics of a good lesson introduced in the first workshop. The content varies and, in part, is based on requests of ISW participants for additional coverage of specific teaching topics. The type of topics covered would include: different teaching and learning styles, questioning techniques, how to encourage classroom feedback (classroom research), the use of role-playing in the classroom, critical thinking, and writing across the curriculum. These topics go beyond the planning of an individual lesson and suggest changes in teaching practice and planning that overlay an entire course or curriculum. Each participant receives a stipend of $50.00 per day.

Teaching Analysis takes place after completion of both workshops. The faculty member selects an area of his/her teaching which (s)he feels needs improvement or an area in which (s)he simply wishes to experiment. The input received during the first two phases usually provides adequate material for exploration. The faculty member works with a full-time Faculty Mentor to carry out the teaching analysis. The analysis may focus on the basic skills learned in the ISW. However, rather than attempting to evaluate an entire range of classroom skills, the analysis may focus on one concern, such as small group or questioning techniques. The process is intended to be diagnostic and supportive. Depending upon the area of teaching selected by the faculty member, an appropriate Faculty Mentor is assigned by the project director with expertise in the area.

No matter what type of analysis is chosen, the end result is a written document that thoroughly describes the process of analysis and the teacher's observations and conclusions. This
document is submitted to the Associate Program Committee. The Committee reviews the Teaching Analysis to determine if it meets completion criteria and subsequently determines whether to request additional work or re-classify the faculty member as an Associate Adjunct Instructor. With re-classification comes a salary increase. The College has agreed to establish a pay scale 10 percent greater than the hourly rate paid to regular adjunct faculty members for Associate Adjunct Instructors. The new five-step scale would range from $30.03 to $34.73 per hour for primarily lecture classes (for the 1990-91 academic year), approximately $3.00 per hour greater than that earned by regular adjunct faculty. The college will assume the increased cost of salaries, as adjunct faculty are reclassified.

To maintain the status of Associate Adjunct Instructor, each faculty member will undertake and complete an additional Teaching Analysis every other year as part of a continuing process of professional development.

When the new program was described in fall 1989 during the adjunct faculty orientation program, the response was overwhelming. The majority of adjunct faculty in attendance indicated an interest in participating. The College expects additional interest from adjunct faculty joining the staff each fall.

The College carried out an extended pilot program over the past three years -- enrolling ten adjunct faculty in each program. Of the thirty faculty who have participated, two have accepted full-time teaching assignments at other community colleges, eighteen have completed or are just completing the program and another ten, the 1991-92 group, are in the midst of the program. The pilots have been a success, from both the institution’s and the faculty member’s perspective. Faculty report an expansion of their teaching skills while the College notes an increase in the quality of teaching by part-time faculty. Appendix B contains letters from faculty participating in the pilot programs.

The project will be headed by the project director, assisted by a project coordinator. Both have served to direct the pilot phase of the Associate Program for Adjunct Faculty. In addition, a campus committee has been formed to serve in an advisory capacity to the program. The Associate Program Committee is composed of 3 adjunct faculty: 2 full-time faculty who serve as ISW facilitators, the project director: and the project and evaluation coordinators.

The timeline for the full training cycle follows:

- **July 1 to August 30, 1992**: Start of FII Grant
  - Orientation for Adjunct Faculty
  - Recruit adjunct faculty for the Associate Program.

- **Early October**: Instructional Skills Workshop 1
  - Five participants per workshop.

- **Mid-January 1993**: Instructional Skills Workshop 2

- **Early March**: Instructional Skills Workshop 3
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mid-April</td>
<td>Advanced Teaching Workshop 1 - Eight Hours. Fifteen participants from three ISW's.</td>
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<tr>
<td>Mid-May</td>
<td>Advanced Teaching Workshop 2 - Eight Hours.</td>
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<tr>
<td>June 30</td>
<td>End of FII Grant</td>
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<tr>
<td>September</td>
<td>Teaching Analysis Phase --- Individually arranged.</td>
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<tr>
<td>December</td>
<td>Review by Associate Program Committee. Reclassification to Associate Adjunct Instructors.</td>
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<tr>
<td>Spring Term 1994</td>
<td>Start of 10 percent salary increase for Associate Adjunct Instructors.</td>
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The requested funds will enable the college to: provide training for 15 adjunct faculty; develop and carry out a full program evaluation; and disseminate information statewide about the Associate Program for Adjunct Faculty.
6. Expected Outcomes

