

Beyond Pay! Making the CASE for Adjunct Faculty Success

APSU Faculty Leadership Program (2018)
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**Beyond Pay! Making the CASE for Success:
Implementing a Center for Adjunct Support & Engagement
at Austin Peay State University**

**Faculty Leadership Program Report
Class of 2018**

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Executive Summary

The goal of this proposal is to create the Center for Adjunct Faculty Support & Engagement, or “CASE,” at Austin Peay State University (APSU). In learning about issues on campus as part of the Faculty Leadership Program (FLP), our cohort become aware of the large number of adjunct faculty members at APSU and their impact on our students, as well as the inadequate support for adjunct faculty and the difficulties of their recruitment and retention. The mission of the proposed Center is to implement best practices available at other institutions of higher education to support our fellow adjunct faculty. These practices include thorough orientation and training for adjunct faculty, adjunct faculty mentoring, professional development, and the recognition of adjunct faculty. The existence of this proposed CASE will help to 1) improve the learning experience and success of our students; 2) recruit and retain the best possible adjunct faculty at minimal additional cost; and 3) foster a sense of engagement, satisfaction, and belonging to the institution for our more than 350 APSU adjunct faculty members.

Introduction / Overview

On average, more than half of professors at American universities and colleges are adjunct professors (Edmonds, 2015); in some institutions it is at 70-80% (Coburn-Collins, 2014). At APSU, approximately 45% of our faculty are adjunct (Austin Peay State University, 2018). It has become a general tendency in American universities and colleges, mainly due to economic changes, to increase the adjunct faculty pool. Adjunct professors do not earn much compared to tenure or tenure-track faculty - on average, \$20,000 - \$25,000 per year. Some of them live below or near the poverty line. Many adjunct faculty receive public assistance, such as food stamps. Adjunct professors typically do not have healthcare or retirement benefits. Nevertheless, recent studies found that low pay and a lack of benefits is not the main cause of job dissatisfaction for adjuncts. It is much more important for adjunct faculty members to have a sense of belonging and, in many cases, the respect from full-time faculty and administrators. It is a “thankless job,” as one of our APSU adjunct faculty currently described his work at APSU. One study published recently and based on a national survey of over 4,000 part-time faculty members from 300 universities shows that adjuncts want some respect for their work and feeling disrespected could impact adjunct performance, and ultimately, student success (Eagan *et al.*, 2015).

Many of our adjunct faculty simply do not have a choice but to continue to work as temporary faculty. They cannot quit, since many of them are family members of current APSU faculty. Best practices suggest that universities should do small things for adjuncts: invite adjunct faculty members to social events, consider them for teaching awards, provide professional development for them, and allow them to participate in the decision making and governance of the university.

Current Policies, Procedure, and Services for Adjunct Faculty at APSU

In the past, the Austin Peay State University implemented several policies and some means of support for our adjunct faculty. The University has a policy “to establish criteria for the hiring, compensation, and evaluation of adjunct/part-time faculty.”

- 2:033 Adjunct Employees Policy

https://www.apsu.edu/policy/2s_academic_policies/2033-adjunct-employees.php

The Office of Human Resources has published guidelines for the search and recruitment process and the orientation to the University for adjunct faculty. The document was updated as recently as February of this year.

- “Part-Time Instructor Search and Hiring Processes”

https://www.apsu.edu/academicaffairs/faculty/faculty_resources/links/search_and_hiring_process_adjuncts_rev_Feb8_2018.pdf

The University also has a clearly stated procedure that each department must follow for the annual review of each part-time instructor. The review consists of completing two forms: a Part-time Instructor Observation Form, which covers either on-ground or online instruction, and a Review of Professional Behaviors (annual summative evaluation). This document was updated as recently as March of this year.

- “Austin Peay State University Part-Time Instructor* Review Process”

https://www.apsu.edu/academic-affairs/faculty/faculty_resources/links/PTI-review-Process.pdf

The Office of Human Resources organizes a half-day (currently four hours) orientation to the University for adjunct faculty members. The other, minimal, adjunct support takes place in our departments. According to an informal questionnaire (Appendix A), completed by nearly one-half of our department chairs, only one department provides a professional development workshop and several departments provide shared office space, which are normally equipped with old computers. A couple of departments have an informal mentoring program for adjunct faculty. Although many adjunct faculty members are excellent in the classroom, some adjuncts are unable to offer students quality instruction due to a lack of training in pedagogy and an inability for them to provide students with support outside of the classroom, such as in student advising or even in having a physical office space to meet with students. In spite of shortages of adjunct support, some of our APSU departments do really well in a number of areas. Some departments invite adjunct faculty members to departmental social events. The departmental office staff normally does a great job serving adjuncts, such as assisting them with class materials and preparing ADA-compliant syllabi. Unfortunately, this is not enough. We can do better.

Survey of APSU’s Adjunct Faculty

In order to learn more about the experiences of APSU’s adjunct faculty, the FLP cohort created a survey instrument (Appendix B) and submitted it to the University’s Institutional Review Board (IRB). The majority of our survey items come from a survey of adjunct faculty by Hoyt (2012), using items developed by Hoyt, Howell, and Eggett (2007). The items are based Herzberg’s (1968) two-factor theory of work motivation. Hygiene factors, such as salary, job conditions, and job security, contribute to job dissatisfaction, while motivators, such as

recognition, involvement in decision making, and the opportunity to do something meaningful, contribute to job satisfaction. According to self-determination theory (Ryan & Deci, 2000), there are three innate needs for self-motivation: competence, relatedness, and autonomy. Relatedness can be defined as a “need to feel belongingness and connectedness to others” (p. 73). Using Ryan and Deci’s work, Van den Broeck, Vansteenkiste, De Witte, Soenens, and Lens (2010) developed scales to measure these three needs for a Dutch sample. These scales were translated into English. The relatedness items were rewritten to describe a university workplace. The Negative Acts Questionnaire (NAQ; Einarsen & Raknes, 1997) was developed as a 22-item scale to measure bullying. The NAQ was later revised (Einarsen, Hoel, & Notelaers, 2009). A short version with nine items was used for this study (Notelaers & Einarsen, 2008). Our FLP cohort’s “Application for Approval of Research Involving Human Subjects” was reviewed and approved on an expedited level in mid-April, and we distributed the survey to our adjunct faculty. We are still in the process of collecting our data, and look forward to sharing the complete results of the survey at a later date.

