

The Delphi Project Database of
Non-Tenure-Track Faculty Example Practices

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Tallahassee Community College Adjunct Seminars and Faculty Online Resource Center for Excellence

Institution and Program Websites: <http://www.tcc.fl.edu>
<https://www.tcc.fl.edu/FacultyStaff/CTLL/Pages/Adjunct-Seminars.aspx>
<https://www.tcc.fl.edu/FacultyStaff/CTLL/FORCE/>

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| ✓ Professional Development | ✓ Promotion and Advancement | ✓ Mentoring |
| ✓ Instructional Resources | ✓ Communication | ✓ Engagement with Campus Leaders |

When **Tallahassee Community College** first opened a Center for Teaching, Learning, and Leadership ten years ago, the main focus was to provide professional development, programming, and support for full-time faculty members. Campus leaders quickly realized the rationale for extending the center's services to include adjunct faculty, who teach approximately half of the college's students. The Center for Teaching, Learning, and Leadership is home to an expansive set of resources, workshops, and support services for faculty members on the campus. A series of Adjunct Seminars was also developed to ensure that adjunct faculty members have access to professional development that meets their unique needs and provides a path for advancement.

Professional Development and Advancement Opportunities

A series of programs created by the Center for Teaching, Learning, and Leadership helps adjunct faculty members to develop and refine their skills, interact with others, advance their careers, and receive recognition for their contributions to teaching and learning excellence. Three main programs comprise a sequence of faculty professional development opportunities: 1) the Academic of Teaching, Learning, and Success, 2) Adjunct Faculty Advancement Program, and 3) Academy of Adjunct Professors.

The **Academy of Teaching, Learning, and Success (ATLAS)** is designed to provide adjunct faculty members with the opportunity to connect with their peers, improve their skills for providing instruction and facilitating student learning, and to introduce them to resources and support services that are available for faculty and students. ATLAS includes eight face-to-face seminar-style workshops that are designed to engage participants through development and reflection exercises over the course of a semester. Although full-time faculty members lead the workshops, ATLAS has created new opportunities for adjuncts from multiple disciplines and departments on the campus to interact, collaborate, and share knowledge.

Each participant creates a portfolio that includes reflections on their use of teaching strategies, technology integration, and assessment strategies, but also tools that are beneficial for continuing their professional development and improving their courses. For example, adjunct faculty members in the ATLAS program develop a statement of their teaching philosophy, a sample of learning outcomes for a course and corresponding assessment tools, and an annotated syllabus.

The Center for Teaching, Learning, and Leadership allocates funding for up to 40 adjunct faculty members to participate in ATLAS each year; participants receive a \$500 stipend as compensation for the time required to attend workshops, as well as to complete corresponding online modules and reflections. Adjuncts who have taught at least one course at TCC and are currently teaching are eligible to participate.

Faculty members who complete the ATLAS program and have taught at least 12 credit hours may be invited by their dean to participate in the **Adjunct Faculty Advancement Program (AFAP)**. The advancement program builds upon the earlier programming and is designed to promote additional professional growth and integrate adjunct faculty members more fully into the campus community. In addition to submitting their ATLAS portfolio, applicants are required to develop a professional growth plan and present a 10-minute teaching demonstration to a panel of deans. Participants are also assigned a mentor, who meets with them throughout the program, conducts classroom observations and gives feedback, and provides assistance for creating the development plan. Adjunct faculty members who complete AFAP receive a \$300 stipend; they are also promoted to Adjunct Professor, receive a per-credit salary increase, as determined by the institution's faculty salary schedule, and are inducted into the Academy of Adjunct Professors.

In order to continue receiving the higher rate of compensation attained by completing the advancement program, adjunct faculty members are expected to continue their professional development through the **Academy of Adjunct Professors**. Each year, individuals who have been inducted into this third stage of the professional development sequence create a proposal that includes their goals, anticipated outcomes, methods of assessment, and the workshops they plan to attend; the faculty member presents the proposal to their dean. Adjunct faculty members participating in the Academy are also required to attend one workshop per semester; these include programs offered by the Center for Teaching, Learning and Leadership, the Center for Distance Learning, or a discipline-specific opportunity approved by the dean. Participants complete reflection exercises for each workshop they attend.

Faculty Evaluation

Adjunct faculty members receive student evaluations, as well as an evaluation of their instruction from a full-time faculty member colleague in their departments. Full-time faculty and department chairs complete an evaluation of newer adjunct's performance every semester and eventually shift to annual evaluations. Participants in the ATLAS and AFAP programs have provided additional opportunities to receive feedback on their teaching from their peers, deans, or mentors.

Faculty Online Resource Center for Excellence and 'Around the Classroom'

Tallahassee Community College understands that it is important that faculty members are able to easily access information and resources in order to enhance the quality of instruction and support they provide for their students. The Center for Teaching, Learning, and Leadership has created an impressive repository to inform and support all faculty members. One part of this effort is the Faculty Online Resource Center for Excellence (FORCE). FORCE provides comprehensive information about everything from policy and procedures, to resources for enhancing teaching and learning, to manuals for using campus voicemail, email, and informational technology systems, including BlackBoard. This platform is only one part of a larger collection of resources created to support faculty.

The center also produces a weekly newsletter, *Around the Classroom*, which highlights faculty and staff achievements, summaries of new research on teaching strategies, campus news and events, and resources about technology, books, and practices for improving teaching and learning. Although the newsletter is designed for a broader audience, topics of interest and recognition for adjuncts are purposefully included to ensure information is included that is beneficial for all faculty members and to build a sense of community and collegiality.

Other Outcomes: Resources and Engagement with Campus Leaders

The same recognition of adjunct faculty members' important role in providing a high quality teaching and learning experience at Tallahassee Community College has led to other efforts to better support these individuals. Adjunct faculty members are provided with a phone number, email address, and office space; they are also encouraged to participate in the life of the campus and receive faculty discounts to attend events such as concerts and theatre performances. They have access to computers and copiers to meet the needs of providing instruction and evaluation for their students. Efforts are also underway to improve the quality of orientation programming for new adjunct faculty members at TCC.

The institution has been attentive to continually hearing and responding to the concerns of adjunct faculty members. Adjuncts are routinely surveyed and have opportunities to meet and engage in discussion with their deans and the college's provost and president. When they have been surveyed about their experience, adjuncts have continually reported that they are very pleased with the professional development opportunities that have been made available to them at TCC. Much like adjunct faculty at other institutions, they do express concerns about benefits and compensation, but the growing awareness about adjuncts on the campus has led to the creation of opportunities where they can engage in dialogues with the college's leadership, which has helped these various stakeholders to work together to improve policies, practices, and support for all faculty members.

Additional Information:

For additional information about the Tallahassee Community College Center for Teaching, Learning, and Leadership, visit the center's website (<https://www.tcc.fl.edu/FacultyStaff/CTLL/>). The Delphi Project on the Changing Faculty and Student Success also offers a wide range of resources and tool kits through our website (<http://www.thechangingfaculty.org>).

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