

# PROJECT ACCEPT FINAL REPORT

## Project ACCEPT

Addressing the Culture, Climate, and Experience  
of Part-timers at PCC



Final report on the work of Project ACCEPT, a task force of the Educational  
Advisory Council of Portland Community College.

# PROJECT ACCEPT FINAL REPORT

## Task Force Members:

- **Karen Carroll**, Past Co-Chair (now FT at Umpqua CC; was PT in Geology at CA)
- **Allie Flanary**, Past Co-Chair (Librarian and FT faculty at SY)
- **Tanya Pluth**, Past Co-Chair (PT faculty in English Composition and Women's Studies, primarily at CA)
  
- **Martha Bailey** (PT faculty in Philosophy/Religious Studies at all campuses)
- **Louis Bruneau** (PT Faculty in Business/Emergency Management at CA and SE)
- **Sylvia Gray** (FT Faculty in History at SY)
- **Theresa Love** (FT Faculty/FDC in Developmental Education, Reading/Writing at RC)
- **Alyson Lighthart** (Division Dean for Math, Sciences, Health, and PE at CA)
- **Kerry Pataki** (PT Faculty in Anthropology and Geography at SY)
- **Michael Street** (PT Faculty in English Composition at RC)
- **Paige Talbot** (past member, now FT at South Seattle College; was PT in English Composition at RC)

# PROJECT ACCEPT FINAL REPORT

## Contents

### FINAL REPORT:

4	Executive Summary.....	4
7	ACCEPT Task Force.....	8
	Charge	
	Activities	
	Nationwide Context.....	9
	Effect on Student Success	
	Best Practices regarding Part-Time Faculty	
	Six Examples From Other Colleges	
	PCC History and Context.....	15
	Conclusion.....	17

### FINAL RECOMMENDATIONS:

	Recommendation 1: FEAT.....	18
	PCC Structure and Culture.....	21
	Recommendation 2--decision making	
	Recommendation 3--support	
	Faculty Development and Training.....	25
	Recommendation 4--orientation	
	Recommendation 5--professional development	
	Recommendation 6--opportunities	
	Data Collection.....	31
	Recommendation 7--data gathering	
	Recommendation 8--data utilization	

### ADDITIONAL CONSIDERATIONS:

	Non-action items.....	34
--	-----------------------	----

	<b>Appendix A:</b> ACCEPT (2013) Survey Summary Chart of Responses.....	40
--	---	----

	<b>Appendix B:</b> Part-Time Faculty Orientation White Paper (2014), LEAD Academy..	41
--	---	----

	<b>Suggested Reading and References.....</b>	<b>46</b>
--	--	-----------

# PROJECT ACCEPT FINAL REPORT

*I LOVE working for PCC, but I really think that the part-time situation is really sad and frustrating. There is a lot of consistency lost with it. There are way fewer full-time positions to part-time positions and this really does not create a cohesive group. Full-timers make most of the decisions, even though part-timers have some really great ideas and could have some amazing contributions. I was at a sac meeting yesterday and it floored me the number ratio between the two. Sadly, there were few part-timers because they work at other institutions or do not feel a connection enough to participate. I feel the many feel like second class citizens. I have struggled to be a part of the PCC community, but it is difficult to do so with the part-time schedule I have had in the past...due to the fact that I am the main income and it takes 5- 6 classes at two institutions to make an income to support my family. That is a crazy schedule!! I WANT to feel a connection and be a part of one campus...or two at the most. I want the management to value my ideas and contribution...and many times I have not felt this... even when I try. I think I will stop there...there is more, but feel I need to see something happening to continue. I hope this continues and actually makes a difference for part-time staff.*

## Executive Summary

Project ACCEPT (Addressing the Collective Climate and Experience of Part-Timers), an Educational Advisory Council (EAC) Task Force was given the charge in January 2013 to “explore and examine issues surrounding part-timers and how the current system affects the educational experience at PCC, listing both positives and tension points.” ACCEPT was to categorize these as “Issues within our control, issues we might influence, and issues beyond our control,” and to make recommendations to the EAC, which when approved would move on to the college president.

In working within these categories, we found that as an advisory body we have relatively few issues that fall within our control, but many that we might influence. We have listed issues that fell beyond our purview in the final section, and note that they might be addressed through the normal negotiation processes established at PCC.

This report describes the ACCEPT charge and its activities, the national context and best practices, and other college examples. It provides a brief history of PCC with regard to part-time faculty, and a set of recommendations, each accompanied by an explanation.

In short, PCC’s use of part-time faculty reflects that of the nation, yet only partially reflects widely agreed upon best practices (including efforts to *integrate* part-time faculty into the college community, *provide* basic support, orientation, professional development, and access to more predictable teaching appointments, and *improve* collection of data). Our recommendations offer insight into ways to meet and improve our stated ideals in a consistent manner

# PROJECT ACCEPT FINAL REPORT

for the benefit of PCC students, part-time faculty, and the entire college.

The ACCEPT Task Force presents one overarching recommendation, and the remaining recommendations under two categories:

- A. Recommended Action Items
  - ❖ PCC Structure and Culture
  - ❖ Faculty Development and Training
  - ❖ Data and Institutional Effectiveness
- B. Additional Considerations (Non-action items)
  - ❖ Faculty Employment, Hiring, and Advancement

## Overarching Recommendation—Standing Oversight Committee

- **Recommendation 1:** Establish a “Faculty Development and Institutional Climate” (FDIC) committee or other institutional entity to continue the work of Project ACCEPT, to monitor implementation of changes, and to continue identifying best practices to address the collective climate and experience of instructors at PCC.

### A. Recommended Action Items

#### PCC Structure and Culture

- **Recommendation 2:** Ensure that all instructors at PCC, regardless of part-time or full-time status, have the opportunity to participate in decision-making functions of the institution.
- **Recommendation 3:** Ensure that all instructors at PCC, regardless of part-time or full-time status, receive the necessary information and support to perform the functions of their position.

#### Faculty Development and Training

- **Recommendation 4:** Create a best-practices orientation system for all instructors, to ensure that all new faculty receive the necessary training and resources to begin their work at PCC.
- **Recommendation 5:** Ensure that all instructors at PCC, regardless of part-time or full-time status, are actively aware of and supported in development and training opportunities
- **Recommendation 6:** Provide faculty development opportunities specific to the needs of instructors at different stages in their careers.

# PROJECT ACCEPT FINAL REPORT

## Data

- **Recommendation 7:** Adjust and continue data gathering practices to ensure that PCC captures information necessary for determining the impact of the part-time/full-time faculty ratio on the collective climate and experience at PCC.
- **Recommendation 8:** Utilize institutional data and national research to make recommendations regarding best practices.

## B. Additional Considerations (Non-Action Items)

### Faculty Employment, Hiring, and Advancement

- **Finding 1:** Consider establishing clear opportunities for advancement for part-time instructors.
- **Finding 2:** Consider establishing a clear and consistent process for hiring and scheduling part-time instructors across the district.
- **Finding 3:** Consider creating longer contract periods for part-time instructors with assignment rights.

# PROJECT ACCEPT FINAL REPORT

## ACCEPT Task Force Charge

Project ACCEPT (Addressing the Culture, Climate, and Experience of Part-Timers) was established as a task force of the Portland Community College Educational Advisory Council (EAC) in December 2012. Founding members of the task force authored and presented a proposal to the EAC in January 2013. The proposal was immediately accepted. The charge stated:

- ❖ **Explore and examine** issues surrounding part-timers and how the current system affects the educational experience at PCC, listing both positives and tension points
- ❖ **Categorize the issues as:**
  - Issues within our control (recommendation action items)
  - Issues we might influence (action and non-action)
  - Issues beyond our control (non-action items)
- ❖ **Make recommendations** to the EAC based on findings (this final report document)

Assuming that the EAC approves the recommendations offered herein, the next step would be presentation to the college president with the hope for widespread adoption by the PCC community.

In working with these three above-mentioned categories, we found that since the EAC is an advisory committee to the president, we have very few, if any, issues that fall within our control. However, we do maintain the hope that we will be able to influence an improvement of culture and support for the majority of faculty at PCC, the part-time faculty, who have too many times felt disrespected and unsupported. As for issues beyond our control, we include the last three findings as our duty to be true to the data we collected from part-time faculty, realizing that they fall within the purview of the PCC Federation of Faculty and Academic Professionals.

Further information, documentation, and related readings are available on the ACCEPT Task Force web page:

<http://www.pcc.edu/resources/academic/eac/ACCEPTTaskforce.html>

# PROJECT ACCEPT FINAL REPORT

## ACCEPT Task Force Activities

The task force was made up of five part-time and three full-time faculty members and a division dean. Activities included:

- ❖ Meeting monthly and hearing from various speakers
- ❖ Reading broadly
- ❖ Utilizing the resources available through The Delphi Project
- ❖ Collecting data from the college
- ❖ Presentations and appreciative inquiry activities at Teaching Learning Centers, PT faculty institutes and inservices.
- ❖ Organizing a college-wide survey, which, after introducing the ACCEPT task force, asked PCC members to indicate their status within the college, and secondly asked if they had anything else they wanted to share. The survey received high participation with 732 responses, and 289 members made comments, many of which were substantial and enlightening, a number of which are included throughout this document (See Appendix A). The complete redacted survey comments are available for reading on the ACCEPT Taskforce website [http://www.pcc.edu/resources/academic/eac/documents/ACCEPT\\_survey\\_redacted\\_9.pdf](http://www.pcc.edu/resources/academic/eac/documents/ACCEPT_survey_redacted_9.pdf)
- ❖ Sharing preliminary findings with the 2013-14 LEAD academy (Cohort 6). The LEAD academy group chose to work on a subset of the issues that were emerging, orientation for part-time faculty (See Appendix B).
- ❖ The ACCEPT Task Force members periodically reported to the EAC and sought feedback.
- ❖ The ACCEPT task force finally solicited discussion on the draft of the final document throughout the academic year 2014-15. This final document represents adjustments made on the basis of that discussion.