Comparison with Peer and Other Institutions

In addition to learning more about what APSU offers our adjunct faculty, we wanted to see what other institutions are doing to support their adjunct or part-time faculty members. We conducted a cursory review of the websites of our 62 peer institutions, as well as three other state schools including Middle Tennessee State University, Tennessee State University, and the University of Memphis (Appendix C). A number of these institutions have their policies and procedures regarding adjunct faculty published on their website. For this investigation, we were interested in support and services more than the administrative policies and procedures. Most significantly, we found that none of these institutions offer a campus “Center” for their adjunct faculty members, according to the generally-accepted broad definition of a “center” as an office or facility providing a specific service or dealing with a particular issue. However, of the 65 institutions we reviewed, we found that 23 or roughly one-third of them offer some services focused specifically for adjunct faculty. Most of these services involve resources, handbooks, or orientations for adjunct faculty via a campus website. These were found on the Provost’s website, the Human Resources website, or on the website for the university’s teaching center, the equivalent of our Center for Teaching & Learning (CTL). In some instances, the institutions offer on-ground orientation programs, workshops, or other professional development opportunities. It appears that these are all hosted by the campus teaching center. Two of our peer institutions recognize adjunct faculty members with teaching awards. Finally, two other peer institutions offer additional support by providing opportunities for shared governance. As mentioned above, APSU does provide some necessary resources for our adjunct faculty, but we can do more. The prospect of APSU having the first center for adjunct support among our peer institutions is exciting!

Identifying the Problem

Before making recommendations for the APSU CASE, our aim was to identify current issues with adjunct faculty members at APSU, outlined below:

1. Every year, we are hiring more and more adjunct faculty and that trend will ultimately have an impact on our student success;
2. Adjunct faculty do not always receive an adequate orientation and need-based training in pedagogy and classroom management;
3. Adjunct faculty members may not have a sense of belonging and, in many cases, the respect from full-time faculty and administrators;
4. Adjunct faculty members feel like they do not have a “voice,” as they do not participate in university governance and decision making;
5. Adjunct faculty suffer from lack of recognition and are not eligible for teaching awards;
6. In many cases, there is inadequate office space or a complete lack of office space for adjuncts;
7. There may be no way for adjuncts to take advantage of professional development opportunities or attend conferences, depending on the department;
8. APSU departments, in many cases, have difficulty finding qualified adjunct faculty members;

In summary, we have two main problems in APSU for adjunct faculty: their inadequate support and the difficulties with their recruitment.

Literature Review: Best Practices in Adjunct Support, Adjunct Faculty Experiences, and Adjunct Impact on Student Experiences

The discussion of how to best support adjuncts at both community colleges and four-year institutions gets much attention in the literature due to the rapid increase in reliance on adjunct and part-time faculty in recent years (Suarez & Singleton, 1997; Colwell, 2011; Kezar & Maxey, 2013; Coburn-Collins, 2014; Datray, Saxon, & Martirosyan, 2014). Given that adjunct faculty are frequently paid very little, the focus is often on the importance of increasing pay, benefits, and job security for adjunct faculty. This is, by far, the most important goal and we are aware that APSU has begun to address this issue. However, there are other ways in which adjunct faculty face challenges that can be ameliorated. A survey of adjunct faculty at Saint Louis University found that adjuncts valued more extensive orientation to the university (including socialization rather than only human resources information) and that they valued more opportunities for professional development opportunities, particularly if they could get compensated for these activities in some way (Adjunct Faculty Survey, 2015). Coburn-Collins (2014) discusses best practices for supporting adjunct faculty, including a thorough orientation to the institution, adequate training in fundamental teaching and classroom management skills, both initial and ongoing professional development, promoting a sense of belonging by organizing social events for adjuncts to meet full-time faculty, and recognizing adjunct contributions to the university and the quality of their work. Compensating adjunct faculty for work beyond the classroom and/or making professional development activities flexible to part-time faculty needs and requests is frequently mentioned as a best practice in the literature (Pearch & Marutz, 2005; Kezar & Maxey, 2013; Coburn-Collins, 2014; Datray, Saxon, & Martirosyan, 2014; Finnern, 2015). Datray, Saxon, and Martirosyan (2014) suggest supporting adjunct faculty through

mentorship programs. Grabar (2015) points to travel funds for adjunct faculty as an important way to support them in their teaching and research. Kezar and Maxey (2013) helpfully describe many of these improvements for supporting adjunct faculty and categorize them according to least expensive to most expensive. Many of the recommendations mentioned in the literature above can be done relatively easily and very cheaply, while others would require a larger time and funding commitment. Kezar and Maxey's (2013) categorization is helpful because it points out that there are many improvements even beyond increases in salary or reallocation of funds that could be implemented by universities and that could go a long way in improving adjunct faculty experiences and, in turn, their contributions to the university.

In addition to the positive of improving adjunct experiences in the university in general, increasing various forms of support for adjunct and non-tenure track faculty can contribute to efforts toward retention of the best of these faculty members (Pearch & Marutz, 2005). Dolan (2011) points to the feelings of isolation that many adjunct faculty who teach online experience due to lack of contact with the institution. Merriman (2010) conducts research that finds that adjunct faculty have lower Organizational Sense of Belonging scores and points out that this could lead to lower commitment to the university among these faculty. In their review of the literature, Pearch and Marutz (2005) reported several factors associated with retention of good adjunct faculty, especially salary and benefits, but also socialization, inclusion, and resources. Simo, Sallan, and Fernandez (2008) found that part-time status, low job satisfaction, and low organizational commitment predicted intention to leave a position at the university. Woodruff (2016) found that job satisfaction, hygiene factors, and motivators -- part of Herzberg's (1968) two-factor theory of work motivation -- were related to adjunct nursing faculty members' intention to leave. Improving adjunct faculty members' sense of belonging to their organization, among other things, can improve retention rates among these faculty. Retaining excellent adjunct faculty members is essential to maintaining and improving student learning outcomes, particularly given the reliance many institutions have on these faculty (Pearch & Marutz, 2005).

The impact that reliance on non-tenure track faculty has on student learning outcomes and student retention is one that is given much attention in the literature (Mueller, Mandernach, & Sanderson, 2013; Deutsch, 2015; Keller, 2015; Nica, 2018). The concern is not usually that these faculty are not as qualified as full-time faculty, but that they lack the resources, training, and compensation that full-time faculty have, making it more challenging for them to make quality contributions. Nica (2018) points out that if the university's main goal is to improve student learning outcomes, research suggests that the shift to low-paid part-time faculty is not helping achieve this goal. However, the literature is mixed regarding the exact impact of adjunct/part-time faculty on student experiences and learning outcomes.

Keller (2015) points out that adjunct faculty clearly care about their jobs and their students. However, they are often not (or at least not consistently) brought into the academic life and this has ramifications for their work. Deutsch (2015) finds that the percentage of part-time faculty at an institution overall does not have a statistically significant effect on institutions' graduation rates or retention, yet when looking at other ways of measuring the effect of adjunct faculty on student outcomes, the results go a different way. Mueller, Mandernach, and Sanderson

(2013) earlier found that student performance in online sections of classes taught by adjunct faculty were lower than the performance of those in sections taught by full-time faculty. They also found that there is a satisfaction advantage for students taught by full-time faculty. Yet an earlier study found that the results on student outcomes depends on the type of class (Bettinger & Long, 2004). In courses taught in tech or professional fields, adjunct faculty bring real-life experiences that can improve student satisfaction. While the results vary across the literature depending on what measure of student experience one focuses on and in what field, the general consensus is that adjunct faculty are capable of making important contributions to academic institutions. However, the best possible experiences for both faculty and students can be ensured by improving various forms of support for these faculty.

