Please send along the following:

1. **Your Name, Title**

Charles Phillips, Adjunct Professor

1. **Name of the Session (please put the title and the exact description as listed in the Annual Conference program including the time, date, presenters, room etc.)**

[Adjunct Faculty Advancement Model: Lessons Learned](https://content.springcm.com/content/DownloadDocuments.ashx?aid=5968&Selection=Document%2C82819ccd-fe92-e211-ad6c-0025b3af184e%3B)

Sunday @ 1pm

Presenters: Kline and Kirst

1. **What were the main outcomes of the session. What were the most important/groundbreaking points?**

This session main outcomes were that in order to gain an accurate grasp on assessment we have to include the adjunct faculty into the discussion. Many educational institutions just rely on data collected by full time faculty and ostracize the adjunct or part time instructors and that has to change. This is because it is becoming common practice to have a large adjunct population and a small full-time/tenured population to address budget constraints. However, by doing so many students are being only served by adjuncts and never come into contact with a full-time faculty member, which means those students are not taken into account. The facilitators referred to this as the adjunct issues as it relate to assessment. The solution to this issues according to the presenters were to address the needs of the adjunct faculty and change the culture especially when you have large percentages (b/w 40-70%) of your professoriate as adjunct. Topics that were addressed for the adjunct faculty were salary, a yearly contract for stability and an upward mobility scale. By addressing these types of issues adjunct were more receptive to participate in assessment activities and overall built the morale of the faculty involved.

1. **How does this session relate to teaching and learning and assessment?**

This relates to teaching and learning and assessment (TLA) because it is suggested that in order to provide an accurate account of assessment in an institution that adjunct faculty must be involved. This is because adjunct faculty may come into contact with students more than a full-time faculty member in certain situation and /or disciplines.

1. **Name and discuss one actionable item from this presentation you feel can be applied in the long or short term at Olive-Harvey College to improve student learning or how we can help document that learning is taking place. What can be your role in helping to bring this actionable item to fruition. Please be specific as possible.**

What Zane College did to address this issue was to create a position called an Adjunct Faculty Coordinator which sole purpose was to keep track of the entire adjunct faculty pool on her campus. By doing so, this position was able to ensure that all Adjunct Faculty was adhering to standardize assessment protocols that were in place to aid in the gathering of vital data needed to ensure the success of the students and the institution. As well as for those adjunct faculty members wanted their experience to be more than teaching a random class and wanted to make their experience more of a career, the Adjunct Coordinator piloted a upward mobility system that gave long term adjunct a sense of stability and belonging. Attached is an outline of how the upward mobility program worked.

I am willing to be the Adjunct Coordinator for the college. This is a necessity according to the presenter because even though the Dean’s office and Department Chairs are the individuals that are responsible for adjunct faculty via evaluations, classroom visits and curriculum analysis it is not being done. Deans and Chairs are encumbered with allot of institutional duties that do not leave much time for adjunct supervision. Which in many case allows adjunct to change the curriculum intentionally or accidently which eliminates the data collected from that course to be used in terms of data for analysis in regards to assessment.

This position would also if put into place take responsibility for the Advancement program for adjuncts. This allows for adjunct faculty to feel as though the institution appreciates their service and rewards them for it. This program engages adjunct faculty on the same level a full-time faculty member would be engaged which allows that adjunct faculty member to feel as though they are a part of the Olive-Harvey family and not an outsider on borrowed time. The facilitators repeated emphasized that if you engage adjunct faculty on the same level as your full-time faculty you yield better results in the classroom and now the adjunct faculty have a stake in the college. In turn, your data for assessment have a great possibility of yield better results. According to the presenters we have to change the conversation from the stratification of faculty (i.e. part-time v. full-time

1. **Not a requirement of this assignment, but if you have any handouts, meeting materials or photos that Elissa can attach to your report that will be great.**