This document represents the conclusion of this work and the presentation of findings and task force recommendations.

# PROJECT ACCEPT FINAL REPORT

## Nationwide Context

The balance of both numbers and percentages between full-time and part-time faculty members in institutions of higher education has changed dramatically in the past forty years. In 1969, over the broad spectrum of universities, colleges, and community colleges, 78.3% of faculty members were either full-time tenured or tenure-track, and 21.7% were non-tenure-track, often part-time. In a dramatic reversal, by 2009 these respective figures had flipped: nationwide about 66% of all faculty members are now contingent faculty (non-tenure track, adjunct, or part-time) (CCSSE, 2014; JLB Associates, Inc., 2008; Kezar & Maxey, n.d.; Schuster & Finklestein, 2006).

The high percentages can partially be explained by the growth in enrollments during the 1960s and 1970s, along with the need to keep tuition low and to maintain flexibility in scheduling, a course of action that allowed community colleges to meet the burgeoning need while keeping costs to a minimum. In reaction to cuts in funding and rising enrollments, part-time faculty were hired in many departments, intended perhaps as a temporary expedient to address urgent situations. In addition, in order for institutions to treat full-time, tenured faculty well, they tended to cut corners by hiring adjuncts, especially in lower-level and introductory courses. The practice of part-time faculty hiring had begun long before when colleges had drawn on professionals from business segments of the community to take advantage of their expertise in the classroom. In addition, small numbers of part-time faculty had been hired to provide flexibility during temporary fluctuations in enrollment and budget cuts. As time went on, though, additions were often made without regard to college mission, good employment practices, or the ultimate effects on students. What may have been seen as a temporary expedient at the time has become a permanent fixture (AFT, 2009; Baldwin & Chronister, 2001; Baron-Nixon, 2007; CCSSE, 2014; Gappa & Leslie, 1993; Kezar, 2012; Kezar & Maxey, n.d.; Kezar, Maxey, & Badke, n.d; Kezar & Sam, 2010a).

# PROJECT ACCEPT FINAL REPORT

## Effect on Student Success

In the past ten years, a number of studies using large nationwide databases (NCES, IPEDS, etc.) of student and faculty information have been examined to discern whether or not the use of part-time faculty has a negative effect on student success and retention. Certain studies instead examined single colleges or relied on analysis of “best practices” in teaching. Taken together, these studies strongly indicate that overall exposure to part-time faculty lead to less positive student outcomes with regard to student retention, transfer from two-year to four-year institutions, and to completion (Chickering & Gamson, 1987; Eagen and Jaeger, 2009; Ehrenberg & Zhang, 2005; Jacoby, 2006; Jaeger & Hinz, 2008; Landrum, 2009; Smith, 2010; Umbach, 2007).

To offer one salient example, Eagen and Jaeger (2009) looked at transfer rates from two-year colleges to four-year colleges.

“The findings indicate significant and negative association between students’ transfer likelihood and their exposure to part-time faculty instruction. Indeed, for every 10% increase in students’ exposure to part-time faculty instruction, students tended to become almost 2% less likely to transfer. . . . Although the strength of this association may seem small, the average student in this sample had almost 40% of his or her academic credits with part-time faculty members, which translates into being, on average, about 8% less likely to transfer compared to peers who had no exposure to part-time faculty members. Additionally, students who had all of their credits taught by part-time faculty were nearly 20% less likely to transfer than their peers who had only full-time faculty instruction” (p. 180).

Without exception, the studies suggest that the problem is lack of integration and support for part-time faculty within the institutions of higher education.

# PROJECT ACCEPT FINAL REPORT

## Best Practices regarding Part-Time Faculty

In the past 20+ years, much research has focused on issues regarding part-time faculty (also referred to in the literature with occasional differences in nuance as “contingent,” “adjunct,” “non tenure-track,” “limited-term,” and more). The ground-breaking work of Gappa and Leslie (1993), *The Invisible Faculty: Improving the Status of Part-Timers in Higher Education*, explored categories of part-time faculty: career-enders, specialists and professionals, aspiring academics, and freelancers. They explored the external forces, financial and other, that have led to the increased use of part-time faculty. They discussed the need for integrating this majority of faculty into the academic community with acknowledgement and equity.

All of these themes and more have been born out in consequent research. When one reads current journal research articles on the topic, there is by now a predictable list of comments:

- ❖ Part-time faculty are doing much with little.
- ❖ Part-time faculty should be better integrated into the college community.
- ❖ Basic institutional support should be provided for part-time faculty.
- ❖ Professional development should be available.
- ❖ There are unresolved issues of both respect and of equity in employment.
- ❖ Data collection should be improved.
- ❖ Probationary periods should be followed by longer contracts.
- ❖ Part-time faculty should be involved in shared governance.

In short, colleges must do better with regard to part-time faculty (Baldwin & Chronister, 2001; Baron-Nixon, 2007; Cross & Goldenberg, 2009; Gappa & Leslie, 1993; Kezar, 2012; Kezar & Sam, 2010a; Lyons, 2007; Waltman & August, 2007). Research continues, yet it is time to put consistently into practice the basic good principles that are well-known.

For an introduction to the research start with the succinct *Contingent Commitments: Bringing Part-time Faculty Into Focus*, and follow up with Baron-Nixon’s *Connecting Non Full-time Faculty to Institutional Mission* as well as Kezar’s *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Faculty Majority*.

# PROJECT ACCEPT FINAL REPORT

## Six Examples From Other Colleges

Below are brief summaries of several institutional examples that may provide models for addressing some of the same issues that PCC is facing, gleaned from both of these above-mentioned sources. The first example, Everett Community College, was shared with us by PCC's Dr. Sandra Fowler-Hill, who was involved in those efforts at her former institution.

### Everett Community College

"Everett CC is a two-year community college in Everett, Washington, north of Seattle. EvCC is committed to providing support and training for all new associate (part-time) faculty so that they are able to achieve objectives relating to both their own success in the classroom as well as greater student success by participating in a Faculty Academy. The purpose of the Academy is to provide faculty with an orientation to EvCC instructional systems and best practices. The Academy is conducted in an online environment (with 2 face-to-face meetings during the quarter). Faculty begin the Academy during their first quarter of employment and end with a self-reflection after receiving the student evaluation survey results from their first quarter. Trained mentors are assigned to new faculty to help them transition into the community college environment. The Academy's success is evidenced by the level of campus participation and anecdotal data from faculty and their deans as they move into their second and third quarters of teaching. A Title III grant has made it possible for EvCC to initiate and develop this approach. Additionally, HR and a faculty mentor work together to create an on-campus orientation for new associate faculty each fall. Associate faculty pursuing Senior Associate status (additional pay, guarantee of 2 classes per term, required office hours) choose a trained mentor from a pool of 5-year post-tenured faculty. The relationship is designed to help the associate faculty navigate the system and develop greater confidence in their teaching knowledge, skills and abilities" (Permission to quote by Peg Balachowski).

### Valencia Community College (Orland, FL)

Valencia's tenure-track faculty are nearly 90% comprised of previously part-time faculty in the college, who have all gone through professional development offered by the college during their period of employment as part-timers. They are carefully screened, hired, and assessed, and all of them participate in orientation programs, both campus-wide and in their own departments. The training includes teaching strategies but also has the goal of integrating these

## PROJECT ACCEPT FINAL REPORT

faculty into the college. Throughout that first year, they are mentored toward becoming “learning-centered instructors.” After that first year, there are various free certificates they can work toward. After participating in a certain designated amount of professional development, they can achieve the status of “associate faculty,” which significantly increases their pay (CCSSE 2014).

### **North Central Michigan College**

This institution created a position entitled “Director of Adjunct Faculty,” in order to support part-time faculty systematically throughout the college. This position hires, orients, and offers professional development to part-time faculty. In addition, this staff member chairs an “Adjunct Advisory Group” which continues to work on issues and concerns of adjunct faculty members (CCSSE, 2014).

### **Vancouver Community College**

This college carefully hires its part-time faculty – and that is the last time the faculty member will go through the hiring process. After going through a regularization process and teaching at least a 50% load for two years, the probationary faculty receives permanent status. The faculty has only one salary scale, which is pro-rated according to the hours worked, which can also include a certain amount of college service. When full-time positions open up, that faculty member can move into full-time if desired. The context in Canada is not much different than in the United States (Kezar 2012).

### **Madison Area Technical College**

This is a two-year technical and community college in Wisconsin with 10 locations. In this case administrators desired change and measured the college environment with “The National Initiative for Leadership and Institutional Effectiveness” (NILIE) survey; and “Personal Assessment of the College Environment” (PACE), a process it has repeated since every three years. This data has been used in strategic planning.

It also increased support for part-time faculty through the Academic Quality Improvement Project (AQIP) which includes all faculty. As a result, a goal to “create and implement a systematic process of including all part-time instructors as valued partners in the work of the college” was initiated, and part-time faculty were paid for their involvement. In the process they discovered that the college was underutilizing a resource intrinsic in the use of part-time faculty: some part-time faculty members had excellent connections with the community which

## PROJECT ACCEPT FINAL REPORT

could be used to the college's benefit.