CASE: Center for Adjunct Support & Engagement - Our Recommendations

The FLP Spring 2018 cohort has determined that APSU needs a center focused specifically on the needs of our adjunct faculty. A Center for Adjunct Support & Engagement, or “CASE,” would coordinate administration, academic departments, the Office of Human Resources, and other offices within APSU to provide the best possible support for adjunct faculty. This center will also help with adjunct faculty recruitment, which was another problem identified by some departments within APSU. Ultimately, the creation of the CASE will help to implement Goal 2 of our Strategic Plan: student success. The recommendations for our CASE can be achieved in various stages based on time and financial considerations; some would have little or no associated cost, and in some instances are programs we already have in place and are easily adaptable. Others can only be realized by a substantial investment in funds, time, and staffing. Our recommendations, detailed below, are presented in decreasing order of their potential costs and ease of implementation. As Kezer and Maxey (2013) note, there are added expenses involved in providing new programs and services or expanding existing ones, but “it is a myth that resources are the sole reason that prevents us from ensuring that all our faculty members are adequately supported so they can provide the highest quality of instruction to their students” (p.1).

Increased Compensation and Benefits

Pay is obviously an issue in any discussion regarding adjunct faculty, and feedback from both our department chairs and adjuncts indicates that they would like to see increased compensation and benefits for our part-time faculty. This would certainly be a substantial expense. The FLP cohort recognizes that the Provost is aware of these issues and that there have been gains in increasing adjunct pay, and we support these continuing efforts. The focus of our project is on examining the other resources and services that the University can offer to make an adjunct faculty member feel a part of the institutional culture.

APSU CASE on Campus

The responses received from APSU department chairs regarding the question “Do you provide a dedicated space for your adjuncts to work or meet with students?” revealed a variety of office space options provided to adjunct faculty members within each department. One department chair indicated that no office space was provided and most chairs mentioned that

several adjunct faculty members shared the same office or a common area with a shared computer. With the number of adjuncts on the rise, more office space will be needed in addition to the current space provided. Adjunct faculty members need office space to meet with students when they need extra help understanding assignments or to discuss grades. In one story of an adjunct from California State University, Los Angeles, it was revealed that “in the past she’s had to meet with students by the trunk of her car, where she kept all her books and papers as she commuted between different college campuses” (McKenna, 2015). To prevent similar types of detriments to student success at APSU, our FLP cohort proposes the implementation of a physical location on the APSU campus to house the Center for Adjunct Support & Engagement (CASE). In addition to office space to meet with students, this location on campus would also provide adjuncts with a quiet place to grade papers or prepare lesson plans, a lounge area where they can eat lunch or relax between classes, a work area with computers and printers to compile lesson materials or access email messages, and a secure area with lockers to store textbooks and class materials. Mailboxes, telephones, and a common place to socialize with other adjuncts could also be provided at this center. Recent initiatives on campus have called for an increase in the number of classes taught by graduate assistants. GTAs, who have many of the same support needs as adjunct faculty, could also utilize this center. Above and beyond the practical uses of office space, having a dedicated area on campus would help give adjunct faculty a sense of belonging and lead to better recruitment and retention of quality adjunct faculty members, supporting Goal 2, Priority 2.5, Objective 2.5.3 of the APSU Strategic Plan for 2015-2025 (Austin Peay State University, 2015). Although, not among our peer institutions, as mentioned above, some universities with an established adjunct support center on campus include the College of DuPage, Lone Star College, and Saginaw Valley State University. (Appendix C)

While the FLP members recognize that it is unlikely a new building could be built on campus to house the proposed CASE, there are existing properties that could be converted to meet the requirements needed for this center. Possible spaces include the location previously occupied by the Ann Ross Bookstore after it moves to a new location on the corner of College and Fourth streets or the Wesley Foundation property on College Street, which APSU is also in the process of acquiring and for which the University currently has no firm plans (Settle, 2018). If it is deemed no existing space for the Center is available on campus, it might be possible to include a space for it in the plans for the Student Success Complex that was proposed to be built as part of the 2013 APSU Master Plan and the 2017 APSU Master Plan update. Other potential locations for the CASE might include the empty spaces created in existing buildings after the completion of the Health Professions Building (also proposed in the 2017 APSU Master Plan update).

Depending on the location chosen, the condition of the facilities, and the amenities offered, the cost of providing a physical space varies widely, as does a timeline for occupation. The University could offer a small, temporary office space for the CASE until a permanent home can be determined.

APSU CASE Leadership

At many of the institutions that have already implemented centers for adjunct faculty members, a leader has been established to manage the activities at the physical center, coordinate adjunct support programs, and oversee the activities of dedicated staff members. The College of Dupage has assigned an Associate Dean of Adjunct Faculty Support to oversee their adjunct program, while Saginaw Valley State University (SVSU) has a Director of Adjunct Faculty & Academic Support Programs. Both of these programs also have at least one additional employee assigned to coordinate office activities or assist with adjunct support activities. An article published in *University Business* magazine describes the leaders of the adjunct initiative at the College of Dupage:

The assistant deans...manage recruitment, orientation, evaluation and development. They, as a component of academic affairs, work with the college's divisions, the Teaching and Learning Center and other units to provide support for the adjunct population. In addition, the assistant deans also manage centers where adjuncts can have space to grade, meet with students, get mail and access services while on campus (Overstreet, 2014).

The leadership for the adjunct program and center at Lone Star College appears to consist of employees from the Teaching & Learning Center, a college committee titled the Adjunct Faculty Excellence Committee (AFEC), and an Adjunct Center for Excellence (ACE) Faculty Fellow chosen from the faculty members to lead the program for a service period of one year.

The FLP cohort recommends a leader and at least one dedicated support staff member to help manage support activities and training programs. We propose that it is important to appoint a leader to coordinate adjunct activities, even if funds or space is not available to create a center dedicated to adjunct support. Leaving the management of a large number of adjuncts to individual department chairs can cause lapses in adjunct support simply due to their busy workload of managing full-time faculty and other administrative duties. University of Southern California Rossier School of Education Professor Adrianna Kezar, co-director of the Pullias Center on Higher Education and author of the book *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Faculty Majority*, supports this idea. In an interview published in *University Business* magazine, she states:

Right now policy is dependent on the enlightened leadership of department chairs, many of whom aren't trained for these roles and will eventually rotate out of the position. They often don't know much about adjunct faculties. Occasionally they'll have enough conversation to recognize that the department isn't making its adjuncts successful (Goral, 2014).

While the above statement seems to paint a negative picture of department chairs at some universities, this does not appear to be the case at APSU. According to the responses we received from them about the level of support provided to adjuncts within their department, many have done very well with a limited amount of time and resources to devote to them. Members of APSU's Office of Human Resources have also done a great job organizing the training that

newly hired adjuncts receive. However, having at least one designated leader to serve as an advocate for adjunct faculty members would help make sure adjuncts from all departments get a consistent amount of support, adequate training, and provide them with an expert to contact when various issues arise which they might not feel comfortable discussing with the chair of their department. The designated leader for adjunct support might also be able to collaborate with department chairs across campus to help coordinate and record the instruction observation times and subsequent annual reviews required.

