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<td>Adjunct Faculty Training</td>
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[No information provided in this document for this section.]
Current estimates indicate that over 30% of all courses throughout the California Community College system are taught by adjunct faculty. Due to state budget issues, adherence to AB 1725 requirements have been deferred until such time as more full-time faculty can be hired. At the same time, matriculation guidelines have been established requiring all faculty (regardless of status) to be consistent in their teaching of different sections of the same course. Therefore, a consistent method of training adjunct faculty needs to be developed to assist in policy adherence.

All community colleges hiring adjunct faculty have a use for a videotape with workbook to orient new hires. A videotape covering all the need-to-know information for faculty would assure the college that the faculty were given the necessary inservice training. It would be consistent, complete, and available for faculty to check out and view at home. The instructors’ gradebook binder (or a similar looseleaf binder) could be used to house the workbook which would follow the same order as the videotape with examples and blank forms to be used. Although the videotape and workbook created will have some unique features for Fresno City College, every community college in California will be able to utilize the videotape script and workbook with minor editing.

This application is seeking bonus points based on its impact on a systemwide need. It addresses three areas under Educational Quality of the Board of Governors’ Basic Agenda Priorities. Those areas are:

- Maintain and improve the quality of instruction to promote excellence in the classroom, in both teaching and learning.

- Attract qualified faculty from the ranks of business and industry.

- Implement faculty and staff development programs to improve the skills of college personnel.

The overwhelming majority of adjunct faculty come from business and industry--people whose full-time jobs are outside the field of education. They have a desire to share their experience and expertise with students, but have not had the formal training to be an educator. These talented business people apply and receive a
position as an adjunct instructor and receive little or no in-service training.

To an educator, teaching, taking attendance, filling out reports and forms, etc., is easy and something they do every day. Therefore assistance and training in this area is often overlooked. New adjunct faculty receive a faculty manual 42 pages long and are told to read it. As a result the new adjunct faculty charge ahead and many of them run into many stumbling blocks along the road. Many excellent instructors find it takes too much time and energy to learn the system and accomplish the required out-of-class tasks. As a result, students lose an outstanding instructor.

The videotape and workbook will provide the necessary information to the new adjunct faculty to help them through that adjustment period and leave more time to prepare for their new assignment. This training modality will result in more consistent course content and policy adherence by adjunct faculty.
Section A--Eligible Programs and Services:

3. Faculty and Staff Development:
   f. Other: Staff training for adjunct faculty

Section B--Board of Governors' 1993-94 Basic Agenda Focus:

5. Faculty/Staff Diversity and Quality

As discussed above, while most community colleges rely heavily on adjunct faculty, very few have implemented a consistent training program for this group. The proposed video training model will allow for a consistent model to be presented at a variety of times and places. This will assist in the advancement of qualitatively improved staff training for adjunct faculty.
Throughout the community college system, qualified professionals are recruited from business and industry to teach as adjunct faculty. These people are qualified as they hold the appropriate degree and/or have the requisite work experience. They are an asset to our students. The problem is that they were not trained to be an educator and do not realize all the necessary work it takes outside of the classroom. They do not know how to create a syllabus; get tests duplicated; check out videotapes and the necessary equipment; advise students regarding college supportive services including the library, bookstore, cafeteria, counseling, etc.; filling out report forms; etc. Additionally, adjunct faculty are not aware of the matriculation requirements regarding prerequisites, co-requisites, advisories, and maintaining course content consistency across class sections. Most colleges leave adjunct staff training to the discretion of the departments. An informal survey of eight San Joaquin Valley community colleges indicated that most offer adjunct staff training on a voluntary basis and that the training is poorly attended. While most colleges provide adjunct faculty with a handbook, few feel satisfied with their product. Most colleges indicate that adjunct faculty either don't take the time to read and comprehend the information or complain that the manual is too wordy or difficult to follow.

One solution is the development of a videotape and workbook combination. This solution is preferable over others because:

1. It allows adjunct faculty to be consistently trained at their leisure--in a place and time that is, convenient to each person;

2. By synchronizing the workbook and videotape, adjunct faculty can pair several learning modalities (auditory, visual, kinesthetic, and comprehension); for example, a discussion of library services can include a videotaped picture of the library and computer catalog search, voice-over recording of library services and policies, and workbook pages of a map, card catalog samples, computer catalog search screen samples, etc.