Ultimately four major policies were implemented: orientation for all faculty; mentoring offered to all new faculty; course documentation given to part-time faculty when assigned a new course; and The Center for Excellence in Teaching and Learning (CETL) was given the responsibility for professional development needs of part-time faculty. The college climate improved (Kezar, 2012).

### **Mountain Community College** (a pseudonym offered by the authors)

This college has implemented many of the standard recommendations in the literature. Professional development is offered to part-time faculty and they are paid to attend. Part-time faculty receive 85% of the salary of full-time faculty pay and are also paid for office hours and given some health benefits. Departments provide orientation and mentorship. Part-time faculty are recognized in ceremonies and included on department websites.

Various strategies for improvement included "solution-based thinking"—when an idea was proposed, it was dismissed only when a better idea was offered. The college focused on effecting existing policy, and faculty and administration worked on the "overall climate" in the best interest of students. They used trial periods for certain policies that provoked resistance, and most were ultimately accepted. The college climate for part-time faculty improved (Kezar 2012).

# PROJECT ACCEPT FINAL REPORT

## PCC History and Context

Portland Community College has a history of recommendations regarding over-reliance on part-time faculty, beginning after PCC's first (1970) accreditation report, which noted that there were 207 full-time faculty and 435 part-time instructors. The issue has been revisited numerous times, with significant activity recorded as follows:

- ❖ 1973: PCC Faculty Association agreement indicates teaching loads to be established on a yearly basis and no full-time teaching positions are to be divided among multiple part-time faculty
- ❖ 1984: Master Plan establishes intent to increase full-time faculty numbers in direct proportion to increases in student enrollment
- ❖ 1995: Accreditation Self-Study indicates part-time/full-time ratio has detrimental impact on instruction
- ❖ In the late 1990s, the college began offering once-a-year orientations for part-time faculty
- ❖ 2005: Accreditation Self-Study acknowledges problematic part-time/full-time ratios
- ❖ 2012: ACCEPT task force begins to investigate the climate and experience of part-time faculty, receiving responses from 732 employees of the college
- ❖ Employee statistics for 2013-14 reported the part-time/full-time ratios were as great as ever: 472 (23.5%) full-time faculty to 1,529 (76.5%) part-time, and that 65% of courses were taught by part-time instructors.

During these years the Collective Bargaining Agreements gradually included opportunities for assignment rights with a requirement of assessment, pay adjustments, an obligation of reasonable extra-class contact with students, and a requirement to attend one staff meeting per term. The contracts eventually allowed access on a limited basis to health insurance and PERS, all important improvements for part-time faculty (PCC & Faculty Federation, 2011-15). (A more thorough documentation of the history of part-time faculty usage at PCC is available on the ACCEPT task force website, linked from the Educational Advisory Council website.)

PCC anecdotally comes out middle-of-the-road with regard to treatment of part-time faculty nationwide, in great part thanks to improvements achieved by collective bargaining in years past. Our survey demonstrated the fact that PCC's part-time faculty members are dedicated to our students and committed to doing

## PROJECT ACCEPT FINAL REPORT

their best, and that some departments do a good job of supporting and integrating part-time faculty, which is to be celebrated. On the other hand, there were a preponderance of comments articulating feelings of a lack of respect and inclusion and lack of support. Respondents articulated their frustration that commitment to the college seems not to be reciprocated. Instead, respondents cited lack of orientation and integration, insecurity of employment, and lack of career pathways at PCC. These differing responses underline the lack of consistency throughout the college. Again, these issues are not unique to PCC, as they are echoed throughout the country. That said, we feel we can do better.

Our PCC vision is well-stated as “Building Futures for our Students and Communities,” and part-time faculty are surely part of our community. Our PCC formal Values include these statements: “An environment that is committed to diversity as well as the dignity and worth of the individual,” and “Continuous professional and personal growth of our employees and students. . . .” The new strategic plan calls for PCC to “Create a nationally renowned culture for diversity, equity, and inclusion.” Part-time faculty are by definition included in these statements. Our call is not to change these statements, but to consistently live up to them with regard to inclusion and treatment of all part-time faculty.

---

# PROJECT ACCEPT FINAL REPORT

## Conclusion

While PCC has many good policies in place with regard to part-time faculty, the Project ACCEPT Task Force finds that there are inconsistent practices throughout the district and that there is room for improvement with regard to the culture, climate and experience of part-time faculty at PCC.

After nearly two years of investigation and research, Project ACCEPT recommends the creation of a district-wide body to develop and support best practices to more consistently and effectively integrate part-time faculty into the functioning of the college. This new body could create an on-going, dialogue-based part-time/full-time community that would not only devise recommendations, but identify current college-based best practices and develop a means for sharing these models with the entire college.

This body would also track and clarify orientation processes and training opportunities for part-time faculty and serve as a consistent source of focus on part-time faculty needs. It would depend on Institutional Effectiveness, Human Resources, and the Office of Equity and Inclusion for clarified data with regard to part-time faculty.

In short, this group would become a positive resource for both part-time faculty and for the college as a whole. We look forward to the positive steps we can make in the future with regard to the collective climate and experience of part-time faculty at PCC.

# PROJECT ACCEPT FINAL REPORT

## Final Recommendations

The following recommendations represent the most significant areas we might influence that could greatly impact and improve the climate, culture, and experience of part-time instructors at PCC. Furthermore, the ACCEPT Task Force believes these recommendations would produce positive effects for all PCC faculty, staff, and students.

There is one overarching recommendation--creation of a Faculty Development and Institutional Climate committee (FDIC) to support this work going forward. The additional recommendations are divided into the following categories:

- ❖ PCC Structure and Culture
- ❖ Faculty Development and Training
- ❖ Data
- ❖ Within the category of "Additional Considerations": Faculty Employment, Hiring, and Advancement

### Recommendation 1: FDIC

**Establish a "Faculty Development and Institutional Climate" or other institutional entity to continue the work of Project ACCEPT, to oversee implementation of changes, and to continue identifying best practices to address the culture, climate and experience of instructors at PCC.**

*I am part-time faculty with a temporary full-time position this year. For the last few years I have worked at three different schools in three different counties. I drove about 300 miles a week and taught 4-5 classes per term and worked in a writing center. I was doing this to survive, not to go on vacations or buy expensive items. I was paying my student loans (approx \$700 a month) and my medical bills. At each campus I was greeted with smiles and a four-hour orientation, but not much in the way of support or resources beyond that. Full-time faculty are separated from part-timers both physically and socially. They rarely invest any energy in getting to know part-time faculty, who feel ragged and unwelcome. I have so much more to say about this. One final word: after living the life of a full-timer this year, I can positively say that full-time faculty are given the support and resources to be better teachers and live more balanced lives. The difference is mind-blowing.*

*I feel isolated as a part time instructor. It would be so helpful and enriching to have an arena for faculty to exchange information (that includes all instructors who teach the same or similar disciplines). The SACs are too busy with administrative details to attend to ways to enhance teaching strategies, curriculum design, and classroom management. I see no reason that there should be a division between part & full time instructors, especially since the majority of PCC faculty are part time faculty. We are all professionals that are responsible to deliver the highest quality education for our students. That division includes labeling, but also separate office spaces, priority over teaching schedules, and a wide difference in pay scales. Thank you so much for listening to this feedback!*

*Information about procedures and policies at PCC is extremely hard to find and policy changes are usually ill-defined.*

## PROJECT ACCEPT FINAL REPORT

*They trickle down and become confused, so we do not know why the changes have been made. Finding help within my department is usually quite easy, but staying abreast of current events, situations, warnings is not. I feel like I am always on a roulette wheel for classes - I am never sure I am going to get one, even though I continuously return results. I feel class assignments may be based more on seniority than results. My department chair has been an incredible resource, but I wish I had additional resources at the school specifically for part-time faculty, because it feels like the focus is entirely on full-time faculty. I feel underrepresented in the union and protections seem to extend readily to full-time faculty, but the part-time experience seems to be rather cloudy.*

*I've been part time faculty for 8 years at PCC at the Cascade Campus and more recently at the SE Center. I've taught part time at PSU and UP as well. While I feel that PCC is a much more agreeable place of employment than the other universities I've worked at, it seems like more should be done to make systems smoother for part timers. Perhaps more mentoring by full time faculty or even checking in with us. How can we be made to feel a part of something and have more pride in our place of employment. As the years pass and students' attitudes evolve, I get more weary. Thanks for asking! :)*

The challenge of establishing equity and balance for part-time faculty is as much one of culture as it is of systems. Reports on part-time faculty issues indicate that many institutions are willing to work on creating solutions for these long-evolving inequities, but the work has no place to live. Colleges are complex institutions that simultaneously move extremely slowly and at a rapid pace. As discussed above, we have found that PCC has good practices interspersed with practices that could use improvement.

The longer that the members of Project ACCEPT have looked at the issues discussed throughout this report, the more we have become convinced that they require ongoing scrutiny and management. For all of the recommendations that are here, many more exist that we were unable to explore fully, yet they are equally important to improving the part-time experience at PCC. When the 2013-2014 LEAD Academy (Cohort 6) discussed part-time faculty orientation, they also felt that the most important step towards better supporting part-time faculty would be to establish a committee that gives this work a home (See Appendix B).

While the increasing use of part-time instructors creates many institutional problems, and we would like to see the ratios of part-time to full-time faculty change dramatically, we recognize that PCC, like other colleges, will always employ a large number of part-time faculty. We also acknowledge that for some part-time faculty their part-time status best meets the needs of their personal situation. However, acknowledging the permanent existence of large numbers and high ratios of part-time faculty by creating a permanent body to better integrate them into the PCC community seems to be the most logical and practical way to respond (Gappa & Leslie, 1993).

