Progress Report: C of C’s Adjunct Faculty Policies & Practices
Julia Eichelberger  August 2014

In this report I summarize our adjunct policies and practices, highlight improvements we have made, and recommend priorities for bringing us closer to best practices in the coming year.

In 2013 I examined C of C’s adjunct policies and practices and compared these with recommended best practices for adjunct faculty. Drawing upon nationally published recommendations (by AAUP, the New Faculty Majority, the Modern Languages Association, and others), I compiled a list of best practices for all non-tenure-track faculty.

Nationally, these practices remain aspirational rather than standard. At the College, we follow most of these practices with our senior instructors and many of them with our visiting instructors, but our adjunct faculty, like most adjuncts elsewhere, are left out.

The College’s practices for adjunct faculty have improved since summer 2013, although not as much as we could wish. In the list below, a + sign identifies a best practice in which we are improving a little (+) or a fair amount (++), but even in these areas, there is still significant room for improvement.

Recommended Best Practices for Adjunct Faculty at the College of Charleston

+ 1. Adjunct faculty receive equitable pay and benefits, comparable to the pay earned for comparable work done by tenured and tenure-track faculty or other roster faculty with similar qualifications.

+ 2. Hiring practices for adjunct faculty are comparable to those used to hire and evaluate tenure-track faculty (TTF); all new adjunct faculty appointments allow adequate time to prepare to teach a course; contracts, handbooks, and other communication from supervisors clearly stipulate duties, expectations, and the process of performance evaluation.

3. Evaluation practices for adjunct faculty are comparable to those used to hire and evaluate TTF, including clearly defined criteria and timelines, peer review, and adequate time for adjunct faculty to seek other employment if not reappointed.

4. Career ladder for adjunct faculty rewards excellent performance and makes adjunct faculty potentially eligible for some form of job security.

++ 5. Support for adjunct faculty teaching parallels support for TTF: appropriate supplies, equipment, office space, and access to campus resources, professional development, & mentoring.

6. Adjunct faculty are invited to participate in department meetings and may contribute to curriculum design.

7. Proportional representation in faculty governance is available to all adjunct faculty.

+8. Respect for adjunct faculty is communicated clearly and consistently by administration, chairs, and all tenured and tenure-track faculty.

++9. Support is available for all adjunct faculty’s professional development and scholarly research.

10. Institution’s staffing plan specifies the ratio of TT/NTT roster faculty/adjunct faculty that is desirable in order for institution and departments to meet their academic goals.

11. Institution collects and publishes data tracking its achievement of best practices.

1 My 2013 Report on C of C’s Adjunct Policies & Practices, along with published material on adjunct faculty issues, may be found here: https://www.dropbox.com/sh/kkyfyh83qaan57n/YcZFCPC1yP
Adjunct Statistics at C of C

- According to a report by the AAUP [see Appendix A], around 60% of faculty nationwide are part-time or graduate students, while 40% are either tenured, tenure-track, or full-time non-tenure-track faculty.
- AAUP’s last subcategory includes both full-time adjuncts, who receive only semester-long contracts and usually receive few or no benefits, and full-time faculty who are non-tenure track but who have annual or multi-year contracts that include benefits; at C of C we usually call these “roster faculty.” In this report, however, I focus only on C of C’s adjunct faculty.
- At C of C, 42-43% of our faculty members are adjuncts and 57-58% are roster faculty.

### Headcount of C of C Faculty by type

<table>
<thead>
<tr>
<th></th>
<th>Tenured &amp; T-Track Faculty</th>
<th>Other Roster Faculty</th>
<th>Full-time Adjunct Faculty</th>
<th>Part-time Adjunct Faculty</th>
<th>Total adjunct faculty</th>
<th>Total roster faculty</th>
<th>Total faculty headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F 2010</strong></td>
<td>420</td>
<td>90</td>
<td>(data not available)</td>
<td>337</td>
<td>n/a</td>
<td>510</td>
<td></td>
</tr>
<tr>
<td><strong>F 2011 (F 2012 data: n/a)</strong></td>
<td>433</td>
<td>88</td>
<td>82</td>
<td>320</td>
<td>402</td>
<td>521</td>
<td>923, 43.5% adjuncts</td>
</tr>
<tr>
<td><strong>F 2013</strong></td>
<td>435</td>
<td>100</td>
<td>86</td>
<td>311</td>
<td>397</td>
<td>535</td>
<td>932, 42.5% adjuncts</td>
</tr>
</tbody>
</table>

- These headcount percentages are somewhat misleading, since so many adjuncts teach part-time. We must look at the percentage of undergraduate student credit hours (SCH) taught by adjuncts to understand how much of our instruction is delivered by adjunct faculty.
- In recent years this amount has been just over one-third. The total went from 33.4% in F 2011 to 36.5% in F 2012 to 35% in F 2013.

