

*Tennessee Board of Regents Office of Academic Affairs
Task Force on Adjunct Faculty: Final Report
July 28, 2011*

Introduction

In April 2011, Dr. Paula Myrick Short, Vice Chancellor for Academic Affairs, established a Task Force on Adjunct Faculty (TFAF or Task Force) for the purpose of identifying best practices, current issues and future challenges in addressing the needs of our institutions and our adjunct faculty colleagues. The Task Force was comprised of 22 representatives from community colleges and universities including Adjunct Faculty Directors/Coordinators, Department Chairs of departments that employ a number of adjunct faculty, representatives from Academic Affairs including two Chief Academic Officers, full-time faculty, and current adjunct faculty members (Appendix A). The initial meeting was held on May 12, 2011 with subsequent meetings via conference call on May 26, June 9, June 23, July 7, and July 28, 2011.

The projected outcomes for the Task Force were to identify attributes of an optimal adjunct faculty experience and to develop a rich inventory of best practices, current issues and future challenges. The Task Force also prioritized the current issues and then proposed possible solutions for the most pressing concerns. The TFAF then prepared a report for consideration by the Office of Academic Affairs and the Academic Affairs Sub-council.

In summary, the charge of the TFAF was as follows:

- Come to consensus on a working definition of “adjunct faculty”
- Determine attributes of an optimal adjunct faculty experience
- Share best practices in addressing adjunct faculty requirements throughout the TBR
- Identify the most pressing current issues
- Anticipate future challenges
- Prioritize current issues and propose actions to address the top priorities

The Task Force prepared for its work by reviewing an a study entitled “*Survey of Part-Time and Adjunct Higher Education Faculty*”, which was conducted in January 2010 by the American Federation of Teachers, Higher Education Division. The results of this survey provided a broad, national overview of the landscape of the adjunct faculty experience from adjuncts’ perceptions and associated data.

This document also provided a starting place for the discussion on a working definition of “adjunct faculty”. The TFAF reviewed the AAUP definition of “contingent faculty” [<http://www.aaup.org/AAUP/issues/contingent/> cited May 24, 2011], which included a multiplicity of positions that served instructional roles at colleges and universities. TBR policy

was then referenced. The TFAF agreed to focus on *adjunct faculty* as generally described in TBR Policy 5:01:01:00 – Subject: Employment Classification as follows: *Adjunct faculty – All faculty whose temporary appointments are based on demand each semester.* Concerns about the clarity and completeness of this definition were voiced including whether policy should address whether the term “faculty” should be used in the definition as this seems to refute the distinction established in Policy: 5-02-01-00 - Subject: Definition of Faculty (*d*) *The term "faculty" shall not, for the purposes of this statement include members of an institution's or school's instructional personnel defined as "adjunct faculty".* Members agreed to draft a working definition of “adjunct faculty”, which follows:

Adjunct faculty – A temporary employee who teaches less than a full time load as defined by the department and institution of employment on a semester-by-semester basis. Currently, adjunct faculty are not eligible to participate in the institution’s health or retirement plans. The primary responsibility of this position is to teach a course or courses as assigned and assume other assigned responsibilities as delineated by the department and institution related to the effective teaching of the assigned course(s) and support of student learning.

The TFAF recommends that the definition of “adjunct faculty” be further clarified, revised, and subsequently used consistently in TBR Policy and Guidelines.

The TFAF engaged in discussions and feedback to describe an optimal adjunct faculty experience. It was noted that it is not the intent of the TFAF to prescribe a universal model but rather to describe attributes of the adjunct faculty experience that lead to peak performance, productivity, and satisfaction of all parties (adjuncts, students, colleagues, administrators, etc.). It was also noted that some adjuncts may value certain attributes more than others, but nonetheless, the descriptors provide a valuable portrait of the adjunct experience on which to build policy and procedure. The Task Force collated its ideas regarding the optimal adjunct faculty experience using a document sharing process (Appendices C and D). Attributes were organized in these six areas:

- Working environment
- Communication
- Training
- Compensation and benefits
- Inclusion and recognition
- Future opportunity

Best Practices

The Task Force then discussed best practices in providing adjunct faculty with a high quality experience, again in terms of the same six categories derived from Input Form #1 feedback. TFAF members shared several examples of best practices notably the variety of email list-serves used to include adjunct faculty in notifications and discussions from college-wide to discipline-specific. It was suggested that an outcome of the TFAF's work be the recommendation that a means by which best practices could be shared throughout the TBR be developed. Suggestions included a website, eLive meetings, a statewide annual conference for adjunct faculty, and face-to-face meetings among adjunct faculty administrators TBR-wide.