Our FLP cohort realizes that the method of leadership chosen may depend greatly on available funds to support the proposed adjunct program and center. We recommend that implementation begin with a Part-time Coordinator or Director, selected internally, and given a stipend or course release for serving in the role. The individual in this position could begin integrating existing initiatives and also provide administrative support until a permanent, full-time staff is in place to focus on the development of new programs.

Professional Development (On-Campus and Off-Campus) / Mentoring

The two major, overarching professional development topics for adjunct faculty are pedagogy and technology. Most orientation programs offer an introduction to campus technologies such as the learning management system and email. Pedagogical issues are more significant and complex so, at the very least, adjunct faculty should be offered instruction on course development, syllabus creation, and classroom management. According to the University Leadership Council (2011), there are three primary delivery means for professional development services:

- 1) seminars and workshops which are offered regularly throughout the academic year to provide small groups of adjuncts with an overview of a specific topic or skill-building trainings;
- 2) individual consultations that offer the opportunity for adjuncts to discuss specific challenges with a faculty development professional; these could also address areas of needed improvement identified during classroom observations;
- 3) mentoring relationships that pair adjuncts with their more experienced colleagues to discuss specific challenges and develop concrete strategies to improve their teaching skills (p. 9).

A professional development program of note at one of our peer institutions is the “Super Saturday” workshop series at Marshall University held one day each semester that focus on teaching with technology, pedagogical strategies, creating sample assignments, and using active learning activities in the classroom. This session is of particular interest to our FLP cohort, as it takes place during the weekend and could accommodate the schedules of our adjunct faculty members who work full-time jobs during the week.

Our Center for Teaching & Learning (CTL) already “serves as a clearinghouse and hub for professional development” and staff members “facilitate access to diverse pedagogies, encourage innovation in advising and teaching strategies, and raise awareness of instructional

technologies and the role of diversity in education” (Austin Peay State University, 2017). As for individual consultations and mentoring, these programs could be coordinated via the CTL or at the departmental level. Based on the results of our department chair questionnaire, there are currently informal opportunities for mentoring. In one department, the chair responded:

We’ve integrated some mentoring into our annual reviews of instruction...the reviewer and the instructor being reviewed attend one another’s classes and meet afterwards to discuss strategy. This approach allows for adjuncts to learn from observing the faculty who evaluate them (and vice-versa).

Since there are existing opportunities in place at our CTL, the University’s CASE leadership could coordinate programs of interest for our adjunct faculty members. The staff of the CTL has also been involved in providing consultations, and this could continue with adjunct faculty on an as-needed basis. There is an issue of compensation for participation in these activities, as adjunct faculty members are paid only for the time they spend providing instruction. One department chair noted the concern of requiring “too many out of class obligations.” Kezar and Maxey (2013) do recommend that adjunct faculty members should be provided some additional compensation for the time they spend outside of the classroom. Again, this issue could be moderated by CASE leadership.

In addition to professional development opportunities offered on-campus, many adjunct faculty may wish to attend professional conferences in their disciplines or off-campus workshops of interest. Traditionally, adjunct faculty are not eligible for funds for these types of activities or, if they are eligible, they are “at the end of the line” behind tenured and tenure-track faculty (Kezar & Maxey, 2013, p. 10). In response to our informal survey of department chairs, most did not offer these opportunities, with one noting that adjunct faculty may attend “conferences and exhibitions, but we do not contribute travel funds.” Kezar and Maxey (2014) suggest that campuses consider allocating funds for adjunct faculty to participate in these off-campus development opportunities, “particularly when the skills or knowledge that are acquired could lead to enhanced instructional quality and improved learning outcomes, retention and graduation rates for students” (p. 10).

Of course, there is a significantly higher cost involved in the funds required for adjunct faculty to attend off-campus professional development events such as professional conferences, workshops, and exhibitions, as opposed to taking advantage of on-campus opportunities. Kezar and Maxey (2013) ask administrators to consider their adjunct faculty and “whether there is value in...funding that can be allocated to help cover related expenses, given that improving the quality of teaching can lead to a better student learning experience and outcomes” (p. 10). The CASE leadership can negotiate this issue with administrators and department chairs.

Orientation Program

In *Best Practices for Supporting Adjunct Faculty*, Coburn-Collins (2014) notes that when Saginaw Valley State University (SVSU) established an Office of Adjunct Faculty Support Programs, one of its first steps was creating orientation programs for all adjunct faculty members. She writes that, during orientation, adjuncts were “introduced to the staff members

who provide classroom support to faculty and students...were given a handbook that contained the university's policies and procedures for adjunct faculty employment...[and] discussions were held that pertained to SVSU's mission, FERPA, and demographics specific to the university's students" (Coburn-Collins, 2014). As previously mentioned, APSU's Office of Human Resources already has an established half-day orientation for adjunct faculty. This program includes such topics as classroom management, how to use the University's learning management system (D2L), email/Outlook, grades, Title IX, FERPA, ADA issues, and library services. Since this program offers vital information for adjunct faculty, this could help to serve as the basis for any orientation administered by the CASE.

Orientation programs can also be completely on-ground, completely online, or a hybrid. Currently, our orientation program is conducted mostly on-ground with some material presented online. For on-ground sessions, the university should provide alternative schedules such as evening or weekend sessions, as well as offering multiple sessions, in order to accommodate adjuncts who have full-time jobs (University Leadership Council, 2011). In addition to imparting employment policies and procedures, much of the literature on supporting adjunct faculty suggests that orientations should also be devoted to socializing faculty and introducing them to the culture of the university. At SVSU, as part of the orientation program, a dinner is provided for all adjunct faculty members with the department chairs, the college deans, and the provost in attendance, which allows the adjunct faculty members an opportunity to ask questions and become familiar with the university.

One of our peer institutions, the University of Central Arkansas, has an "Adjunct Academy." This is a one-day pre-semester orientation each August to help faculty become familiar with the campus and meet their colleagues. This orientation program offers important employment information and an introduction to the campus culture, as well as an opportunity for socialization. The "Adjunct Academy" is a shortened version of the two-day event for full-time faculty.

Involving any new adjunct faculty in our existing orientation program would cost very little since it is already in place. Additional expenses may be the cost of print materials such as handbooks, or refreshments for the events. We already provide lunch for those who attend the orientation program. Further, some institutions compensate adjunct faculty for their time spent participating in their orientation events. The costs involved in the creation of new orientation programming and in fairly compensating adjuncts for their time can vary from marginal to moderate. CASE leadership can coordinate with the administration and the Office of Human Resources on the best way to move forward with continuing to provide a quality, comprehensive orientation program for our adjunct faculty.