## PROJECT ACCEPT FINAL REPORT

Because the topic involves part-time instructors so centrally, we would recommend that this committee have part-time representation that mirrors the college's part-time usage. This ensures that part-time instructors feel that they have a voice, and that the committee itself is truly representative of the PCC campus. It is equally essential that the committee incorporate members of the full-time faculty and administration to ensure an ongoing dialogue among all of these groups and a proportional representation of the issues that these groups represent. A horizontal structure for FDIC that has balanced representation of part-time faculty, full-time faculty, the administration, and staff, may prove advantageous for culture-building purposes. Leadership of the group should include a part-time faculty member, a full-time faculty member, and a senior administrator. As soon as it is formed, the members of FDIC could use the Project ACCEPT report with its recommendations and the LEAD Academy white paper as a starting point to action. As work goes forward, members could engage other participants and communicate FDIC activities through PCC Spaces page, college inservices, TLC sessions, SAC announcements, and other standard PCC practices.

### Positives:

- ❖ There will be a recognized entity where part-time faculty can go for help and support.
- ❖ The recommended action will both expedite communication and help raise awareness of the issues.
- ❖ The recommended action will help build a culture of support for all employees at PCC.
- ❖ The recommended action will support student success.

### Tension Points:

- ❖ The recommended action will create one more committee in the college.
- ❖ The recommended action will need to include a screening to remove issues that belong in the union.
- ❖ It is not entirely clear where this committee will fit in the organizational scheme.

---

### **PCC Structure and Culture**

If the responses from the many part-timers we connected with during this

## PROJECT ACCEPT FINAL REPORT

process could be summed up, it would sound something like, “We love teaching but have limited support and little stability or opportunity to advance.” There are positive reports from the PCC community that steps are being taken to assure equitable inclusion for part-timers (e.g., some departments orient and integrate their part-time faculty well; several SACs have recently removed restrictions barring part-timers from voting), but there is still much work to be done.

### **Recommendation 2. Ensure that all instructors at PCC, regardless of part-time or full-time status, have the opportunity to participate in decision-making functions of the institution.**

*This term, the [...] CCOG committee asked us for feedback on the CCOG. This was the first time that anyone at the college had ever solicited my professional advice on something. As part-timers, we have a lot of experience teaching and thus we have opinions to offer that could help the full-timers. Because I am PT, I am not able to attend committee meetings, but I would like to contribute to the committees. I really liked being able to fill out the CCOG survey and contribute to that committee.*

A significant amount of feedback received in the 2013 task force survey indicated that many part-time faculty are not allowed to participate in the decision-making functions of their department, SAC, or other work group. This alienates part-time instructors from their departments, increasing the sense that many feel of being a second-class citizen at PCC. It also creates confusion about policy implementation and a lack of buy-in by part-time instructors who may (or may not) be merely informed of changes to departmental policies and procedures, without understanding the reasoning and dialogue behind those changes. Departments, SACs, and other work groups also suffer without the input of this 76% of PCC faculty. For assessment of student learning, it is crucial that there is a shared understanding and vision for courses. In one example, when assessment leads to changes to improve student learning, it is poor practice to decide changes without full faculty involvement, and it is impossible to implement changes if the majority of those teaching the classes are not involved and do not know about the changes. It is difficult to make good policy and address the challenges of community college teaching when the vast majority of instructional voices remain silent and powerless.

Portland Community College’s Academic Policies and Standards Handbook establishes good guidelines for including part-time faculty in the meeting and decision-making functions of a SAC:

## PROJECT ACCEPT FINAL REPORT

“All instructors, including those who teach part-time, have the right to participate in all SAC deliberations including those concerning instructional materials selection, curriculum, faculty qualifications, and class size. . . . For SACs using a voting process, part-time instructors with assignment rights who attend a SAC meeting will have the right to vote. SACs may extend decision-making rights to a greater number of their part-time faculty, including full decision-making rights to all SAC members who attend” (PCC Academic Policies and Standards Handbook).

A likely starting place for ensuring equity in decision-making is to ensure that divisions, SACs, and departments utilize the same set of guidelines to include part-time faculty in institutional practices. Survey responses indicated high levels of confusion for both full-time and part-time faculty around when it is proper to invite part-timers to a meeting (as opposed to simply informing them that a meeting is happening); conflicting understanding as to which circumstances allow part-timers to be paid for meeting attendance; and whether it is permissible to ban part-time faculty from voting on departmental, SAC, or work unit policies [note: currently part-time faculty may be paid for two specified SAC meetings per year at \$50/\$100]. Practices vary across the district, and it is important that these practices become more consistent, and that all faculty are aware of the rights and responsibilities of part-time faculty in the decision-making process.

We understand that the administration and Faculty Department Chairs at PCC have recently undertaken work to consider the role of part-time faculty in their departments with respect to a variety of issues such as scheduling and course cancellations. Continued contact with Faculty Department Chairs will be important to the success of any initiatives of this nature. As explained in Recommendations 1 and of 3 in this section, having a permanent body to address part-time issues is crucial to maintaining dialogues like these.

### Positives:

- ❖ Equity of voice for all faculty members.
- ❖ Inclusion of part-timers in decisions that affect the college, students, and themselves.

### Tension Points:

- ❖ The recommended action will require a change of culture in some departments and SACs.
- ❖ Some part-time faculty may feel vulnerable if they express controversial

# PROJECT ACCEPT FINAL REPORT

opinions when they do not have protection of continuous appointment.

## **Recommendation 3. Ensure that all instructors at PCC, regardless of part-time or full-time status, receive the necessary information and support to perform the functions of their position.**

*I think that sometimes PT faculty can feel completely out of the loop. We don't know who to communicate with regarding supplies, payroll issues. etc. I work nights and all the offices are closed. If you do not get the right person by email, finding the right person or place is a do it yourself process. . .*

*More connection to full time staff; as part time I have often felt I am missing important information on procedures on departmental objectives. Clearer delineation of who to go to when one has questions-administrative assistant, department chair, fellow faculty member?? Luckily I had a friend who had been teaching for a while to walk me through things like textbook adoptions, using D2L etc. Could faculty volunteer to be such a resource for PT or new faculty? Better yet, could there be a paid position for this?*

*. . .Parking is expensive, awful and a hassle. I pay \$30/quarter, which is quite pricey, and cannot buy a yearly pass, so each quarter, I feel like the temporary employee that I am. I realize parking is hard for all of us, but I don't think the number of Staff spots is anywhere near commensurate with the actual number of faculty and staff. I must arrive 1+ hours before class to find a spot, further stretching my workday. . .*

Feedback suggested that while some part-time instructors have been well-supported by conscientious departments, others have experienced a disconnect when it comes to distributing information to part-time faculty, and indicated a need for a solution that would ensure all part-time faculty are systematically included and supported. Some of these mechanisms are further discussed under the “Faculty Development and Training” recommendations, but it is important to emphasize here that some PCC part-time faculty are left out in many ways, from job training to routine communications within and across departments.

We find that at times basic information has not been made available to the part-time instructors, possibly because it covers everyday procedures that full-time faculty take for granted, like where and how to make photocopies, print documents, and obtain classroom supplies; how to set up and retrieve voicemail; or which administrative assistants to consult about which department or instructional areas. Even essential documents like job descriptions or class syllabi and requirements have sometimes not been provided. With the many department and SAC email lists involved, it is also easy for part-time instructors to slip through the cracks and never get added to the list, so that they remain unaware of even the existence of department or SAC meetings that they might

## PROJECT ACCEPT FINAL REPORT

attend, let alone the decisions that these bodies make.

The sense of disorientation this creates can affect part-time instructors in many ways, from feeling disconnected from their departments to remaining ignorant of the many services PCC offers, both to students and faculty. All of us suffer when many instructors cannot connect to the vibrant PCC community and draw from the resources we offer.

Some of the reported lack of information may simply be a result of the lifestyles intrinsic in their employment conditions. Many part-time instructors work at multiple institutions on an irregular basis, which involves juggling a plethora of information from a variety of sources, from everyday communications about the weekly menu in the cafeteria to important details about the new faculty Collective Bargaining Agreement. Sifting through the hundreds of weekly emails that part-time instructors receive from two or more institutions to find the handful containing vital, relevant information can lead to numbness or resignation.

Many of these issues can be addressed in the orientation process, as discussed elsewhere in this report, but some of these can be solved with consistent departmental training and centralized locations. As noted elsewhere, in some departments this is done very well, but in others it could be improved. More consistency is needed, and everyone needs to be involved - not just department chairs. In addition, scheduling issues need to be taken into account - often the support staff simply is not available during the times that part-time faculty are on campus. This area requires further discussion and analysis across departments and campuses to determine best practices and to standardize processes, most likely under the auspices of a permanent committee, discussed in Recommendation 1.

Our report would not be complete without mentioning the fact that parking difficulties surfaced repeatedly in the survey. Part-time faculty struggle with this challenge even more than other members of the PCC community because of the nature of their job assignments. A part-time faculty member teaching on multiple campuses may arrive to teach his or her scheduled class, only to find the staff parking lot full with cars from those who teach on the same premises all day, and then also find the general parking lots full. Since the part-time faculty job descriptions are focused mainly on class-time, and their offices are scheduled

# PROJECT ACCEPT FINAL REPORT

and shared, it would make sense to provide easy-access parking lots that prioritize this mobile group of instructors.

Positives:

- ❖ Part-time faculty will have the tools to better perform their teaching.
- ❖ Students will be better served.