Current Issues

In terms of the same six categories listed above, the TFAF discussed the most pressing current issues regarding adjunct faculty. This discussion resulted in identifying 21 current issues. TFAF members then evaluated the relative significance of these 21 issues (all were considered important) by means of a *Current Issues Prioritization Worksheet* (Appendix E). The TFAF discussed the results and formulated recommendations for action on a limited number of the most pressing concerns. To that regard, the tabulation cited three Training issues and two Compensation and benefit issues as receiving the highest point totals (each issue was scored from 1 to 5 with the higher score indicating greater importance.)

The following three current issues received the highest point totals:

- Providing training to adjuncts on electronic technologies, media and equipment essential to the effective instruction of the course
- Providing training to adjuncts on teaching including content delivery, teaching methods, classroom management, assessment, etc.
- Providing adjuncts with orientation to legal and institutional expectations as well as orientation to available resources (instructional, institutional, departmental) in support of their teaching

The Task Force concurred that appropriate and dynamic orientation, training in electronic teaching tools, and overall training in pedagogy are of key importance. It was noted that best practices in these areas are in place in some TBR institutions, which led to a suggestion that a means by which these best practices could be chronicled and shared (white paper, website, conferences, etc.) to be used proactively by TBR institutions and sustained for the continuous improvement of adjunct faculty processes and experiences.

The following three Compensation and benefits issues scored fourth (tie) and seventh:

- Revising policy so that TBR establishes minimum (rather than maximum) rates of pay for adjunct pay at each level
- Offering a waiver, discount or reimbursement to adjuncts for taking courses at a TBR institution
- Establishing a mechanism for regularly reviewing TBR-wide adjunct pay rates

While acknowledging that there is a part of the adjunct cadre that is not driven by compensation, Task Force members pointed to the problematic nature of the current compensation levels and with the corresponding *TBR Guideline P-050: Part-time Faculty Compensation* (Appendix B), which gives a maximum pay rate for each of four levels with the provision for exceptions made by presidents or directors “*based on bonafide market studies which can be documented.*” It was suggested that the first and third listed Compensation and benefits issues be combined into one recommendation that would suggest that the aforementioned guideline be revised to better provide equity for adjuncts and flexibility for institutions. It was then suggested that the second Compensation and benefits issue listed above be folded into the Training recommendation as it targets continuous quality improvement for adjuncts. This met with agreement.

The TFAF next discussed other categories of current issues that ranked high in the tabulations. These included Communication, Working environment, and Inclusion and recognition. It was pointed out that these issues are largely local in nature and that they all spoke to the quality of the adjunct experience, especially in terms of supporting adjuncts in promoting and contributing to student retention and success. As with Training issues, it was noted that best practices in these Quality areas permeate the TBR system, but again there is not a common forum for sharing and learning from one another. It was suggested that a third recommendation be focused on Communication, Working environment, and Inclusion and recognition and that this recommendation be blended into one Quality Experience category.

Future Challenges

Regarding Future Challenges, the TFAF adopted a “future is now” spirit and recognized that the discussion and subsequent identification and ranking of current issues includes the key elements of those concerns originally voiced in the discussion of future challenges. The TFAF emphasized that current issues are of the utmost priority and require concentrated, immediate action. Such action will help address concerns about future budget planning. Addressing current issues now will ameliorate future challenges for the TBR system-wide.