Participation in Campus Life and Shared Governance

As mentioned above, it is important that adjunct faculty members feel like they are a part of the University and that they have a "voice," especially since they make up approximately 45% of our faculty. Kezar and Maxey (2013) state:

Non-tenure track faculty members...are responsible for providing instruction to a large share of the students enrolled, particularly first-year students and those enrolled in introductory and developmental courses -- students who might be at greater risk of attrition. Yet these individuals are often not included in planning and curriculum decisions in ways that are similar to the involvement of tenured and tenure-track faculty; they may not be included or encouraged to participate at all (p. 5).

Some of our adjunct faculty members have indicated that they sometimes feel “out of the loop.” If our adjuncts are included in meetings and committees, they might have a more vested interest in and a sense of being a part of the University. Adjuncts would be informed of important developments and “have a voice in decision making that affects their work...by drawing upon their expertise, ideas, and observations from teaching” (Kezar & Maxey, 2013, p. 5).

A few of our peer institutions offer this opportunity in the forms of committees or caucuses. At Bowie State University, there is an Adjunct Faculty Committee from each college, and this group is able to communicate their concerns and provide feedback to their respective college deans at a minimum of twice per year. Salisbury University has an Adjunct Faculty Caucus with representatives from each college to provide support and additional information to adjunct faculty, as needed.

Taking this a step further, in a recent article in *Inside Higher Ed* entitled “(Un)shared Governance,” Hutchens and Jones (2017) argue that adjunct faculty members should be allowed to serve on faculty senates. They write:

Besides important symbolic significance, exclusion of adjunct faculty from faculty senates also can have more pragmatic implications. While institutional variations exist, faculty senates usually serve as a conduit for raising faculty concerns about important issues affecting the campus. Not accounting for the views of adjunct faculty on faculty senates ignores an important voice in institutional life.

As it is currently written, the Constitution of APSU’s Faculty Senate limits senators to those who are full-time faculty members. However, almost half of our faculty are adjunct, and thus ineligible to serve on Senate. Perhaps, the Faculty Senate could consider allowing one seat for adjunct faculty members to serve.

Inviting adjunct faculty participation in committees and shared governance could require a moderate financial investment. Whereas full-time faculty are paid for teaching, research and scholarship, and service, adjunct faculty are typically paid only for the time they spend providing instruction. Some adjuncts might be willing to volunteer their time. However, best practices recommended that adjunct faculty members be provided some additional compensation for their investment of time for these activities, especially if they are able to serve in a leadership role, such as chairing a committee. Participation in shared governance would involve a greater time commitment on the part of adjuncts, so compensation would be greater. CASE leadership could

help to coordinate these issues with administration, including department chairs and the Faculty Senate Executive Committee.

Recognition

Abraham Lincoln once said “Don’t worry when you are not recognized, but strive to be worthy of recognition” (Stark & Flaherty, 2010, p. 167). Unfortunately, many of the adjunct faculty members at APSU have been working under this precept for years without much formal recognition or any opportunity to receive recognition. Jennifer Strickland of Mesa Community College listed meaningful recognition as one of the five forms of support adjunct faculty need in a training session she completed. She stated, “Recognition can make a huge impact on an adjunct instructor’s willingness to invest energy and time in faculty development, and on the decision to return to teach in following semesters” (Tegtmeier, 2014). Our FLP cohort proposes that APSU adjunct faculty members should have a recognition program created that rewards adjunct faculty for excellence in the area of teaching. In a similar fashion to the Richard M. Hawkins Award provided to APSU full-time faculty members, a call for nominations could be sent out to develop a pool of candidates worthy of the reward. Once appointed committee members have reviewed the nominations, all APSU faculty members could be surveyed to select the most worthy candidate for recognition. Further, we support funds being allocated to provide a monetary award to the winner and to provide them with a plaque to honor the accomplishment bestowed upon them by their peers. This type of recognition is already provided to adjuncts at some universities, including our peer institutions Stephen F. Austin State University and the University of Tennessee, Chattanooga. At Stephen F. Austin State University, the Faculty Senate honors non-tenure track faculty members from each college at the end of the academic year. Our FLP cohort was amused to find that, as the mascot at Stephen F. Austin University is a lumberjack, recipients of their “Awards of Teaching Excellence” are gifted a personalized axe handle!

In addition to the award for excellent teaching by an adjunct, the members of the FLP propose that some form of additional benefit might be offered for longevity to those adjunct faculty with at least satisfactory performance reviews and student evaluations. For example, at Washington University, adjunct professors with five years of service are eligible for a tuition benefit for their children (Cross & Goldenberg, 2009, p. 117). Other benefits that could be provided for service of five years could include free parking or several free meals in the campus cafeteria.

As noted above, the means of recognizing adjunct faculty vary. Some could be offered at virtually no additional cost to the University. For example, there is no cost involved in acknowledging years of service of adjuncts along with full-time faculty at the all-faculty meeting each August. Providing a certificate to adjunct faculty members who are excellent teachers would cost very little, but would still be meaningful. Plaques would be nominally more expensive. One University department already has an “adjunct faculty luncheon” and another invites adjuncts to their end of year banquet. Free meals, free or reduced parking, use of recreational facilities, monetary awards, as well as longevity and tuition benefits for a large number of adjuncts would require more moderate increases in resources. CASE leadership, in conjunction with department chairs and other administrators, could work to make recognition

programs more consistent across the University, and could implement more costly changes in stages.

APSU CASE Online Portal

In December 1999, APSU published a handbook for adjunct faculty members titled *Guidelines for Adjunct Faculty*. A review of it in the archives at Woodward Library revealed that it contains basic information about APSU administrative policies, details about the APSU Center at Fort Campbell, and information about degrees and course schedules. However, it also contained instructional materials to help adjuncts improve their teaching skills. There is a section on classroom etiquette, a sample syllabus, a course-planning checklist, and recommendations for improving lectures (Austin Peay State University, 1999). With the number of part-time faculty members at APSU now totaling over 300 members (Austin Peay State University, 2018) an updated version of this guide is needed to help adjuncts easily locate information about APSU policies and find relevant material to help with classroom instruction.

The members of the FLP cohort propose the creation of an online portal dedicated to the needs adjunct faculty members. The online portal would be more convenient than a print handbook to most users, save on costs and paper needed for the publication of a print guide, and be accessible to adjunct faculty members teaching all of their courses online. The portal could contain information about the CASE location on campus (if created), provide links to relevant APSU policy information, and host a collection of forms needed by adjunct faculty and all APSU employees. It could also contain a collection of professional development materials to improve teaching strategies, provide links to information about how to use D2L, point to relevant videos in our subscription to *Lynda.com*, and list services available to them through Woodward Library and other APSU departments.