Tension Points:

- ❖ The recommended action will take resources to put into practice.
  - ❖ The parking issues would require a rethinking and reconfiguration of parking lots.
  - ❖ The recommended action will require a change of culture in some departments.
- 

## Faculty Development and Training

Ongoing faculty development and training should remain an essential component in the professional lives of part-time and full-time faculty alike. Over the course of monthly meetings, connecting with campus contacts in professional development roles, and through the college-wide survey, the issue of faculty development and training dominated many discussions about how to support part-time faculty. In the recently-approved PCC Strategic Plan, under Theme 1: "Provide outstanding, affordable education," Strategic Intention 1-7 states: "PCC invests in continuous professional development of full- and part-time faculty and staff that focuses on improvement of educational opportunities, programs, and services and supports culturally responsive and appropriate institutional change. PCC supports innovation in teaching and learning college-wide through organizational systems that promote academic excellence." By ensuring part-time faculty have access to opportunities for development and training, the culture at PCC will be positively impacted, which will strengthen instruction and thereby positively impact student success and achievement.

**Recommendation 4. Create a best-practices orientation system for all instructors, to ensure that all new faculty receive the necessary training and resources to begin their work at PCC.**

*It would be nice to have an orientation process. I teach at the SE campus but began at RC. Thus my roots were there. I have over the years figured things out but it has been a steep learning curve. [...] has just come on and he is doing a great job with outreach.*

## PROJECT ACCEPT FINAL REPORT

*It's difficult being part-time, as you're always on the periphery. Even after working at PCC for over 6 years, I still often feel like I don't know what's going on in my department. I also never really had a formal employee training or orientation. It's also very frustrating trying to get more hours. I've applied for other positions and simply never heard anything, not a yes or a no.*

*The biggest challenges of being a part-timer, in my experience, were communication and training. For part-timers to stay in the loop they have to be very pro-active, which requires quite a bit of work beyond what PCC pays for. Part-timers need to be able to attend faculty meetings.*

The New Faculty Institute has traditionally been offered to new full-time faculty and administrators, whether permanent or temporary in their positions. The New Faculty Institute Planning Committee, responding to the same issues this task force is addressing, has for several years been exploring what it would take to expand the Institute to include all new faculty, that is, everyone hired since the previous annual faculty orientation or training event. While ideally all new faculty, full-time and part-time, should go through at least a basic orientation, it probably cannot be made mandatory for part-time faculty without compensation adjustments which would need to be addressed in future negotiations, subject to the normal negotiation process. Alternative scheduling to accommodate part-time faculty schedules also needs to be taken into consideration. At the very least, all part-time faculty should be invited to participate.

We find it significant that the same issues are being recognized across the college in groups such as the Cohort 6 LEAD Academy (see Appendix B for their focused report and recommendations concerning orientation for part-time faculty), by the Office of Professional and Organizational Development (POD), and by the Teaching Learning Centers (TLC). The New Faculty Institute 2014-15 is now piloting an online component to supplement the institute events. This online piece is designed to both sustain the community of new faculty which develops at the events, and to provide a single place to go for connection to a variety of resources, with the goal that the faculty will soon know where to find a given resource directly. The TLCs have committed to being responsible for housing and updating the online orientation, which is a significant contribution.

As happened at Everett Community College in Washington and at Madison Area Technical College in Wisconsin, it will take dedicated resources and continued oversight for any large-scale orientation system to function. Keeping any such system current and applicable will require more support than the TLC Coordinators would be able to add to their existing list of duties, and an instructor of record would probably need to be assigned. The task force

## PROJECT ACCEPT FINAL REPORT

recommends that some thought should be given to how best to ensure that faculty are supported in, and required to, maintain current awareness of the information presented in a comprehensive faculty orientation.

### Positives:

- ❖ The recommended action is in accord with best organizational practices.
- ❖ The recommended action will help orient new faculty and integrate them into the institution.
- ❖ The recommended action will provide a better environment for students.
- ❖ The outlay of resources is small when one thinks that over 75% of the faculty are part-time faculty and most have not experienced formal orientation.

### Tension Points:

- ❖ The recommended action will take resources that have not in the past been allocated to part-time faculty.
- ❖ The recommended action will require a person or group of persons to oversee the endeavor as the D2L instructor(s) of record to the online orientation courses.

### **Recommendation 5. Ensure that all instructors at PCC, regardless of part-time or full-time status, are actively aware of and supported in development and training opportunities.**

*I do wish there was some sort of mentor or something that I was assigned as a part-time faculty. It can be sort-of overwhelming to get to know all of the ins and outs of a campus, and I feel bad always e-mailing my Department Chair or Dean because I know they are so busy.*

*It would be awfully nice if there were a mentor assigned to each p/t faculty; someone who would be available to answer questions when they come up. For example, it was 3 years before I got an ID badge because I never knew what the process was or where to go. Plus, I tended to forget to ask anyone by the time I saw them again.*

The Collective Bargaining Agreement in Article 4, "Employment of Part-time Faculty," states that "New Faculty members will be assigned a Faculty mentor during their first two years of teaching." We have heard that certain departments at PCC do in fact mentor their part-time faculty, but it became apparent in the survey that this provision is little-known and certainly not practiced systematically.

## PROJECT ACCEPT FINAL REPORT

In acknowledgement of these same issues, the Teaching Learning Centers (TLC) and the Office for Professional and Organizational Development (POD) have offered some mentoring options and may be ideal places through which to organize this, but individual departments, Subject Area Committees (SACs), and division deans must also be involved. The TLCs and POD have suggested four “avenues” for mentorship: first-term, formal mentoring for all; online mentoring in communities with different foci; informal collaborative groups to work together through the TLCs; and then the many other avenues for professional development.

The POD does offer some professional development opportunities for part-time faculty members with assignment rights, which is a true positive at PCC. It seems, though, that many part-time faculty are unaware of these opportunities, and many cannot attend because of scheduling issues. When faculty are hired, and at least annually in campus, division, department and/or subject area committee meetings, faculty should be introduced to new professional development offerings and reminded of on-going programs, classes, and training. We realize that this may not have been considered part of the Faculty Department Chair duties in the past, but we believe that division deans and department chairs should regularly remind their faculty of opportunities and affirm those who participate.

Because faculty professional development at a minimum takes time, support would ideally include supplemental pay for part-time faculty who participate in significant opportunities. This already occurs with certain in-service events, institutes, SAC meetings, and the Anderson Conference; a different model that achieves a similar purpose was highlighted earlier for Valencia College in Florida. This would need to be addressed in future negotiations, subject to the normal negotiation process.

To provide the best support for both the Teaching Learning Centers and faculty professional development generally, and to move PCC closer to the model of professional development of many of our comparator colleges, PCC should consider working with the grants office and the foundation to locate and develop financial resources. The right investment in developing faculty, who are an indispensable asset at PCC, can lead to improved outcomes for students and for the college as a whole.

# PROJECT ACCEPT FINAL REPORT

## Positives:

- ❖ These recommended actions are in accord with best practices in all the literature, and have been implemented with success at colleges against which PCC tends to compare itself.
- ❖ Part-time faculty will be better supported and integrated into the institution.
- ❖ Students will be better served.

## Tension Points:

- ❖ The recommended action will require that additional resources of the college be directed to faculty.
- ❖ The recommended action will create an additional demand on part-time faculty.
- ❖ The recommended action will require an adjustment of college culture.

## **Recommendation 6. Provide faculty development opportunities specific to the needs of instructors at different stages in their careers.**

*I often feel disconnected from full time faculty. I would like more opportunities for training that fit my own schedule and particular needs. In-service training in big blocks doesn't always work well. . .*

*I was FT non tenure-track in another state before I moved to Oregon. I was also a FT temporary PCC faculty member for ONE term. Sometimes surveys for PT assume that we have NEVER held a FT faculty position. I teach at other institutions, too. It can be difficult to stay on top of policies for each school. I am here because I believe teaching is my calling. I have left and returned to the profession a number of times. I have found it discouraging to be a PT faculty members on many occasions. I feel like this job has demanded more and more of PTers (last year's "overpayment" fiasco, student evaluation debate, assessment activities, completion agenda, and now PCC workforce reduction) without giving us much in return. I was particularly struck after the keynote address during the Anderson Conference, when a foundation representative asked us to "give of ourselves" to help the students. I feel like we PTers give of ourselves every day.*

While some assume that Part-Time instructors are “new” to pedagogy, this assumption is often untrue. In an era where the CV’s of many part-time faculty include 10 or more years of teaching experience, in order to better serve all Faculty Development needs, we must design initiatives that allow instructors to plug in from where they are. Once faculty are “onboard” at PCC, having gone through a thorough and robust orientation process, they should have the opportunity for continued professional development. The TLC Coordinators have recently put together a proposal to the Deans of Instruction, including several forms of formal and informal mentoring and collaboration, both face-to-face and online, for new and mid-career faculty alike.

## PROJECT ACCEPT FINAL REPORT

As a colleague remarked at a 2014 Educational Advisory Council meeting, “It’s interesting that a lot of part-time faculty have been here longer than full-time faculty and it’s not that they don’t know how to teach, it’s that we all need faculty training and development opportunities.” There are several existing opportunities to begin to foster an overall culture at PCC of embracing continuous improvement throughout the career. Again, consideration of scheduling issues for part-time faculty is crucial.

The current in-service events that are aimed at part-time and full-time faculty highlight very different elements of the PCC experience. Rather than making assumptions about which body benefits most from which type of content, events might be restructured to determine which type of focus is intended: pedagogy, information about working at PCC, updates from administration, networking events, etc. Doing this facilitates faculty in establishing communities of practice around teaching and learning, regardless of employment status.