Proposals

1. That the definition of “adjunct faculty” in TBR Policy be clarified, revised as needed, and used consistently throughout all relevant TBR policies and guidelines.
2. Given that the most recent revision to the TBR guideline that addresses adjunct compensation was in 1998, that compensation practices for adjunct faculty be actively addressed particularly through a thorough examination and revision of TBR Guideline P-050. This review must consider the need to establish minimum-rates of pay, address other possible forms of remuneration for adjuncts, and provide institutional leaders with the flexibility to remunerate adjuncts without the costly and time-intensive requirement of a documented market study. Also, that a mechanism for regularly reviewing adjunct pay rates be considered as a component to policy and guideline revision.
3. That best practices in training adjunct faculty including orientation, technology in teaching, and pedagogy be systemically identified and shared in order to support an optimal quality of adjunct faculty experience to support student persistence and success.
4. Similarly, that best practices in Communication, Working environment, and Inclusion and recognition practices be identified and shared. Sharing mechanisms may include a system-wide, hard copy text of best practices, use of various electronic communication tools, conferences, and workshops.
5. To implement proposals 1 – 4 above, that a separate action team be formed to investigate each proposal in detail; that each action team prepare and present its findings to the TFAF and the Office of Academic Affairs; and that each action team, the TFAF and the Office of Academic Affairs follow-through to actualize significant improvements in the adjunct faculty experience throughout the TBR.

Conclusion

This report and the proposals contained herein represent the consensus thought, work and perspective of the Task Force on Adjunct Faculty. This report is submitted in response to the charge of the TFAF and is presented in order to

- Improve the experience of our adjunct faculty colleagues,
- Enhance the quality of the TBR institutions for which they so diligently work, and
- Promote student success for all TBR students who benefit immeasurably from our adjunct faculty members’ teaching, talent, and commitment.

Appendices

- A. TFAF Membership List
- B. Guideline p-050: Part time Faculty Compensation
- C. TFAF Input Form
- D. TFAF Input Form Combined
- E. TFAF Current Issues Prioritization Worksheet
- F. TFAF Current Issues Prioritization Worksheet – Tabulation by rank (highest to lowest)

Appendix A. TFAF Membership List

NAME	POSITION	INSTITUTION
Susie Matthews	Director of Vet Tech Program and co-Chair of the Adjunct Faculty Committee	ChSCC
John Haworth	Department Chair of Social and Behavioral Sciences	ChSCC
Sherra Witt	Dean of Business & and Technology	CISCC
Joni Lenig	Associate VP for Faculty, Curriculum, and Programs	CoSCC
Mary Ann Sellars	Vice President for the College	DSCC
Dan Brown	Associate Dean of Arts & Sciences	ETSU
John Poparad	Adjunct faculty member	MSCC
Lee Casson	English Instructor	MTSU
Flora Setayesh	Chemistry faculty	NaSCC
Rhonda Coffelt:	Biology/Chemistry faculty – outlying site	NaSCC
Yvonne Simerman	Sociology adjunct faculty	NaSCC
Tammy Bartlett	Director of Evening Services	NeSCC
William Wilson	Dean of Humanities	NeSCC
Mark Fuentes	Faculty President (outgoing)	PSCC
Chris Whaley	VP for Academic Affairs	RSCC
Barbara Roseborough	AVP for Academic Administrative Services	STCC
Randy Schulte	Assistant Vice Chancellor for Academic Affairs	TBR
Oscar Miller	Associate Dean of Arts and Sciences	TSU
Kurt Eisen	Professor of English and Associate Dean of Arts and Sciences	TTU
Tony Baker	Director of Composition, English Department	TTU
Dan Lattimore	Vice Provost Extended Programs	UM
Jim Hiatt	AVP Academic Affairs	VSCC
Linda Roberts	AVP for Academic Affairs and Dean of Distance Education	WSCC

Appendix B. Guideline P-050: Part time Faculty Compensation

Section D.4 of the Tennessee Board of Regents' General Personnel Policy (5:01:00:00) provides that "Part-time instructional personnel shall be paid on the basis of the credit or noncredit hours taught, pursuant to such guidelines and/or schedules as may be established by the Board." The rates set forth in this schedule shall be considered maximum rates for compensation of part-time faculty.