The current APSU website does not provide a wealth of information specific to adjunct faculty members. A search of the APSU website for the terms “adjunct” or “part-time” reveal that there is a policy on Adjunct Employees (2:033) in the online list of APSU and a webpage from Academic Affairs (https://www.apsu.edu/academic-affairs/faculty/faculty_resources/index.php) that provides information about the part-time instructor hiring and review process. While this information is helpful, it is oriented toward full-time faculty members tasked with hiring and reviewing adjuncts. The members of the FLP propose the creation of an online portal in addition to the creation of a center on campus that focuses on information needed from the perspective of adjunct faculty members. Jacobson (2013) lists the “website, designed as a 24/7 accessible, online support channel” as a key part for one of five milestones for building a roadmap to adjunct faculty success.

The proposed online portal for adjuncts could be created as a webpage on the existing APSU website and managed by the CASE leader or members of another department. Some excellent examples of online portals using webpages at other universities include the Adjunct Faculty Virtual Office at Georgetown University Law Center (<https://www.law.georgetown.edu/academics/academic-programs/adjunct-faculty-virtual-office>) and Adjunct Essentials from the University of San Diego (<https://www.sandiego.edu/cee/teaching-resources/adjunct>

-essentials.php). The online portal could also be created using *LibGuides* (an online content management system for libraries). This system is currently used to manage the research guides available from the Woodward Library's website and the design has been customized with CSS to match the design of the current APSU website. It would allow for embedding of videos, enable linking to relevant books and e-books, and have the ability to password protect sections that might contain confidential information. Online adjunct support portals created in *LibGuides* at other universities include Adjunct Faculty Support from Central Wyoming College (<http://libguides.cwc.edu/Adjunct>) and Adjunct Faculty Resources at Montana State University, Billings (<https://libguides.msubillings.edu/adjunct>). At the very least, members of the FLP recommend that information for an adjunct faculty handbook could be compiled and converted into PDF format so it could be placed online for download from any location. For more information, Appendix C includes a list of universities with adjunct support in an online format.

The creation of a CASE online portal can be accomplished at minimal cost and effort. Many of the materials and resources are readily available and would not have to be created "from scratch." The primary investment would be in the time of the individual who collects, curates, and organizes the material, and puts it on the University website.

Financial Impact of the CASE on Recruitment

It generally costs universities less money to hire adjunct faculty, compared to tenure and tenure-track faculty. There are some additional savings for using graduate students / GTAs as adjuncts. According to one study, public four-year colleges spend only 14% of the cost of tenure track faculty in hiring adjunct faculty; it is up to 19% in private universities (Hurlburt & McGarrah, 2016). The main financial impact of the proposed Center for Adjunct Support & Engagement (CASE) will be on adjunct recruitment and retention, thus saving us additional funds. Less travel, for example, will be expected for our Associate Deans to find more adjuncts.

Conclusion

Almost half of APSU faculty now are adjunct faculty and they are possibly the future. The creation of the Center for Adjunct Faculty Support and Engagement, or "CASE," will help to improve the learning experience and success of our students, as well as help to recruit and retain the best possible adjunct faculty at minimal additional cost. Perhaps more importantly, it will also foster a sense of belonging to the institution for more than 350 APSU adjunct faculty members. The cohort realizes that, in many pockets across the university, adjunct faculty are appreciated and supported. The aim of our CASE, however, is to consolidate in one space, both virtual and physical, services that will help our adjunct faculty and academic departments. The beauty of our proposal is that it can be accomplished in stages. We have provided you with the "gold star" model, intermediate options, and some ideas that can be realized now with few resources. All faculty member at APSU must be adequately supported so they can provide the highest quality of instruction to our students. Let APSU make the CASE for adjunct success!

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Appendix A: Department Chair Questionnaire

FLP: Survey Regarding Adjunct Faculty in Your Department

This survey will help the 2018 Faculty Leadership Program cohort on a project regarding university support for adjunct faculty.

1. How are adjuncts recruited in your department?
2. How many credit hours are adjuncts in your department allowed to teach per semester?
3. What is your onboarding process?
4. Do you have a formal orientation program for adjuncts in your department? If so, please describe it briefly.
5. Do you offer opportunities for professional development? If so, please describe them briefly.
6. Do you provide a dedicated space for your adjuncts to work or meet with students? If so, please briefly describe the amenities and/or technologies provided.
7. Is there a mentoring program in place for adjuncts in your department? If yes, please describe it briefly.
8. How often do you interact with adjuncts in your department, either formally or informally, throughout the semester?
9. Do you have a program or event in which your adjuncts are formally recognized by the department? If yes, please describe it briefly.
10. What are your biggest challenges when it comes to hiring and providing orientation and services for your adjunct faculty?
11. What does your department do really well in supporting adjuncts?
12. If the university were to implement an adjunct faculty support center, either online or on-ground, what would be the most helpful service it would offer adjuncts in your department?

Appendix B: Survey of Adjunct Faculty Experiences at Austin Peay State University

INFORMED CONSENT STATEMENT

INTRODUCTION

The Faculty Leadership Program at Austin Peay State University supports the practice of protection for human subjects participating in research. The following information is provided to help you decide whether you wish to participate in the present study. You retain the right to refuse to participate in this study. You should be aware that even if you consent to participate in this study, you may withdraw from this study at any time without consequence. If you choose to withdraw from this study, it will not affect your relationship with your department, the services it may provide to you, or Austin Peay State University.

PURPOSE

The purpose of this study is to gain a better understanding of the experiences of adjunct faculty here at APSU. The research question is what are the experiences of adjunct faculty at APSU?

PROCEDURES

You will be asked to answer a series of questions about your background and the kinds of courses you teach. You will be asked to rate several items about your experiences as an adjunct faculty at Austin Peay State University. The approximate time required for completion is a maximum of twenty minutes.

RISKS

There are no foreseeable risks for participating in this study.

BENEFITS

Adjunct faculty members at APSU may benefit from having the opportunity to discuss their positive and negative experiences at the university.

COMPENSATION

The study participants will not receive any compensation.

PARTICIPANT CONFIDENTIALITY

The data will be stored using the University's Qualtrics survey software system. According to the Qualtrics security statement on the product website, it uses multiple checks to certify that packets from one subsystem can only be received by a designated subsystem. Access to systems is severely restricted to specific individuals, whose access is monitored and audited for compliance. Customer data are stored in a specific location; it does not float around in the cloud. Qualtrics uses Transport Layer Security (TLS) encryption (also known as HTTPS) for all transmitted data. The University practices sound security practices by using strong account passwords and restricting access to their accounts to authorized persons.

REFUSAL TO PROVIDE CONSENT

You are not required to click "Yes" on the Consent form and you may choose "No" without affecting your right to participate in any programs or events of Austin Peay State University or

any services you are receiving or may receive from Austin Peay State University. However, if you refuse to consent, you cannot participate in this study.

CANCELLING THIS CONSENT

Your responses will be recorded when you click the "Submit Survey" button on the last page of the survey. You can stop the survey earlier by exiting the web page that contains the survey or closing your web browser. Partial results from stopped surveys will be deleted after a one week period and no data from incomplete submissions will be added to the survey.

QUESTIONS ABOUT PARTICIPATION

If you have any questions about the procedures, you may direct them to the principal investigator, (Christina Chester-Fangman, chester-fangmanc@apsu.edu).