COLLEGE CAPACITY AND COMMITMENT

The project director, Dr. Russell C. Richardson, has been a member of the full-time faculty at College of the Canyons for five years and has over ten years teaching experience at two other community colleges. Dr. Richardson holds a doctorate in higher education from Texas Tech University, with an emphasis on teaching. He has served on numerous faculty development committees, and currently serves as the Lead Instructor in Political Science at College of the Canyons. Dr. Richardson provided primary leadership for the pilot phase of the Associate Program. Resumes of project staff are included in Appendix E.

The Associate Program for Adjunct Faculty provides a cost-effective means for the college to upgrade the teaching skills of its part-time faculty and subsequently provide improved learning opportunities for its student body.

The college is committed to the success of this project, as evidenced by its financial support of the project, its support of the two and one-half years of pilot testing, and its commitment to maintain the program after the period of funding.
7. Evaluation Plan

EVALUATION PLAN

The completion of two and one-half years of pilot testing has provided substantial formative research for the program. Written feedback has been collected from each participant after each daily session of the Instructional Skills Workshop and at its conclusion. Two months after the ISW, a follow-up questionnaire has been sent to the adjunct faculty member to determine what changes (s)he has made, or expects to make, in instructional practices. Similarly, a one-page evaluation was completed by Advanced Teaching Workshop participants and used to refine the content of future sessions. See Appendix C for a copy of the evaluation instruments.

FII funding will enable the college to carry out a more rigorous program evaluation and make a more sophisticated determination about the specific effects on faculty classroom behavior and practices.

Three types of evaluation will be used to assess the program. Anecdotal Evaluations will continue to be used with each workshop and at the end of the total program. After each workshop, participants will have an opportunity to make observations about the degree to which the workshop succeeded. Modifications may be made as a result of this feedback. After advancing to Associate Adjunct status, each participant will be asked to assess the program in its entirety.

Attitudinal Surveys will be used to monitor changes in attitude toward the college. For example, "Compared to other institutions in which I have worked, I would rank College of the Canyons..." Each year, all adjunct faculty will be surveyed. The responses of Associate Program participants will be compared to the responses of non-participants to determine whether the program has made a difference in terms of the faculty member's sense of connection and commitment to the college. The data will also enable us to monitor attitudinal changes that occur.

A Survey of Teaching Practices will be administered to all adjunct faculty. The survey will be based upon selected sections from the Faculty Inventory of the "Seven Principles for Good Practice in Undergraduate Education" (Chickering and Gamson, 1987). See Appendix D. The sections concerning Cooperation Among Students, Active Learning and Giving Prompt Feedback are coordinate with practices emphasized in the ISW and ATW. The survey will attempt to determine whether the incidence of these "good" teaching practices increases among Associate Program participants as compared to non-participant adjunct faculty. The data will also enable the college to determine whether the training of nearly one-third of its adjunct faculty has had any measurable impact on the incidence of "good" teaching practices across the adjunct faculty as a whole.
8. Dissemination Plan

PLANS FOR WIDER IMPACT

Project staff are committed to the dissemination of the project statewide. During FII funding, a 30 minute video will be produced about the Associate Program for Adjunct Faculty. The film will include footage from the workshops, from interviews with faculty who have completed the program, and current ISW and ATW participants. The video will be used to supplement planned presentations at the annual meetings of the Community College League of California (CCLC) and the American Association of Junior and Community Colleges (AACJC). The College will approach AACJC about national distribution of the video.

The college has a commitment to disseminating information about the project as evidenced by the three presentations concerning the Associate Program made in the past two years. In January 1990, the project was described to the 11 Chief Instructional Officers of community colleges in Southwestern Los Angeles County. In May, a presentation was made to the administrative staff at Pierce College, one of the nine colleges of the Los Angeles Community College District. In November, project staff gave a preliminary report at the statewide CCLC conference.

Teaching is the hallmark of community colleges. Improving the teaching of the 30,442 part-time faculty employed by California’s community colleges can reap countless benefits to students, to our communities and to our State.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]