A. Universities, Community Colleges, and Technical Institutes:

<u>Level</u>	<u>Rate per Semester Credit Hour</u>
4	\$700
3	\$650
2	\$600
1	\$550

B. Technology Centers

<u>Level</u>	<u>Rate per Clock Hour</u>
4	\$30
3	\$25
2	\$22
1	\$20

Each institution will develop criteria for assigning part-time faculty to the four levels. The criteria may include such factors as educational qualifications, market differentials, and professional experience. Exceptions to the schedule may be approved by presidents or directors based on bonafide market studies which can be documented.

Source: March 5, 1977 SBR meeting. Revised March 4, 1977; September 18, 1981; November 8, 1982; September 30, 1983; September 21, 1984; November 10, 1987; May 16, 1989; February 9, 1993 Presidents Mtg.; May 5, 1998 Presidents Mtg.

Appendix C. TFAF Input Form

Task Force on Adjunct Faculty from meeting on May 12, 2011

INPUT FORM 1

Directions: *To respond to the following 5 questions, please enter your ideas and suggestions in the text box following that question. You do not need to duplicate points included in the Minutes of 5-12-11, but if you wish to elaborate or explain your perspective on a particular bullet in the Minutes, feel welcome to do so. Also, you do not need to respond to every question – only respond to those for which you wish to contribute further points. Please save your Input Form under a different filename (use the “Save As” function and add your initials to the filename). Return your Input Form via email attachment to Dr. Schulte (randy.schulte@tbr.edu) no later than Monday, May 23, 2011. The suggestions collected from all TFAF members via this Input Form coupled with suggestions provided during the conference call meeting of May 12, 2011 will be collated and sent to you for reference and discussion at the next TFAF meeting. Email or call Dr. Schulte at 615-365-1505 should you have any questions. Thank you for your contributions!*

Questions:

1. What terms and descriptions should be included in the TFAF’s working definition of “adjunct faculty”?

Click here to enter text.

2. What do you consider to be attributes of an optimal adjunct faculty experience?

Click here to enter text.

3. In your experience and particularly at your current institution, what are examples of best practices in providing adjunct faculty with a high quality experience?

Click here to enter text.

4. What are the most pressing current issues that the TFAF should address regarding adjunct faculty?

Click here to enter text.

5. What do you foresee as being future challenges regarding adjunct faculty that will be especially significant in the next 2 to 5 years?

Click here to enter text.

Appendix D. TFAF Input Form Combined

TFAF responses to key questions from meeting on May 12, 2011

INPUT FORM 1

The following lists include the suggestions collected from TFAF members as submitted through Monday, May 23, 2011. These have been coupled with suggestions provided during the conference call meeting of May 12, 2011.

1. What terms and descriptions should be included in the TFAF's working definition of "adjunct faculty"?

1. part-time
2. contingent
3. temporary
4. term
5. graduate teaching assistant (GTA)
6. non-tenure track
7. "Adjunct" is sometimes applied to a graduate level instructor.
8. "Adjunct faculty" should only include those individuals who work part-time on a per-semester basis (e.g., teaching only one, two, or three courses per semester) and who do not receive any benefits. To include other groups—e.g., instructors, graduate teaching assistants, and temporary faculty off the tenure track—would broaden the scope of this task force, potentially diluting the effectiveness of our suggestions. Indeed, these other kinds of faculty experience numerous problems on TBR campuses—and to administer properly to their needs we should organize separate specialized task forces.
9. post-retirement
10. retired
11. administrator
12. professional staff members of businesses, industries, and other agencies and organizations who are appointed on a part-time basis to carry out instruction
13. "Adjunct faculty" are part-time faculty that teach credit courses. As defined by TBR: "Adjunct faculty" is defined as professional staff members of businesses, industries and other agencies and organizations who are appointed by institutions and schools on a part-time basis to carry out instructional, research or public service functions."
14. The AAUP discusses "contingent faculty" which includes part-time, graduate assistants, adjuncts, etc.
15. Individuals who have earned the appropriate degrees/credentials as set forth by the institutions' accrediting body(ies)
16. Hired on a semester-by-semester basis to carry out instructional and/or research functions (Based loosely on TRB Policy 5-02-01-00)

17. Since TBR's definition of 'faculty' includes full-time tenure-track and non-tenure-track faculty and excludes only part-time faculty, I think 'adjunct faculty' should include only part-time, semester-by-semester, term-contract instructors.
18. Adjunct faculty should be described as faculty who teach less than 15 semester hrs on a semester-by-semester basis. There are no benefits associated with the position, and the primary responsibilities include teaching, developing course materials, to include syllabus, and holding office hrs.