CONSENT

I agree to take part in this study as a research participant.

- ☐ Yes (Click "Next" to proceed with survey) (1)
- ☐ No (Click "Next" to exit survey) (2)

Demographics

What gender do you identify as?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Non-binary (3)
- ☐ Prefer not to say (4)

What is your college?

- ☐ College of Arts and Letters (1)
- ☐ College of Business (2)
- ☐ College of Behavioral and Health Sciences (3)
- ☐ College of Education (4)
- ☐ College of Graduate Studies (5)
- ☐ College of Science, Technology, Engineering & Mathematics (STEM) (6)
- ☐ Other (7)

What is the the highest degree you have earned?

- ☐ Bachelor's (1)
- ☐ Master's (2)
- ☐ Doctorate (3)

What is your teaching format? Check all that apply.

- ☐ Face-to-Face (1)
- ☐ Online (2)
- ☐ Hybrid (3)

Which teaching methods do you use? Check all that apply.

- ☐ Assigned Papers (1)
- ☐ Essay Exams (2)
- ☐ Field Experiences (3)
- ☐ Guest Speakers (4)
- ☐ Journals (5)
- ☐ Lecture and Discussion (6)
- ☐ Multiple-choice Tests (7)
- ☐ Student Collaborations or Group Projects (8)
- ☐ Use of Multimedia (9)
- ☐ Case Studies (10)
- ☐ Student Portfolios (11)
- ☐ Online Discussion Tools (12)
- ☐ Online Collaborative Tools (13)

Do you feel confident in your knowledge of the following items? Check all that apply.

- ☐ Campus Security (1)
- ☐ Disability Services (2)
- ☐ Grading Policies (3)
- ☐ How to Obtain Help with Technical Equipment (4)
- ☐ Laws about Students' Privacy Rights (FERPA) (5)
- ☐ Library Resources and Services (6)
- ☐ Mission and Vision (7)
- ☐ Policies on Academic Honesty and Integrity (e.g., cheating) (8)
- ☐ Student Disciplinary Policies (9)
- ☐ The Health & Counseling Center (10)
- ☐ Tutoring Services (11)
- ☐ Use of the Online Course Management System (D2L) (12)

What type of office space is available to you on campus?

- ☐ None (1)
- ☐ Own (Private) (2)
- ☐ Shared (3)

How many credit hours do you teach per semester?

How many labs do you teach per semester?

How many years of experience do you have as an adjunct professor at APSU?

- ☐ 0-2 years (1)
- ☐ 3-5 years (2)
- ☐ 6-10 years (3)
- ☐ More than 10 years (4)

Autonomy

I have a lot of freedom to develop and modify course content to meet the needs of my students.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I have a satisfactory level of autonomy to select material or texts for my courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I would like more freedom to determine the content, materials, or texts for my courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Teaching Schedule

I am required to teach at times that are inconvenient for me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

The times that I teach my classes work well with my other commitments.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

The times scheduled for my class(es) have been convenient.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Pay

I feel that I am well compensated for my teaching.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I am paid fairly for the amount of work I do to teach courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I am dissatisfied with the pay I receive for teaching courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Motivation

I almost always look forward to teaching courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I really enjoy teaching courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I would prefer to do work other than teaching.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Faculty Support

Full-time faculty or department chairs are always available and accessible to me when I need assistance.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Full-time faculty and department chairs lack interest and care very little about my success as a teacher.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I feel very comfortable requesting assistance from full-time academic faculty or department chairs when I have questions.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Recognition

I am often thanked for teaching here.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I rarely receive any appreciation for teaching part time at the university.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Adjunct faculty are recognized for their teaching contribution at the university.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I think adjunct faculty should be able to run for elective office at the university (e.g., Faculty Senate).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I think adjunct faculty should be able to serve on university faculty committees.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I think adjunct faculty should be able to serve on departmental and university search committees.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)

- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Personal Growth

I have enhanced my teaching ability by learning several new teaching methods or techniques during this past year.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

My teaching skills and abilities have substantially improved this past year.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I am putting in extra time and effort to become a better teacher.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I have opportunities to improve my teaching through faculty development programs at APSU.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I have opportunities to interact with other faculty members at APSU.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I would like more opportunities to participate in voluntary faculty development programs.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

When I need something to help in my teaching, I know where to go and who to ask at APSU.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I am regularly evaluated in my teaching and receive constructive feedback on how to improve.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Loyalty

I would highly recommend teaching at this university to other qualified people.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I would prefer to teach somewhere else instead of at this university.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I am very proud to tell others that I teach at this university.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)

- ☐ Agree (5)
- ☐ Strongly Agree (6)

Job Satisfaction

I am completely satisfied with my job teaching as an adjunct faculty member at the university.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I am dissatisfied with aspects of my job as an adjunct faculty member.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Considering everything, I have an excellent job as an adjunct faculty member.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Perceived Relatedness

I really like the people at APSU with whom I interact.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I get along with the people I come into contact with at APSU.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

When I am on the APSU campus, I pretty much keep to myself and don't have a lot of social contacts.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I consider the people I regularly interact with at APSU to be my friends.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

The people at APSU care about me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

There are not many people at APSU for which I feel a close connection.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

The people I interact with regularly at APSU do not seem to like me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

People at APSU are generally pretty friendly towards me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)

- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Work Harassment

Someone at APSU has withheld information which has affected my performance.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

The opinions I have shared with other APSU faculty or staff members have been ignored.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

My work has been monitored excessively by someone at APSU.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

I am exposed to an unmanageable workload at APSU.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat Disagree (3)
- ☐ Somewhat Agree (4)
- ☐ Agree (5)
- ☐ Strongly Agree (6)

Opinion

I would frequently utilize a dedicated space for use by adjunct faculty members that includes the following (please check all that apply).

- ☐ Lockers (1)
- ☐ Meeting rooms for student appointments (2)
- ☐ Computer workstations (3)
- ☐ Printers (4)

- ☐ Photocopier (5)
- ☐ Lounge area with a refrigerator and microwave (6)
- ☐ Place to socialize between classes (7)
- ☐ Quiet area for grading and reading (8)

What suggestions do you have for enhancing your development as a adjunct faculty member or improving the success of your students?