3. The videotape can be replayed as often as necessary, with notes taken on areas to be clarified in a later meeting with either a dean or designated permanent faculty liaison;

4. Sections of the videotape and workbook can be edited and changed easily as needed.
The population to be served is new adjunct faculty. The short-term impact will be that the adjunct faculty will be better informed, be able to advise students, and be responsive to required reports. The students will have an instructor who can spend more time preparing for class instead of responding to memoranda informing them that they are late with a report. An additional short- and long-term impact will be the adherence by adjuncts to matriculation requirements for prerequisites, corequisites and advisories, and the teaching to a consistent course outline.
There are two objectives to be accomplished through this application: 1) to produce a videotape and workbook for training adjunct faculty at Fresno City College; and 2) to produce a video script and workbook as a model for duplication to be disseminated to the California community colleges. These objectives will be accomplished by Spring 1995.

a. A 20- to 30-minute videotape will be developed for training adjunct faculty.

b. A looseleaf workbook will be developed for use in conjunction with the videotape.

c. The videotape and workbook will be used for adjunct faculty training at Fresno City College in Spring 1995.

d. The videotape, video script, and workbook will be duplicated and distributed to all community colleges in Spring 1995.
A scriptwriter will be identified and information for inclusion in the videotape will be solicited from faculty, division deans, and staff. After script development, the videotape and workbook will be produced. Upon completion, the videotape and workbook will be made available to all adjunct faculty at Fresno City College through division deans. The training package consisting of a videotape, video script with editing recommendations, and workbook will be distributed to all California community colleges.
The project objective is to develop a useful videotape/workbook for adjunct faculty training. The potential impact of the project on Fresno City College, State Center Community College District, and the California community college system is the consistent training of adjunct faculty. As discussed above, with the prevalent use of adjunct faculty throughout the community college system, matriculation and other statewide policies make it mandatory that ALL faculty follow appropriate practices.

After development of this edition of the videotape/workbook, Fresno City College will update as necessary. It is anticipated updating of the videotape will need to take place only on a sporadic basis. The workbook, a looseleaf binder, will be easily modified on a regular basis due to personnel changes, form changes, etc. The cost of updating the videotape and workbook will be borne by Fresno City College.

Video scripts are easily edited for transferability to other community colleges. This video script will be developed with editing in mind. Wherever possible, generic terms will be used. In the material sent to other community colleges, editing recommendations and instructions will be included. The workbook will be looseleaf, allowing for replacement of appropriate pages for each institution. In the dissemination plan below, the distribution of the videotape, video script, and workbook products is discussed.
The program will be evaluated from two perspectives: a) Videotape/workbooks development (process), and b) usefulness of the videotape/workbook training for adjunct faculty (outcome).

a) The development of the videotape/workbook will be evaluated based on timeliness of completion (by December, 1994) and quality of the products (professional standards). Anecdotal notes will be maintained on any problems incurred in the development phase, and recommendations for others attempting this type of project will be made.

b) The outcome will be measured by the number of new Fresno City College adjunct faculty who view the videotape and utilized the workbook during spring 1995, their comments regarding usefulness, and departmental reports on improvements in policy adherence by adjunct faculty.

In January 1995 each instructional division at Fresno City College will be given videotapes. Workbooks will be inserted in all new adjunct faculty gradebooks. Recommendations for both individual and group training of new adjunct faculty will be given. Division deans will be asked to keep a list of all new adjunct faculty who used the videotape/workbook combination and indicate whether it was used in individual or group training. A letter will be sent to each adjunct faculty who used the videotape/workbook. The letter will request their feedback on the usefulness of the training modality. Both directive and open-ended responses will be solicited. Department chairs and division deans will also be asked for their feedback on videotape/workbook training outcome. Behavioral measures such as adjunct faculty preparedness, timely filing of reports, and adherence to grading practice and policies will be examined.
In May 1995 a copy of the videotape, video script, and workbook will be sent to the Chief Instructional Officer at all community colleges in the state. A cover letter will describe the videotape, its purpose, how useful it was in training adjunct faculty at Fresno City College during the semester, and suggested methods of use at the recipient's college. Video script and workbook editing recommendations will be included. Recipients will be asked to return an enclosed survey indicating if they plan to use the video script to produce a videotape and workbook. They will also be asked for feedback as to the package's usefulness in adjunct faculty training.
We are requesting $8,150 from FII and will match with $10,474 from Fresno City College.