2. What do you consider to be attributes of an optimal adjunct faculty experience?

1. Office space
2. computer use
3. computer user support
4. input on governance ("voice")
5. participation in department meetings
6. inclusion in collegial events
7. recognition (formal and informal)
8. mentoring
9. handbook
10. orientation
11. Effectively linked to communication venues (email, blogs, etc.)
12. Benefits - access to at least the same level of benefits as other campus part-time employees (e.g., pro-rated benefits such as reduced spousal and child tuition, retirement, health insurance).
13. equitable compensation (to increase compensation *considerably*)
14. Timely compensation schedule.
15. collegiality and professional initiatives (namely: allowing adjuncts to serve on faculty senates and to participate in various academic and student-affairs committees)
16. institutions invite their adjunct faculty to attend and be a part of the graduation ceremony and/or reception
17. survey should be developed and administered at the end of the semester, so adjuncts have an opportunity to share their overall experience/needs and provide input about their preferred workshops and the kind of skills they like to improve and/or develop
18. participate in professional development activities such as conferences, seminars, and workshops
19. Academic Freedom
20. Input on the courses they teach.
21. Centralized support for administrative functions to include a person(s) to assist and be available for issues pertaining to payroll, attendance verification, adjunct personnel files, and generating contracts, etc. Also, someone who acts as an administrative liaison for the adjunct on matters pertaining to helping them through processes/procedures and to answer questions pertaining to functions to be completed throughout the semester.
22. Assistance with enhancement of classes in D2L to include full-time faculty rollover of course shell or assistance with content.
23. access to the same rights, obligations, and resources as peers with the same classroom responsibilities (per institution)

24. Support from lead instructors (especially important for ‘newbies’). To decrease time demands on full time faculty some of these tasks could be accomplished by a campus-wide adjunct faculty support person.
25. reasonable and timely notification of teaching assignments
26. means for advancement or promotion
27. Adjunct pay should be consistent within respective institutions for comparable assignments
28. Include the adjunct as part of the department. The adjunct is considered part of the “team” from the discipline that is providing the instruction to the school’s students.
29. Possibility of some type of accounting for years worked in a part time status that may count toward full-time employment. As far as I know, when an adjunct applies for a full-time position, there is no mechanism that accounts for their years of previous service
30. Student success.
31. An energized classroom academic environment
32. Minimal administrative burden
33. Minimal concern for legal liabilities
34. Participation in the changes in the policies, practices, and processes that will impact adjunct teaching
35. Schedule that meets the institution and their needs.
36. training on classroom management

3. In your experience and particularly at your current institution, what are examples of best practices in providing adjunct faculty with a high quality experience?

1. A thorough and effective evaluation scheme for adjuncts. For example, using IDEA evaluations to review/assess results with returning adjunct faculty during staffing for the upcoming semester
2. Professional development activities for adjuncts
3. Teaching award by which adjuncts may be recognized
4. Free parking pass
5. Adjunct recognition dinner each semester
6. E-Learn training mentor for adjuncts. evening computer support services for the first week of evening classes in our Adjunct Faculty Workroom for several hours to help with logging into the various systems they have to use, i.e., e-mail and Banner, etc. . Provide additional online tutorials created by our director of Academic Technology and also provide them with D2L RODP tutorials for some additional online assistance.
7. Weekly eLive meetings during the semester – course specific and led by lead instructor.
8. Orientation program for adjuncts integrated with orientation of new FT faculty.
9. Orientation during in-service for both new and returning adjunct faculty that includes a reception, divisional meetings and mentoring sessions, and a general meeting with “new” adjunct faculty at the end of the evening. All adjunct faculty receive an information packet with institutional information and general guidelines, expectations, and services provided. Division secretaries add to the packet what they would like for their faculty to have above and beyond what is generically placed in the packets.
10. Travel supplement
11. In-service workshop for adjuncts

