



# Supporting Adjunct/Part-Time Instructors

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# Setting Intentions

- Your time & space.
- Your time & space in this community.
- Check-in with yourself. Feel free to drop one word in the chat box that captures how you feel right now.

# Our Goal

- Build community
  - Drop comments / questions in the chat box. Carl is monitoring!
- Celebrate why we teach
  - Why I teach oral vignettes. From you! Drop your name in the chat if you want to share a story.
- Raise our hearts & fill our heads
  - Knowledge of synchronous & asynchronous models of supporting NTTF.
  - Knowledge of scholarship on and organizations supportive of NTTF.

# Who am I?

- A tenured faculty member with markers of privilege I see and markers I may never see.
- Brief experience as NTTF.
- A teacher-scholar seeking community and enacting Boyer's scholarship of integration.
  - Linked to PPT slides by Northeastern University on the Boyer model of scholarship.

# Exigence

- Once conceptualized as short-term labor solution in the 1970s, NTTF are now long-term labor strategy (see Abel; Schell).
- NTTF = 1.3 million (75.5%) of 1.8 million faculty members of 2009 instructional work-force in degree-granting two- and four-year institutions of higher education in the United States. According to The Coalition on the Academic Workforce w/ data drawn from the U.S. Dept. of Ed.'s 2009 Fall Staff Survey.
- My home department? 83 faculty; 44 NTTF

# Exigence

- NTTF faculty realities reflect marginalized people groups.
- 60% women in English departments are NTTF (MLA report Education in the Balance: A Report on the Academic Workforce in English Language Association)
- 61.9% women (National Center for Education Statistics 2009 Fall Staff Survey data)
- 15.2 percent African American; 9.6 white = proportion of faculty members in NTTF positions (Cottom via AAUP data)

# Exigence

“In a globalized economy,

white women,  
women of color, and men of color,  
working class men and women,  
people living with disabilities,  
and queer and trans people

are often treated as an exploitable and expendable workforce;  
how does higher education mirror that exploitation?” (Schell xiv,  
xv).

# Exigence

- “Accounting for the material bodies of contingent workers and histories of discrimination and struggle will make our organizing work richer and more accountable to historic patterns of discrimination and exclusion and also reveal ways that organizing strategies can break down if questions of white privilege and bodily difference are not addressed” (Schell xvi).
- In sum, supporting NTTF is supporting traditionally marginalized peoples.



# Why I teach vignette 1

- A deep breath...
  - The positive
  - The renewing

Carl Ohrenberg is up first!

# Compiling resources

- POD discussion board post
  - What initiatives are you familiar with or have helped implement that have been successful in engaging with this population?

# Replies, in brief

“I do everything by zoom and offer sessions in the morning, evenings, and some weekends to meet the needs of those with "day jobs" and living in different time zones ... I think making professional development **accessible** and **on their time** has really been the critical component.”

Dana Grossman Leeman, PhD, MSW

Provost Faculty Fellow for Online Education and Professor of Practice / Simmons University

“The last year or so I've had great success with getting lecture faculty engaged via the [ACUE online Course in Effective Teaching Practices](#). It fits into their schedule, they can apply things right away, and the nationally recognized certificate is something they value greatly . . . Some think the Course is **too expensive**, but I look at it as an **investment in all of the students** the participants touch. By that measure, it is well worth the investment for the results.”

Jo Anna Grant, Ph.D. (Pronouns: she/her/hers) Director,  
Teaching Resource Center Co-Director, Faculty Center for  
Excellence, Cal State San Bernardino

# Boise State's model

- Adjunct Faculty Learning Community (AFLC)
- Newsletter
- Treasure Valley Adjunct Conference

Teresa Focarile / Interim Administrative Director / Assistant Director for Educational Development / Center for Teaching and Learning / Adjunct Faculty, Department of Theater, Film and Creative Writing

# Why I teach vignette 2

# University of Louisville's model

- From an Inside Higher Education article
- “Adjuncts need **professional development in the evening or on weekends**, he [Roy Fuller] said, when they are less likely to be teaching; teaching and learning centers, however, tend to schedule seminars during the workday.”
- “At Louisville, he said, adjuncts are invited to a part-time faculty “institute” that meets in the evenings three to four times per semester. Those who attend three sessions gets **\$200** and a **certificate** they’re encouraged to include in their résumés.”