### Teaching of Undergraduate Student Credit Hours, by Faculty Type

<table>
<thead>
<tr>
<th></th>
<th>FT Adjunct</th>
<th>FT Employee</th>
<th>FT Retirees</th>
<th>FT Roster</th>
<th>Total</th>
<th>FT &amp; PT adjuncts</th>
<th>PT adjuncts</th>
<th>UG SCH by FT Faculty</th>
<th>UG SCH by PT Fac.</th>
<th>% UG SCH taught by all adjunct faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F 2011</strong></td>
<td>21355</td>
<td>3097</td>
<td>1481</td>
<td>102562</td>
<td>128495</td>
<td>42945</td>
<td>21590</td>
<td>85.6</td>
<td>14.4</td>
<td>33.42%</td>
</tr>
<tr>
<td><strong>S 2012</strong></td>
<td>20185</td>
<td>2785</td>
<td>1719</td>
<td>96201</td>
<td>120890</td>
<td>40974</td>
<td>20789</td>
<td>85.3</td>
<td>14.7</td>
<td>33.89%</td>
</tr>
<tr>
<td><strong>F 2012</strong></td>
<td>21964</td>
<td>2728</td>
<td>1631</td>
<td>100057</td>
<td>126379</td>
<td>46146</td>
<td>24182</td>
<td>83.9</td>
<td>16.1</td>
<td>36.51%</td>
</tr>
<tr>
<td><strong>S 2013</strong></td>
<td>19366</td>
<td>2483</td>
<td>1449</td>
<td>96793</td>
<td>120091</td>
<td>41001</td>
<td>21635</td>
<td>84.7</td>
<td>15.3</td>
<td>34.14%</td>
</tr>
<tr>
<td><strong>F 2013</strong></td>
<td>22091</td>
<td>3011</td>
<td>1231</td>
<td>101627</td>
<td>127960</td>
<td>44785</td>
<td>22694</td>
<td>84.9</td>
<td>15.1</td>
<td>35.00%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>20992.2</td>
<td>2820.8</td>
<td>1502.2</td>
<td>99448</td>
<td>124763</td>
<td>43170.2</td>
<td>22178</td>
<td>84.9</td>
<td>15.1</td>
<td>34.59%</td>
</tr>
</tbody>
</table>

To put a more positive spin on our adjunct numbers while still being factually correct:
- The majority of C of C’s faculty are full-time roster faculty.
- Almost 2/3 of our undergraduate student credit hours (SCH) are taught by roster faculty.
- Only about 1/3 of these SCH are taught by adjunct faculty.
- C of C’s adjunct reliance, while high, is lower than national trends (see Appendix A).
Adjunct salaries: 2550 - 3425 per course

<table>
<thead>
<tr>
<th>C of C adjunct salaries</th>
<th>3 credit-hour course or 3 contact-hour lab course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of courses adjunct teaches</td>
<td>2012-13</td>
</tr>
<tr>
<td>1 or 2, no terminal degree</td>
<td>2400 per course</td>
</tr>
<tr>
<td></td>
<td>6 hrs=4800</td>
</tr>
<tr>
<td>1 or 2, has terminal degree</td>
<td>2500 per course</td>
</tr>
<tr>
<td></td>
<td>6 hrs=5000</td>
</tr>
<tr>
<td>3 courses/9 hrs</td>
<td>3033 per course</td>
</tr>
<tr>
<td></td>
<td>9 hrs=9100</td>
</tr>
<tr>
<td>4 courses/12 hrs</td>
<td>3360 per course</td>
</tr>
<tr>
<td></td>
<td>12 hrs=13440</td>
</tr>
</tbody>
</table>

The Coalition on the Academic Workforce tabulated the salaries reported to them in a 2010 survey of adjunct faculty (see Appendix B). Adjuncts have also self-reported their salaries to a U.S. House of Representatives e-forum in November 2013 (see Appendix C).