12. Provide online D2L platform (page) for adjunct faculty. Instructors are listed as students and this allows content, forms, dates, training modules, and miscellaneous information, etc. in an online format for them as an extra tool. It provides services and information updates regarding professional development. This is in addition to the e-mails they get regarding professional development or events.
13. provide them with a high degree of academic freedom—allowing them to develop their own curriculum (as per TBR and departmental guidelines) and to construct their own pedagogical methods
14. detailed online adjunct faculty handbook and orientation
15. tuition benefit for adjuncts
16. multiple-course adjunct and overload premium
17. Development of a system that rewards seniority and good performance (rather than offering a flat-rate pay)
18. Policy of giving adjuncts no more than 2 preps and ideally, only 1 per semester.
19. Having a central location for administrative functions, mailboxes, copiers, materials and supplies, computer access, grade scanner access, and other office equipment needed since they do not have their own office. Provide a designated location to provide access for these functions at main campus as well as each off-campus site.
20. In fall semester we pay September 30, changed from Oct. 15. Our adjunct pay dates fall mid-month for spring and summer.
21. Have an adjunct representative on the faculty council.
22. Outstanding General Education Teaching Award for which adjunct faculty (and regular faculty) are eligible.
23. Awards for outstanding adjuncts at end of the year
24. Assigning full-time faculty from same discipline as mentor
25. We meet the key staff members at that event, however, we do not have a formal introduction to the other faculty members and often do not even know who they are
26. A clear expectation of the expected performance level of the students is communicated
27. A base line example of the course is provided that can be adapted by the adjunct to fit a particular style.
28. Adjunct faculty are included in all communications from President, VPs and Department head
29. Mentoring program at the department level. Full-time faculty are paired with adjuncts in the same department and the same discipline, when possible.

4. What are the most pressing current issues that the TFAF should address regarding adjunct faculty?

1. Evaluation processes
2. Job security
3. Compensation - TBR's maximum rates of pay haven't been altered in nearly two decades. TBR should establish minimum (rather than maximum) rates of pay. Likewise, there's no mechanism for regularly reviewing these pay rates. Of course, the problem is the heavy reliance on adjuncts and the effect a major pay increase would have on already declining budgets.
4. Moving from temporary to full time status

5. Training support
6. Mileage reimbursement
7. Number of classes taught total (teaching at more than one TBR campus)
8. TBR policies and guidelines that address and affect adjunct faculty
9. Benefits
10. Minimum pay allowed for adjuncts set in TBR policy
11. Morale
12. Faculty charged with directing programs that utilize large numbers of adjuncts should be given adequate release time to provide the crucial support adjuncts need to teach well and feel connected to their departments and each other.
13. Office space - Adjunct faculty without working space, computers, and phones are not available to their students
14. Dealing with the requests for more full-time positions
15. The ability of adjunct faculty to contribute to student success
16. Academic standards, ensuring that adjuncts are equipped with the training essential to uphold departmental academic standards.

5. What do you foresee as being future challenges regarding adjunct faculty that will be especially significant in the next 2 to 5 years?

1. Retention of students
2. Student success (certificate or degree award)
3. Addressing new cooperative initiatives with high schools and technology centers
4. Academic freedom as it applies to adjunct faculty
5. Educational quality and the learning environment itself
6. Increase and/or provide opportunities for adjuncts to be able to offer help and assistance to students outside the classroom
7. Maintain the integrity of the programs
8. Retaining qualified adjunct faculty
9. Increased use of technology and requirements
10. Recruitment of quality adjunct faculty
11. The continual increase in the number of required tasks beyond basic course preparation and teaching (especially in relation to the use of technology in its myriad formats)
12. Administrative decisions to replace retiring full professors with non-tenurable positions and to hire more administrators serve to devalue faculty expertise and to invest only in short term maintenance, rather investing in long-term commitment to learning and knowledge
13. Hiring high numbers of adjuncts negatively impacts regular faculty morale, particularly during summer terms.
14. Low pay for adjuncts drives potential adjuncts to other activities, reducing the pool of qualified adjuncts.
15. Finding appropriate graduate-level instruction
16. Because of the rise in numbers of students, more adjunct faculty will be hired and they will need to spend more time on grading and meetings with students.