## U of L, continued

- In Fuller's experience, he said, non-tenure-track faculty members tend to appreciate **adjunct-specific professional development** because many are "starved for a community."
- Louisville's institute caps sessions at 25 participants.
- Topics include motivating students, teaching critical thinking and how memory works.
- Fuller, who is himself a part-time faculty member, offers dinner as an additional incentive.



Why I teach vignette 3

# Asynchronous models: NISOD



***Striving for Excellence* is a professional development series designed specifically for adjunct faculty and administrators.**

A NISOD and Cengage Learning Collaboration

This digital series of webinars, podcasts, and blog posts covering professional development topics for adjunct faculty and administrators was produced in 2016 in a partnership between NISOD and Cengage Learning Digital Educators. Faculty partners created blog posts, podcasts and webinars related to the theme of “Be Connected: Using Digital Tools to Create Meaningful Connections.” View the full set of resources from the series in the archive below!

# Asynchronous models: MAGNA

MAGNA 20-MINUTE MENTOR

[Home](#) > [Products](#) > [How Can I Engage Adjunct Online Faculty in Professional Development](#)

## How Can I Engage Adjunct Online Faculty in Professional Development?

**\$99.00 – \$199.00**

Learn how to focus your developmental offerings on the topics that will benefit your adjuncts most; you'll consider the most effective delivery methods for this far-flung and difficult-to-schedule constituency; and you'll learn how to provide meaningful incentives for adjuncts to participate in training.



**Additional information**

# Asynchronous models: ACUE

## ACUE'S EFFECTIVE PRACTICE FRAMEWORK®

**With great teaching, students succeed.**

Decades of scholarship have identified practices that help students engage, persist in their studies, and learn more.

ACUE's Effective Practice Framework is a leading statement of the instructional skills that every college educator should possess. It was **independently validated** and is **endorsed by the American Council on Education**.

Every faculty member credentialed by ACUE has learned about and implemented practices across all of the framework's core competencies.

# Institutional credentialing

- Valencia's Associate Faculty Certification
- Benefits
  - Earn the designation of Associate Faculty member.
  - Become part of a collaborative community made up of faculty members from your campus and college-wide.
  - Get tools and training to help you meet the expectations for being a great teacher at Valencia.
  - Take advantage of support and resources.
  - Receive a pay raise.

# Valencia compensation model

- Part-time faculty members receive an increase in pay by approximately \$40.00 per contact hour taught (a 3 contact hour course would provide approximately a \$120.00 increase). \*For exact amounts, please review pages 7-8 of the Salary Schedule.
- Non-faculty, full-time staff receive an increase in pay by approximately \$40.00 per contact hour taught for overload courses only (a 3 contact hour course would provide approximately a \$120.00 increase). \*For exact amounts, please review pages 7-8 of the Salary Schedule.

# Delphi Award

- “The annual Delphi Award presents a \$15,000 cash award to each of two applicants who have worked to support non-tenure-track, contingent and/or adjunct faculty in pursuing strategic priorities such as student learning and community engagement.”
- Highlighted in “Faculty Development for All” *Peer Review*, Fall 2019.
- Sponsored by Pullis Center for Higher Education, USC
  - W/ support of AAC&U and The Teagle Foundation

Why I teach vignette 4



# Book-length resources

- *Adjunct Faculty Voices: Cultivating Professional Development and Community at the Front Lines of Higher Education* (Stylus)
- *Contingency, Exploitation, and Solidarity: Labor and Action in English Composition* (open access book)
- *Gypsy Academics and Mother-teachers: Gender, Contingent Labor, and Writing Instruction*
- *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*

# Cited references

- Abel, Emily K. *Terminal Degrees: The Job Crisis in Higher Education*. Praeger, 1984.
- McMillan Cottom, Tressie. “The New Old Labor Crisis.” Slate, 24 Jan. 2014.
- Modern Language Association and Association of Departments of English. “Education in the Balance: A Report on the Academic Workforce in English.” A Report of the 2007 ADE Ad Hoc Committee on Staffing, 10 Dec. 2008.
- Schell, Eileen E. *Gypsy Academics and Mother-teachers: Gender, Contingent Labor, and Writing Instruction*. Heinemann-Boynton/Cook, 1997.

# At the close

- Address the root cause of reliance on NTTF?
- Build capacity for supporting NTTF?
- Both?
  
- Either way:
  - “But let justice run down like water,  
And righteousness like a mighty stream.” (Amos 5:24)