### Positives:

- ❖ The recommended action focuses on continuing development for part-time faculty and acknowledgement of the nuanced needs of various sectors of this class of faculty.
- ❖ The recommended action will integrate and acknowledge a diversity of part-time and full time faculty professional development needs.
- ❖ Students will be better served as faculty are aware of and practiced in current best practices in andragogy.

### Tension Points:

- ❖ The recommended action will take some adjustments of thinking and action within PCC culture.
- ❖ The recommended action represents an additional demand on part-time faculty.

---

### Data Collection

Many of our recommendations are directly driven by feedback received in our survey of May 2013. This section, on the other hand, contains recommendations

## PROJECT ACCEPT FINAL REPORT

driven by the process of creating that survey, and subsequently working to find data at PCC (Cross & Goldenberg, 2009; Kezar & Sam, 2010a). There is currently much research investigating the use of adjunct faculty at United States institutions of higher education. We feel that PCC would be better poised to utilize this growing body of research by adopting the following recommendations on data.

### **Recommendation 7. Adjust and continue data gathering practices to ensure that PCC captures information necessary for determining the impact of the part-time/full-time faculty ratio on the culture, climate and experience at PCC.**

The college has robust and highly productive offices of Institutional Effectiveness, Human Resources, and Equity and Inclusion, yet the task force was surprised to learn that data are not collected in a fashion that allows for easy extraction of information for comparison. It is difficult to develop a nuanced understanding of the impact of our hiring practices on our environment, culture, and climate. In the process of attempting to collect data for the task force investigation, we discovered that all part-time faculty at PCC are coded by Banner into one group, regardless of teaching credit or non-credit classes. Staff at Human Resources informed us that there are ways to “drill down” to that level of detail, but it has to be done for each instructor term by term.

Data pertaining to diversity, gender, and age are protected and accessing or sharing the data requires authorization from the Office of Equity and Inclusion. In the process of soliciting this information, we engaged many staff and administrators from different departments, in what was ultimately a messy process where no one was entirely sure the data aligned. Once we received the data, they came with the caveat that they may not align to other institutional data as everything is essentially based on “snap-shots” taken at any given moment.

We suggest that staff of the three offices, Institutional Effectiveness, Human Resources, and Equity and Inclusion, develop a process for groups to request sensitive internal information, as well as a process for aligning reporting periods and other data markers. Once data are more easily accessed and analyzed, with privacy and ethical concerns accounted for, the college will more easily be able

## PROJECT ACCEPT FINAL REPORT

to ask and answer questions about the intersection of student success and the part-time/full-time faculty ratio.

Positives:

- ❖ PCC espouses an ideal to be data-driven. This recommendation continues that trend.
- ❖ Resource allocation decisions can be made with better information.

Tension Points:

- ❖ Adjustments will need to be made to systems that are already in effect.
- ❖ The Institutional Effectiveness office, Human Resources, and the Office of Equity and Inclusion already are stretched to meet varying demands on their services; this will be one more demand on their time and resources.

### **Recommendation 8. Utilize institutional data and national research to make recommendations regarding best practices.**

As noted in the previous recommendation on data, we suggest that PCC streamline data collection processes to better facilitate data analysis. Streamlining the process for requesting data will facilitate evidence-based decision making at PCC. A potential outcome of realigning some data curation practices at PCC is the ability to identify which data can be gathered and utilized to examine how the current part-time/full-time ratio affects the culture and climate and climate impacts PCC's completion agenda. This creates additional meaningful opportunities for growth and alignment.

Once the college is able to assess PCC in connection to other equivalent institutions' practices and policies, we suggest developing measurements for documenting progress toward specific culture and climate goals. We recognize that establishing culture and climate goals is going to take time and process, likely in coordination with the recommended FDIC committee.

We realize that in many areas PCC may be performing at or above many suggested national standards; however, we have no mechanism by which to make reliable comparisons.

Positives:

## PROJECT ACCEPT FINAL REPORT

- ❖ PCC espouses an ideal to be data-driven. This recommendation continues that trend.
- ❖ Resource allocation decisions can be made with better information.

### Tension Points:

- ❖ Adjustments will need to be made to systems that are already in effect.
  - ❖ The Institutional Effectiveness office, Human Resources, and the Office of Equity and Inclusion already are stretched to meet varying demands on their services; this will be one more demand.
-

# PROJECT ACCEPT FINAL REPORT

## Additional Considerations (Non-action items)

### Findings on Faculty Employment, Hiring, and Advancement

Items categorized as “issues beyond our control” dominated the 2013 ACCEPT survey comments (184 of 289 comments), but recommendations in these areas proved to be the most difficult to formulate, since they involved issues subject to Collective Bargaining Agreement negotiation. Making specific recommendations could be construed as bargaining outside the Collective Bargaining Agreement negotiation process. After discussions with the union and administration, we determined that we would include these findings, adding that we suggest that these findings be addressed in future negotiations, subject to the normal negotiation process.

#### **Finding 1. Consider establishing clear opportunities for advancement for part-time instructors.**

*I would like to see the hiring process more transparent. I know this is a buzz word lately but applying for a full-time position is just like blindfolding yourself, throwing a dart and hoping it hits the target. I have been at PCC for 11 years and feel like the hiring process is a top secret entity that will destruct after five seconds. Although I have assignment rights I feel that senior PT Faculty could have more job security. A specific contract is probably out of the question and the Federation contract has some information that assists in gaining assignment rights for PT Faculty. I think it would benefit PCC as a whole if the "tried and trusted" PT Faculty that cannot seem to break through the FT hiring process has some sense of connection to the college. If I remain as a PT Faculty member for my entire career then that is fine as I love what I do. But, I do think PCC has the ability to provide more security to those that are dedicated to their career of choice.*

This area provided the richest opportunity for improvement at PCC, to ensure both that part-time instructors feel valued and that PCC can retain the most experienced and most valuable instructors. These advancement opportunities could range from creating more full-time positions to creating additional salary steps or job classifications for part-time instructors, beyond the level of assignment rights. We would suggest that further inquiries be made into the practices of other comparable institutions, such as the Valencia or British Columbia models included at the beginning of this report. We would suggest that these issues be addressed during future negotiations, subject to the normal negotiation process.

Given the bifurcated nature of academic instruction positions (full-time or

## PROJECT ACCEPT FINAL REPORT

part-time) many part-time instructors feel their only option for advancement is to acquire a full-time teaching position. However, since very few full-time instructor positions open each year, these opportunities for advancement are rare and highly competitive. PCC loses many excellent and talented instructors every year to other institutions that are able to hire away PCC part-time instructors to full-time positions. This represents loss of institutional knowledge (as well as resources already invested in part-time instructors), along with the potential contributions of these career professionals. There are many ways that the institution could benefit from the knowledge, skills, and experiences of part-time instructors who are committed to a career at PCC.

To best capitalize on the skills, knowledge, and commitment of career-minded part-time instructors, PCC must create avenues for these professionals to make meaningful, compensated contributions to PCC. The task force suggests that PCC consider creating opportunities for advancement that channel part-time instructor knowledge and skills to address important institutional problems. For example, PCC could create an advancement level that compensates part-time instructors for institutional service in assessment, planning, course and curriculum development, diversity councils, commitment to professional development, etc. And when new sections of classes open up, rather than hiring additional part-time faculty, it would make sense to offer those courses to part-time faculty who are already serving.

By emphasizing a national search for full-time faculty vacancies, PCC sends several negative messages to its part-time instructors. First, it says that PCC does not value their many years of service. Second, it suggests that PCC does not already employ the best instructors it can find, making current part-time instructors feel disheartened. Third, it says that outside instructors are better than current, experienced PCC instructors in serving PCC students and navigating PCC's organizational process. Few messages can be more demoralizing to an employee than one stating that their employer prefers to hire outside candidates than promote internally. PCC benefits from promoting from within by creating a more motivated part-time workforce and by hiring full-time instructors who are already familiar with PCC's campuses, student population, and support services.

We recognize the challenges of navigating these waters, and we know that PCC may already be aware of these problems. Nonetheless, we felt the theme was so strong that we should call attention to it. We realize that these issues would

## PROJECT ACCEPT FINAL REPORT

have to be addressed in future negotiations, subject to the normal negotiation process.

### Positives:

- ❖ These changes would address some of the most deeply felt resentments among the part-time faculty at PCC.
- ❖ This would certainly improve morale.
- ❖ This would take advantage of the talents of many part-time faculty who would like to be more involved.
- ❖ This would alleviate the burden on the minority of full-time faculty members whose workload continues to increase.

### Tension Points:

- ❖ In terms of providing other opportunities for advancement for part-time faculty, this would require some additional allocation of resources.
- ❖ In terms of hiring, this would require adjustments of hiring practices which have been designed with intention of fair hiring by opening positions up nationwide.
- ❖ This would require adjustments of the initial hiring practices for part-time faculty so that it would be done more consistently and intentionally.

### **Finding 2. Consider establishing a clear and consistent process for hiring and scheduling part-time instructors across the district.**

*As an older employee, I feel I am being squeezed out by admin. They have refused to replace one of the 2 classes I have been teaching for 10+ years at Cascade campus. The only explanation they can provide me is budget cuts. This is erroneous because they are giving 2 and sometimes 3 classes to younger more recent hires who do not even have assignment rights as I have had for many years. I am so unhappy!*

Because of PCC's many campuses and departments, it is easy to see how different hiring practices have developed in different departments. Hiring part-time instructors can sometimes mean a last-minute scramble to find an instructor to teach a class, which can unintentionally streamline the hiring process. This accelerated process can create a situation in which a less-qualified instructor is hired, different instructors are subjected to different levels of rigor in hiring, or different hiring criteria are being used for different hires within the same department. These factors can combine to create resentment among

## PROJECT ACCEPT FINAL REPORT

instructors, decreased quality of instruction, or reduced commitment from instructors hired in a process perceived as rushed or incomplete.