17. Understand the demographics Adjunct faculty. Base actions on that understanding.
18. Design and implement Adjunct Faculty policies, procedures, and practices by engaging all the stakeholders including the Adjuncts.
19. Perhaps one of the challenges will be securing full-time employment. Meeting the expectations of the part-time employment, while seeking full-time employment is a challenge also.

Appendix E. TFAF Current Issues Prioritization Worksheet

	CATEGORY	ISSUE AFFECTING QUALITY OF EXPERIENCE AND PERFORMANCE OF ADJUNCT FACULTY	RANK 1-5 (1=least significant to 5 = most significant)
1	Working environment	Managing the semester course load of adjunct to assure quality of instruction and fair treatment of adjunct faculty	
2	Working environment	Managing the number of classes taught each semester by an adjunct to assure that no more than 14 credit hours per semester combined at more than one TBR campus	
3	Working environment	Identifying TBR policies and guidelines that address and affect adjuncts and recommend revisions accordingly	
4	Working environment	Providing office space to adjuncts to include working space, computers, and phones so that they are available to their students	
5	Communication	Establishing distinct adjunct evaluation processes (by supervisor, by students) that take into account adjunct responsibilities, availability and accessibility versus using standard full-time faculty processes	
6	Communication	Setting expectations for accessibility to students for adjuncts including accessibility via online format (D2L, email)	
7	Communication	Including all adjuncts in appropriate distribution lists and other communication tools used by the discipline and institution	
8	Training	Providing adjuncts with orientation to legal and institutional expectations as well as orientation to available resources (instructional, institutional, departmental) in support of their teaching	
9	Training	Providing training to adjuncts on teaching including content delivery, teaching methods, classroom management, assessment, etc.	
10	Training	Providing training to adjuncts on electronic technologies, media and equipment essential to the effective instruction of the course	
11	Training	Instituting an adjunct mentoring program	

12	Compensation & benefits	Revising policy so that TBR establishes minimum (rather than maximum) rates of pay for adjunct pay at each level	
13	Compensation & benefits	Establishing a mechanism for regularly reviewing TBR-wide adjunct pay rates	
14	Compensation & benefits	Offering added compensation for such activities as office hours, orientation attendance, training, professional development attendance, etc.	
15	Compensation & benefits	Providing a "compensation differential" to adjuncts who teach at outlying sites or a stipend to serve remote locations	
16	Compensation & benefits	Investigating whether adjuncts may be considered for "pro-rated benefits" (e.g. retirement benefits)	
17	Compensation & benefits	Offering a waiver, discount or reimbursement to adjuncts for taking courses at a TBR institution	
18	Inclusion & recognition	Promoting adjunct performance via awards, recognition activities and other initiatives that promote collegiality	
19	Inclusion & recognition	Providing adjunct supervisors with adequate release time to provide the crucial support adjuncts need to teach well and feel connected to their departments and each other.	
20	Future opportunity	Developing strategies to provide greater job security to adjuncts	
21	Future opportunity	Providing pathways to assist those adjuncts who seek to move from temporary to full time status	