These external reports indicate that C of C’s adjunct salaries of 2550 to 3425 per course are at least in line with national averages, but this is nothing to be proud of. Unfortunately, many of our adjuncts (those teaching fewer than 9 hours) got no raises in the past year.

**2013-14 Improvements for Adjunct Faculty**

1. **Salary & Benefits**

Salary has increased approximately 2% for adjuncts teaching 9- or 12-hour loads.

Access to health benefits is on the horizon for some adjuncts.
- In compliance with the Affordable Care Act, many employees working 30 hours or more will be eligible for health insurance. Academic Affairs and Human Resources are working on the logistics of identifying eligible employees and arranging for payroll deductions for their contributions to their health premiums.\(^2\)
- The estimated cost of the College’s contributions is included in the 2014-2015 budget. The College has no plans to cut employees’ hours in an attempt to lower the number of eligible employees, a practice that has been reported by several sources, including the *Wall Street Journal* (Peters & Belkin) and a House of Representatives report on responses to an e-forum for contingent faculty.\(^3\)

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\(^2\) Details still being worked out include how long the employee needs to have been working 30 hours/week and when benefits become available after this eligibility has been validated.


The College provides other benefits to adjuncts, as before: adjunct faculty may contribute to a retirement plan, purchase a parking pass, use physical fitness facilities available to all faculty and staff, use library services for their research programs, and join the Faculty Club.

2. Processes for Hiring and Re-hiring Adjunct Faculty

Adjuncts get on to payroll, MyCharleston & email faster.

A concern expressed by adjuncts (in the 2012 survey of adjuncts by the Faculty Welfare Committee) as well as chairs and program directors (in my 2013 survey) was the slow process of getting adjuncts on the payroll and giving them access to MyCharleston. When an adjunct is hired, the College must follow set procedures to verify the adjunct’s credentials, put him/her on the payroll, and grant him/her access to IT services.

- Academic Affairs has worked with HR to make hiring procedures clearer. Adjuncts and chairs can easily access this information and see what documents are needed, which should speed up the process. (http://academicaffairs.cofc.edu/documents/info-for-new-faculty/NewAdjunctFacultyChecklist.pdf);
- Academic Affairs, the office responsible for “turning off” an adjunct’s access to email and to MyCharleston, will keep adjuncts “turned on” until they have not worked at the College for 2 years. Before “turning off” an adjunct, Academic Affairs asks if the home department or program expects to be hiring them for the upcoming semester.

Orientation has been improved to accommodate the needs of adjunct faculty.

- Sessions relevant to both adjunct and roster faculty are now grouped together and adjuncts are invited for the afternoon of Day 1 and the morning of Day 2. http://academicaffairs.cofc.edu/info-for-new-faculty/index.php
- Although orientation is a regular part of the duties of roster faculty, adjuncts who attend will receive a stipend for these two half-days of extra work.

3. Opportunities for Adjunct Professional Development

Pilot programs for adjuncts’ professional development were offered by 3 departments in Fall 2013.

- 22 adjuncts and more than 18 roster faculty participated.
- Programs were designed by departments according to their adjuncts’ needs.
- Activities included mentoring and mutual classroom observations by roster faculty, workshops and group discussions on pedagogical topics, and creation of teaching portfolios.
- Adjuncts were paid $20/hour for completion of the department’s program.
- Final report on this program is here: https://www.dropbox.com/s/kz6kgbgrjlwl69/final%20report%20on%20pilot%20adjunct%20prof%20dev%202013.docx?dl=0

A Provost’s Workshop for chairs and program directors, held January 2014, showcased these pilot programs. Attendees were invited to apply for funding to develop programs to support their adjuncts and promote collaboration with roster faculty.

In Fall 2014, 6 more departments and programs will offer programs for their adjunct faculty.

- Approximately 30 adjuncts are participating.
- Some programs resemble those run by Hispanic Studies, English, and Biology in 2013.
- Others offer different forms of support and training suited to their particular programs and faculty.

Other kinds of campus-wide training and professional development continue to be available to adjunct faculty (TLT workshops and institutes, Writer’s Retreat). Adjuncts who choose to pursue scholarly research have access to our library collections, interlibrary loan, and the services of our reference librarians.

4. Adjunct Visibility and Collegiality

Faculty Welfare Committee proposed that Faculty Senate add adjunct representatives. [Link]

- After discussion, this proposal went to the By-laws Committee, who is charged with creating language for changes to the FAM that would be necessary if this motion is adopted.
- Proposal should come before the Senate in early Fall 2014.