In order to assure equity among part-time instructors at different campuses and departments, we suggest that the next Collective Bargaining Agreement negotiations might include a discussion of how to create this process. Ideally, all PCC instructors should undergo a thorough academic background and reference check and an in-person interview before they are hired. Additionally, departments and campuses across the college should collaborate to ensure that uniform hiring criteria and practices are being followed, and to share best practices for improving the hiring process.

Research indicates that hiring faculty from historically under-represented populations is helpful to students both from those particular communities as well as to students who are from other communities (Hurtado & Alvarado, 2013; Robinson-Armstrong & Killoran, n.d.). Currently, the percentages of historically under-represented faculty are below the percentages in our community. As it stands, the full-time faculty at PCC is technically and legally more diverse (at least in terms of faculty of color) than part-time faculty, possibly because the hiring processes are more deliberate. On the other hand, in terms of numbers there are many more faculty from historically under-represented minorities in the ranks of part-time faculty. If PCC were to privilege long-serving part-time faculty in the hiring process when a full-time position opened up, and in addition privilege faculty from historically under-represented minority status, this would help meet the college's strategic goals in terms of diversity (Strategic Goal #5). Increased attention to the hiring process at the initial stages for part-time faculty may be able to further improve the numbers and percentages of part-time faculty from historically under-represented minorities. After being hired, new PCC instructors should also participate in an orientation process, as explained elsewhere in this report.

As a part of the hiring and promotion process, we suggest that PCC create accountability models that better reflect those enjoyed by full-time instructors, including frequency of evaluations, mentoring opportunities, and encouragement to access opportunities for professional development. Creating these accountability models has benefits to both PCC and to those instructors who will be helped by the feedback they receive and which will assist with obtaining assignment rights, for those who do not yet have them. PCC will have instructors

## PROJECT ACCEPT FINAL REPORT

who are the best that they can possibly be, while the instructors gain additional feedback on their teaching, become more accountable to their jobs, and feel more a part of the PCC community. Both parties will benefit if these instructors are hired full-time, since they will be more familiar and comfortable with the career process of a continuous appointment track instructor at PCC.

Some instructors with assignment rights report that their classes are cancelled, even though sections of the same class taught by part-time instructors without assignment rights run. The current assignment rights language allows for such occurrences. Much as part-time instructors can be removed from their sections in favor of a full-time employee, it would only seem fair that instructors with assignment rights should have their sections cancelled last. Otherwise, PCC runs the risk of undercutting the security and recognition of assignment rights by appearing to enforce the letter, but not the spirit, of the privilege of assignment rights.

### Positives:

- ❖ More systematic and deliberate processes.
- ❖ Improved morale.

### Tension Points:

- ❖ Some practices will need to be changed.
- ❖ Administrators cannot know in advance which courses will not fill.
- ❖ This would require adjustments of the initial hiring practices for part-time faculty so that it would be done more consistently and intentionally.

### **Finding 3. Consider creating longer contract periods for part-time instructors with assignment rights.**

*Teaching is my life's purpose, however being a part time teacher (for over 10 years at PCC), never knowing if you will have class's/Income/Health Insurance next term is very stressful. I feel disconnected from the PCC community, and resent the unpaid opportunity to keep up with meetings and e-mails. It has gotten better over the years at least Health insurance and some stipends are available, but I definitely feel like a second class citizen, especially when asked to teach a class for about 1/3 normal "Tutor Rate".*

Currently, PCC part-time instructors with assignment rights are guaranteed a single class on a rolling basis, and some are permitted to request an annual schedule. This guarantee, while helpful, fails to guarantee either long-term employment or continued benefits. Because the rights are granted on a

## PROJECT ACCEPT FINAL REPORT

quarter-to-quarter basis, with one term notice required for dismissal under 4.211.2c of the Collective Bargaining Agreement, and because not all departments are able to give annual schedules (nor are they required to), even faculty with assignment rights are essentially given one quarter's worth of job security. One class per quarter also undercuts part-time instructors' medical benefits and PERS coverage.

We hope that PCC will consider discussing in future Collective Bargaining Agreement negotiations granting actual one-year (or more) contracts to part-time instructors, particularly those with a longer tenure at PCC, since PCC has already demonstrated how important these instructors are by continuously rehiring them. These longer contracts could occur after a second re-assessment of the part-time instructor, similar to that which occurs during the assignment rights process. Thus, this one-year contract could become a further step beyond assignment rights, or could be simply granted to those instructors who have already had assignment rights for a certain number of quarters. Granting one-year—or longer—contracts merely codifies what already occurs in practice, the continuous rehiring of part-timers to fill an ongoing instructional need. But it would also recognize years of excellent service by those PCC part-time instructors who qualify, reciprocating those years with a guarantee of job security and benefit coverage.

### Positives:

- ❖ This recommendation is in accord with national best practices.
- ❖ A positive working situation for dedicated part-time instructors.
- ❖ Increased faculty morale.
- ❖ More continuity for students.

### Tension Points:

- ❖ Less flexibility for administrators when enrollments decline.
- ❖ Still distinguishes new part-time faculty from assignment-rights part-time faculty.

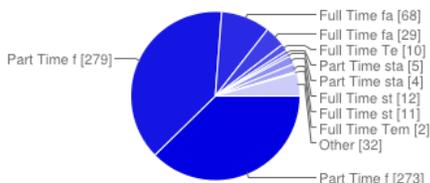
# PROJECT ACCEPT FINAL REPORT

## Appendix A: Summary Chart of ACCEPT Survey Responses (2013)

### 732 responses

#### Summary

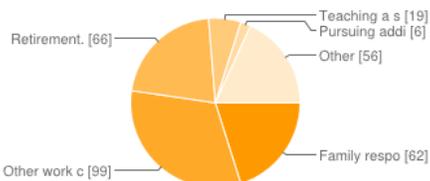
What's your current employment status?



Part Time faculty by choice.	273	38%
Part Time faculty - given the opportunity I'd switch to Full Time.	279	38%
Full Time faculty, but I used to be Part Time.	68	9%
Full Time faculty, I've always been Full Time.	29	4%
Full Time Temporary faculty.	10	1%
Part Time staff by choice.	5	1%
Part Time staff - given the opportunity I'd switch to Full Time.	4	1%
Full Time staff, but I used to be Part Time.	12	2%
Full Time staff, I've always been Full Time.	11	2%
Full Time Temporary staff.	2	0%
Other	32	4%

#### Part Time by Choice.

Untitled Question



Family responsibilities.	62	20%
Other work commitments.	99	32%
Retirement.	66	21%
Teaching a specialized course.	19	6%
Pursuing additional education.	6	2%
Other	56	18%

**Note: All redacted comments collected from survey can be found at:**

[http://www.pcc.edu/resources/academic/eac/documents/ACCEPT\\_survey\\_redacted\\_9.pdf](http://www.pcc.edu/resources/academic/eac/documents/ACCEPT_survey_redacted_9.pdf)

# PROJECT ACCEPT FINAL REPORT

## Appendix B: Part-Time Faculty Orientation White Paper, LEAD Academy, May 2014

(Cohort 6: Oscar Aguila, Traci Boyle, Charles Clay, Jana Daugherty, Eileen England, Darilis Garcia-McMillian, Alyson Lighthart, Theresa Love, Karen Maxwell, Mark Parkvold, Gary Sutton)

### Orientation Matters!

#### Recommendations for Part-Time Faculty Orientation at PCC

##### Introduction

The national call for community colleges to focus on student completion is echoed by several Oregon initiatives, including the 40-40-20 goal and discussions around state funding based on completion. At the heart of a student's journey towards completion is teaching and learning--the student's experience in the classroom, with the subject matter, and with faculty.

Portland Community College currently serves 89,903 students annually, 57,197 of whom are taking at least one credit course, with a full-time equivalent of 33,680 students. Teaching these students are 472 full-time faculty and 1529 part-time faculty members (May 2014). Full-time faculty currently teach 35% of course sections, while part-time faculty teach the remaining 65% (Fall 2013). We can safely assume that the majority of credit students at PCC take one or more classes taught by part-time faculty members. Their experience with the part-time faculty at PCC affects their learning and the college's overall completion rate.

The experiences of part-time faculty at PCC vary widely. Many are experts in their field but start at PCC without prior teaching experience or formal training in pedagogy. Some are oriented to the college in a thoughtful and intentional manner, while others receive an email from a department chair with a building and classroom number and little additional information.

Increasingly, colleges and universities are relying on part-time faculty to provide a lower-cost alternative to full-time faculty and to support the institution's overall mission. Across the nation, studies are examining whether or not the absence of a comprehensive orientation experience for part-time faculty has a detrimental effect on student learning. These studies point to the value of investing in part-time faculty orientation and the positive returns of this investment.

"Institutions should consider including newly-hired NTTFs [non-tenure track faculty -- PCC uses the term part-time faculty] in the orientation programs already provided for tenure-track faculty or providing a similar orientation. Increasingly, institutions are providing access to existing orientation programs to NTTFs. Other institutions have created orientation programming specifically designed to address the unique employment circumstances and needs of NTTFs. Departments are sometimes also encouraged to provide a similar orientation to newly hired NTTFs to share information about policies and student profiles for their academic programs. When possible, departments are encouraged to use this as an opportunity for new NTTF hires to meet and interact with existing faculty members and to be welcomed into the department." -- "Dispelling the Myths: Locating the Resources Needed to Support Non-Tenure-Track

# PROJECT ACCEPT FINAL REPORT

Faculty," published by the Delphi Project Part-Time Faculty Orientation – white paper

At Portland Community College, many areas are doing great work with orienting their part-time faculty, but a lack of overall consistency is apparent throughout the college. There is no systematic and thoughtful approach towards ensuring that all part-time faculty receive the information and support they need when they need it. Our aim is to ensure that part-time faculty receive the knowledge and support they need from the beginning of their employment with PCC so that they can provide the very best possible teaching and learning experience for students. To that end, we propose that PCC develop and maintain a consistent and thorough part-time faculty orientation.