Appendix F. TFAF Current Issues Prioritization Worksheet - Tabulation

#	CATEGORY	ISSUE AFFECTING QUALITY OF EXPERIENCE AND PERFORMANCE OF ADJUNCT FACULTY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOT	
10	Training	Providing training to adjuncts on electronic technologies, media and equipment essential to the effective instruction of the course	3	5	5	4	5	4	5	3	5	4	5	5	5	5	5	5	4	5	82	
9	Training	Providing training to adjuncts on teaching including content delivery, teaching methods, classroom management, assessment, etc.	5	5	5	1	5	4	3	4	5	4	5	5	5	5	5	5	2	3	5	76
8	Training	Providing adjuncts with orientation to legal and institutional expectations as well as orientation to available resources (instructional, institutional, departmental) in support of their teaching	5	3	3	4	5	3	4	5	5	4	5	5	4	3	5	5	2	5	75	
12	Compensation & benefits	Revising policy so that TBR establishes minimum (rather than maximum) rates of pay for adjunct pay at each level	5	5	5	5	1	5	5	5	3	5	4	4	4	3	3	3	4	4	73	
17	Compensation & benefits	Offering a waiver, discount or reimbursement to adjuncts for taking courses at a TBR institution	3	4	4	5	5	5	1	3	5	5	5	5	5	3	3	4	4	4	73	
7	Communication	Including all adjuncts in appropriate distribution lists and other communication tools used by the discipline and institution	5	4	4	5	5	3	4	4	5	1	5	4	4	5	5	3	3	3	72	
13	Compensation & benefits	Establishing a mechanism for regularly reviewing TBR-wide adjunct pay rates	5	4	4	2	3	5	5	4	3	5	3	4	4	4	5	3	4	4	71	
18	Inclusion & recognition	Promoting adjunct performance via awards, recognition activities and other initiatives that promote collegiality	5	3	3	3	5	4	4	2	5	5	4	5	4	3	1	4	5	5	70	
11	Training	Instituting an adjunct mentoring program	3	4	4	4	5	2	1	4	4	3	5	3	4	5	5	3	4	5	68	
3	Working environment	Identifying TBR policies and guidelines that address and affect adjuncts and recommend revisions accordingly	1	5	5	1	5	5	5	3	4	5	3	4	3	3	5	3	4	3	67	
4	Working environment	Providing office space to adjuncts to include working space, computers, and phones so that they are available to their students	3	4	4	5	3	3	3	4	3	4	5	5	3	4	4	2	4	4	67	
5	Communication	Establishing distinct adjunct evaluation processes (by supervisor, by students) that take into account adjunct responsibilities, availability and accessibility versus using standard full-time faculty processes	5	4	4	3	3	4	1	4	4	3	5	4	4	5	3	3	4	4	67	
15	Compensation & benefits	Providing a "compensation differential" to adjuncts who teach at outlying sites or a stipend to serve remote locations	5	3	3	3	3	2	3	4	5	5	3	3	4	3	5	5	4	3	66	
1	Working environment	Managing the semester course load of adjunct to assure quality of instruction and fair treatment of adjunct faculty	5	4	4	4	5	4	2	5	5	2	1	4	5	2	1	4	4	3	64	
6	Communication	Setting expectations for accessibility to students for adjuncts including accessibility via online format (D2L, email)	3	4	4	3	3	3	1	5	5	3	5	5	3	3	2	4	3	5	64	
14	Compensation & benefits	Offering added compensation for such activities as office hours, orientation attendance, training, professional development attendance, etc.	5	3	3	5	1	1	5	3	4	5	3	5	2	2	4	5	1	2	59	
19	Inclusion & recognition	Providing adjunct supervisors with adequate release time to provide the crucial support adjuncts need to teach well and feel connected to their departments and each other.	5	3	3	4	5	1	2	3	4	2	4	4	4	1	4	2	2	3	56	
21	Future opportunity	Providing pathways to assist those adjuncts who seek to move from temporary to full time status	5	3	3	3	1	2	1	2	2	5	5	2	3	2	5	3	1	4	52	
16	Compensation & benefits	Investigating whether adjuncts may be considered for "pro-rated benefits" (e.g. retirement benefits)	5	4	4	5	1	2	4	1	2	5	3	4	3		1	2	1	4	51	
20	Future opportunity	Developing strategies to provide greater job security to adjuncts	5	4	4	3	1	1	3	2	3	5	2	3	2	2	4	2	1	3	50	
2	Working environment	Managing the number of classes taught each semester by an adjunct to assure that no more than 14 credit hours per semester combined at more than one TBR campus	5	4	4	1	5	1	2	3	5	2	1	2	4	2	1	1	1	3	47	