Appendix C: Adjunct Support at APSU's Peer Institutions

Institution (Peers with Support)

Institution	Type of Support	Additional Info	Website
Appalachian State University	online guide	For online instructors, via Distance Education	https://deacademics.appstate.edu/node/27
Arkansas State University	brief online guide, mentor		https://www.asumh.edu/human-resources/adjunct-onboarding.html
Bowie State University	support	Adjunct Faculty Committee from each college	https://www.bowiestate.edu/gc/university-policies/section-ii-faculty/ii-107-policy-on-the-employ/
Frostburg State University	handbook		https://www.frostburg.edu/fsu/assets/File/Adm inistration/Handbook/2015/Non_Tenure/2015-2016-NTT-Faculty-Handbook.pdf
Jackson State University	orientation	From the Center for University Scholars	http://www.jsums.edu/scholars/adjunct-faculty/
Jacksonville State University	handbook		http://www.jsu.edu/academicaffairs/pdf/Adjunc t%20Faculty%20Handbook.pdf
Marshall University	professional development	Super Saturday Faculty Forums on Teaching and Learning	http://www.marshall.edu/ctl/?s=adjunct
Middle Tennessee State University*	online guide		http://www.mtsu.edu/provost/adjunct/resourc es.php
Northeastern State University	professional development	From the Center for Teaching & Learning	https://academics.nsuok.edu/teachingandlearni ng/TLResources/ProfessionalDevelopment.aspx
Radford University	orientation	Mentioned in HR docs, but couldn't find info	
Salisbury University	support	Adjunct Faculty Caucus	http://www.salisbury.edu/campusgov/afc/
Stephen F. Austin State University	recognition	Adjunct Teaching Excellence Awards	http://www.sfasu.edu/8589.asp
Tarleton State University	orientation		https://online.tarleton.edu/fac_dev/Adjunct/Adj unct_Stephenville/Stephenville_Adjunct.htm

Texas A&M International University	orientation	From PROF Center (last updated 2013)	
University of Memphis*	online guide	Part-time Instructors Guides (by College)	
University of Central Arkansas	professional development	Adjunct Academy	https://uca.edu/cte/new-faculty-orientation/
University of Central Oklahoma	online guide	From the Center for Excellence in Transformative Teaching & Learning	http://sites.uco.edu/academic-affairs/cettl/cettl-resources/being-in-the-professoriate/adjunct-faculty.asp
University of Houston - Clear Lake	handbook		https://www.uhcl.edu/provost/documents/adjunct-faculty-handbook.pdf
University of North Carolina - Charlotte	professional development, online guide	Adjunct Faculty Learning Community,	https://adjunct.uncc.edu/
University of Tennessee - Chattanooga	online orientation, recognition		https://www.utc.edu/adjunct-faculty-orientation/
University of Texas - Tyler	online orientation		https://www.uttyler.edu/cetl/support-services/faculty-induction.php
University of West Florida	online guide	Virtual Tour, On and Off-campus resources, Personal Consultations with the Center for University Teaching, Learning, & Assessment	https://uwf.edu/offices/cutla/services-for/adjunct-faculty/
Western Kentucky University	online guide	Handbook on site, but link not found	https://www.wku.edu/academicaffairs/pp/pt_faculty.php

Institutions (Peers, with No Easily Accessible Support)

Alabama A&M University	Prairie View A&M University
Auburn University at Montgomery	Sam Houston State University
College of Charleston	Southeastern Louisiana University
Columbus State University	Tennessee State University*
Delta State University	Tennessee Technological University
East Carolina University	Texas A&M University - Corpus Christi

East Tennessee State University	Texas A&M University - Kingsville
Eastern Kentucky University	University of Texas at El Paso - Towson
Fayetteville State University	Troy University
Georgia College & State University	University of Houston - Victoria
Georgia Southern University	University of North Alabama
Grambling State University	University of North Carolina - Pembroke
James Madison University	University of North Carolina - Wilmington
McNeese State University	University of North Georgia
Morehead State University	University of South Alabama
Morgan State University	University of Tennessee - Martin
Murray State University	University of West Alabama
North Carolina Agricultural & Technical State University	Valdosta State University
North Carolina Central University	Western Carolina University
Northern Kentucky University	West Texas A&M University
Northwestern State University	Winthrop University

Institutions (Non-peer, with Support Services of Note)

Institutions	Type of Support	Additional Info	Website
Bellevue University	online guide (LibGuide)	Learning and Instructional Resources for Full-time and Adjunct Faculty	http://libguides.bellevue.edu/learninginstructionalresources
Central Wyoming College	online guide (LibGuide)	Adjunct Faculty Support	http://libguides.cwc.edu/Adjunct
College of DuPage	center	Adjunct Faculty Center / Adjunct Central	http://www.cod.edu/academics/adjunct_faculty/adjunct_resources.aspx
Community College of Baltimore County	center	Centers for Adjunct Faculty Engagement	http://www.ccbcmd.edu/About-CCBC/Administrative-Offices/Instruction/Centers-for-Adjunct-Faculty-Engagement.aspx
Drexel University	professional development, recognition	Adjunct Faculty Professional Development Awards	http://drexel.edu/facultyaffairs/development/adjunct-awards/
Berkshire Community College	center	Located in Administration Building	http://www.berkshireeagle.com/stories/office-meeting-space-created-for-bcc-adjunct-faculty,310638

Durham Technical Community College	recognition	Excellence in Adjunct Teaching and Part-time Service Awards)	https://www.durhamtech.edu/awards/excellenceadjunctpt.htm
Estrella Mountain Community College	center	Adjunct Faculty Support Services Center	https://www.estrellamountain.edu/employees/adjunct-faculty-support
George Mason University	recognition	Adjunct Faculty Teaching Excellence Awards	https://stearnscenter.gmu.edu/awards/adjunct-faculty-teaching-excellence-awards
Ferris State University	recognition	Adjunct Teaching Excellence Award	https://ferris.edu/HTMLS/administration/academicaffairs/Events/AAwards/Adjunct_Teaching.htm
Georgetown University Law Center	online guide	Adjunct Faculty Virtual Office	https://www.law.georgetown.edu/academics/academic-programs/adjunct-faculty-virtual-office/
Hartnell College	center	Adjunct Faculty Office	http://www.hartnell.edu/adjunct-faculty-office
Lone Star College	center and online guide	Adjunct Center for Excellence and Adjunct Central	http://www.lonestar.edu/ACE.htm
Montana State University Billings	online guide (LibGuide)	Adjunct Faculty Resources	http://libguides.msubillings.edu/adjunct
Moraine Valley Community College	center	Adjunct Faculty Support Offices	https://ctl.morainevalley.edu/who-we-serve/adjunct-faculty/
Pikes Peak Community College	professional development	Adjunct Advance Program	https://libguides.pgcc.edu/ctl/adjunctadvancement
Saginaw Valley State University	center	Office of Adjunct Faculty Support	http://www.svsu.edu/adjunctfaculty/aboutus
University of Connecticut	recognition	Outstanding Adjunct Awards	https://ctl.uconn.edu/itl-outstanding-adjunct-awards/
University of San Diego	online guide	Adjunct Essentials	https://www.sandiego.edu/cee/teaching-resources/adjunct-essentials.php
Virginia Commonwealth University	professional development	Adjunct Faculty Support Program	https://community.vcu.edu/faculty-support-/funding-/adjunct-faculty-support/

Appendix D: Alternative Names for an Adjunct Support Center

- Adjunct Center for Excellence (ACE)
- Adjunct Central
- Adjunct Essentials
- Adjunct Faculty Center
- Adjunct Faculty Support Program
- Adjunct Faculty Support Services
- Center for Adjunct Faculty Engagement
- Office of Adjunct Faculty Support