Department-based professional development programs in Fall 2013 fostered collaboration and collegiality between numerous adjuncts and roster faculty in 3 departments.

January 2014 Provost’s Workshop sponsored discussion of adjuncts’ needs by department chairs and program directors.

A Distinguished Adjunct Faculty Teaching Award was established in 2014. Reba Joy Parker (Sociology & Anthropology), the first recipient, was recognized alongside other Distinguished Faculty award recipients at a reception in April. [Link]

Reba is facilitating a Diversity Education faculty workshop in Fall 2014.

Recommended Priorities for 2014-15

Office of the President
Promote the achievement of best practices for all adjunct faculty.
- Continue to advocate for significant increases in adjunct salaries and access to health benefits for more adjuncts.
- Become familiar with efforts now underway to support adjuncts; be prepared to promote these efforts to the Executive Team, to our Board, and to external audiences.

Office of Academic Affairs
Support and reward schools, departments, & programs who make progress toward best practices for their adjunct faculty.
- Provide regular funding for professional development programs: add this cost to next year’s adjunct budget or make it a recurring item in the provost’s programs of faculty development.
- Enable departments to give salary increases to outstanding returning adjuncts
- Advocate for lines designed to reduce adjunct reliance—lines to replace adjuncts with instructors WITHOUT affecting the department’s eligibility for other lines.
- Work with IRP to collect more data and make more of it available so we get a clearer picture of what kinds of adjuncts we have, what kinds of courses they are teaching, and where most support is needed.

4 These are my independent recommendations.
**Deans**

Support and reward departments & programs for pursuing best practices for their adjunct faculty:

- Invite chairs to report on the kinds of adjuncts in their department, what they contribute to the curriculum, and how their work could be better supported.
- Reward departments for making progress toward best practices in hiring & evaluating adjunct faculty, in providing professional development, and in giving adjuncts a voice in department governance.
- Invite departments to apply for funding (from Dean’s discretionary funds) to pay adjuncts for attending meetings, serving on department committees, participating in assessment and curriculum design, and other forms of service.
- Increase funds for department- and school-based adjunct professional development programs and for equipment and supplies for adjuncts.
- Require departments to develop a long-term staffing plan based on the number of adjuncts they can comfortably supervise and support.
- Track adjunct welfare within your School, highlighting achievements of individual faculty and departments/programs with outstanding support of and performance by adjuncts. If this is more than the dean or associate dean has time to do, there may well be an adjunct in your school whom you could hire to gather this information annually.

**Faculty Senate**

Give adjuncts representation on senate and faculty committees by the end of 2014!

- Speaker, working with Provost’s and President’s offices as well as Fac Senate’s own budget, should find funding to pay adjuncts for time attending Senate or serving on committees. (Example: 4 senate meetings per semester plus prep time=10 hours/$200 stipend.)
- Faculty committees whose work affects adjuncts (Welfare, Pres Advisory, Budget, Academic Planning, By-Laws, Nominations & Elections) should educate themselves on adjunct welfare and best practices in order to be better-informed advocates. The Faculty Administrative Fellow will be happy to meet with your committee if you wish.

**Department chairs and roster faculty**

Set up a system for adjunct representation at department meetings and on relevant departmental committees. As soon as possible, allocate funds to pay adjuncts a stipend for attendance at department and committee meetings (ask dean and provost for assistance).

Take responsibility for using practices for hiring, evaluating, and rehiring adjuncts that are comparable to those used for roster faculty.

- For the process to be comparable, it should include input from roster faculty in the adjunct’s department or program (usually a committee that reviews adjunct materials and applications and advises the chair). Although nothing in the FAM requires this process, several departments now have these advisory committees in place.
- Develop a long-range staffing plan that is based on the number of adjunct faculty the department feels comfortable hiring, evaluating, and supporting; discuss this plan with your dean and the provost.
Appendix A

Source:

See also

Appendix B

Source:
“A Portrait of Part-Time Faculty Members: A Summary of Findings on Part-Time Faculty Respondents to the Coalition on the Academic Workforce Survey of Contingent Faculty Members and Instructors.” Coalition on the Academic Workforce. June 2012. Web.
Appendix C

Source:

One-hundred and sixty respondents supplied information on how much they are paid per course. The reported rates are displayed in the following chart.

![Pay Per Three-Credit Course](chart.png)