## Purpose of Orientation

A well-planned and consistent approach to part-time faculty orientation at PCC is an important component in delivering excellent instruction to students and is in support of the college's mission. A positive orientation experience can help to develop committed and enthusiastic part-time faculty who are knowledgeable about college policies and procedures and best practices in instruction. This will not only improve part-time faculty job performance, but also help them become part of the college's social fabric. Some of the benefits of a college-wide orientation experience for part-time faculty are:

- Part-time instructors who can accurately implement the college's policies and procedures and answer student questions correctly.
- Part-time instructors who are experts at teaching, understand the student population at PCC, and can help contribute to student completion.
- Reduction of student confusion that can result from interacting with new faculty who are unfamiliar with Portland Community College.
- Reduction of the time spent by Division Deans, IAAs, Department Chairs, and other faculty members on one-at-a-time orientation. Pre-answering common questions and front-loading information saves time with individual new hires.
- Reduction in the anxiety and stress experienced by new part-time faculty hires.
- Help establish a positive first experience with PCC and set a tone of excellence. This may help establish institutional loyalty among part-time instructors.

"New part-time faculty members (and non-tenure-track full-time faculty) participate in campus-wide and department-specific orientation programs at the beginning of the fall semester. These high-touch programs address strategies for teaching and learning and help participants become members of a collaborative, campus-based teaching community." -- Contingent Commitments: Bringing Part-Time Faculty Into Focus, published by the Center for Community College Student Engagement.

Principles that should guide development of PCC part-time faculty orientation:

- A just-in-time approach that provides part-time faculty with the information they need when they need it (what faculty need to know while developing a syllabus is different than what they need to know on the first day of class, which is different than what they need to know at mid-terms, etc.).
- A clear and consistent orientation available to all part-time faculty in a timely manner.
- Intuitive flow of information.

# PROJECT ACCEPT FINAL REPORT

- Information available in different modalities, including online, video, and in-person.
- Acknowledgement of the varied backgrounds and life and career circumstances of part-time faculty.
- Respect for the expertise they have in their field.
- Payment for any formal required participation.
- Information on best practices around teaching and assessment.
- A focus on continuous improvement for part-time faculty and a commitment to provide professional development opportunities to them.
- A focus on helping part-time faculty assimilate to PCC and develop connections and relationships with their colleagues and across the college.
- Information flow should be organized to the point of view of part-time instructors who are unfamiliar with PCC, rather than from administrative point of view or logic.

Our research consisted of investigating best practices for part-time faculty orientation, surveying current PCC staff (including part-time faculty, full-time faculty, academic professionals, classified, management, and confidential employees), taking scope of what currently exists at PCC, and looking to our peer colleges around the nation to learn about their part-time faculty orientation practices. From our research and with the guiding principles in mind, we developed the following recommendations.

## **Recommendations (listed in order of priority)**

L.E.A.D. Academy Cohort 6 has developed a template for some of the content of a part-time faculty orientation. However, creating and implementing a college-wide orientation for part-time faculty is beyond the scope of what we can accomplish. We respectfully offer the following recommendations to help move this project forward.

1. Create a college-wide steering committee to support Part-Time Faculty Orientation and continue moving it forward. Create mechanisms and deadlines to ensure that momentum is not lost. Potential stakeholders on this steering committee include:
  - Part-time faculty from each campus
  - PCC students
  - Faculty Department Chairs
  - Division Deans
  - EAC ACCEPT Task Force
  - Faculty Federation
  - President's Cabinet
  - Professional and Organizational Development office
  - Academic and Student Affairs (DOIs/DOSs)
  - Student Services Departments
  - Teaching and Learning Centers (TLCs)
  - Subject Area Committees (SACs)
  - Strategic Planning Committee
  - Institutional Effectiveness
  - Human Resources
  - Office of Equity and Inclusion
  - New Part-Time Faculty Coordinator (see below)

## PROJECT ACCEPT FINAL REPORT

2. Create a new position of Part-Time Faculty Coordinator: This position would be responsible for acting as a liaison for part-time faculty and would work in close collaboration with campus Deans of Instruction, department chairs, and administrative assistants. The Coordinator would be responsible for creating and implementing orientation and ongoing training programs to advance the teaching quality and consistency of part-time faculty and their assessment of student learning outcomes, thereby ensuring continued forward momentum of this critical orientation experience. See proposed job description (attached) for additional details.
3. Create an orientation experience for part-time faculty: Ensure that the orientation experience can be accessed both in person and virtually. In-person orientations could help facilitate relationship-building and assist faculty in making personal connections to key people. While in-person orientations can focus on relationship development, the majority of the orientation content can be available virtually. This could be available in one central place online (with links to relevant webpages or web resources) and also available as a paper packet. This would need to be consistently communicated to all new part-time faculty upon hire. The L.E.A.D. Academy Cohort 6 has collected current work from across the district and assembled a template for Orientation. See the attached Part-Time Faculty Orientation Proposed Template for critical information to include in an online orientation experience. Specific suggestions related to orientation delivery include:
  - Create online orientation modules that part-time faculty could access from anywhere and that would deliver 'just-in-time' information: This could be formatted as a D2L class and structured in a series of modules. While there would be a recommended schedule for the modules, part-time faculty would have full access to all the modules upon hire.
  - Create a welcome video: This could be a chance for the college president to help set the tone of excellence for which PCC is known. The video could include the college president and other college leaders letting part-time faculty know how critical their work is to the mission and success of the college and setting the tone of respect and excellence that our workplaces require. The video could offer part-time faculty suggestions for connecting into the college culture and ideas for how to get involved in SACs and other committee work.
  - Create online resource/repository designed by a team of information design experts that is dynamic, customizable, and that follows an intuitive information flow: This may not be immediately achievable, but could be a longer-term goal for the virtual orientation experience. This would require a team to develop and continuously refine the content, as well as a team to build the back end. Both the content and the creation of the website are complex endeavors that should not be undertaken lightly. Create a workgroup of diverse stakeholders to collect, curate, and maintain the content.
4. Collect data related to the experience of part-time faculty: Further consult part-time faculty directly around orientation. Utilize survey data from L.E.A.D.'s survey to determine the orientation needs of part-time faculty. Do additional surveys and analysis to determine the gaps in their knowledge of PCC and instructional practice. Use this information to inform the orientation experience. Collect and analyze data

# PROJECT ACCEPT FINAL REPORT

from Institutional Effectiveness. Examine practices at peer colleges and use national data from CCCSE and Delphi Project reports.

## Summary conclusions

In order to meet the expectations of the national and state completion agendas, as well as increase student success while serving PCC's mission, we need to create the very best possible teaching and learning experience for students. Orientation does matter, and creating a robust training experience for part-time faculty will ensure they receive the information and encouragement they need from the beginning of their time with PCC. They will then be well-prepared to provide the highest quality educational experiences for students. Nationally, there are many research-driven approaches and conversations around this topic, and we believe this is PCC's moment to create a thoughtful and intentional part-time faculty orientation. Part-Time Faculty Orientation – white paper

## References

- Center for Community College Students Engagement (2014). Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.
- "Edward Tufte." Wikipedia. Wikimedia Foundation, 25 Apr. 2014. Web. 28 Apr. 2014.
- Gray, Sylvia. February 2014. Strategic plan for part-time faculty orientation at PCC.
- TS "Information Design." Wikipedia. Wikimedia Foundation, 27 Apr. 2014. Web. 28 Apr. 2014.
- Kezar, Adrianna, and Daniel Maxey. "Dispelling the Myths: Locating the Resources Needed to Support Non-tenure-track Faculty." *Dispellingmyths.thechangingfaculty.org*. Delphi Project, n.d. Web. 28 Apr. 2014.
- L.E.A.D. Academy: Part-Time Faculty Orientation Need Assessment Survey
- Lyons, Richard E., and Helen Burnstad. "Best Practices for Supporting Adjunct Faculty." *Proc. of The Chair Academy's 16th Annual International Conference: Navigating the Future through Authentic Leadership*, Florida Community College, Jacksonville. N.p., 10 Mar. 2007. Web.
- PCC ACCEPT Task Force: May 2013 survey comments Part-Time Faculty Orientation – white paper

# PROJECT ACCEPT FINAL REPORT

## Suggested Reading and References

ACCEPT Task Force (Addressing the Collective Climate and Experience of Part-Timers).

(n.d.) Retrieved from

<http://www.pcc.edu/resources/academic/eac/ACCEPTTaskforce.html> (PCC's

ACCEPT Task Force administered a survey in May, 2013, which had 732 respondents and over 300 free-form comments, from which trends can be garnered. Comments and analysis can be accessed via the task force website.).

ACCEPT Task Force Survey at PCC, Redacted (2013) Retrieved from

[http://www.pcc.edu/resources/academic/eac/documents/ACCEPT\\_survey\\_redacted\\_9.pdf](http://www.pcc.edu/resources/academic/eac/documents/ACCEPT_survey_redacted_9.pdf)

American Association of University Professors (AAUP) (2003) Contingent appointments and the academic profession. Retrieved from

<http://www.aaup.org/report/contingent-appointments-and-academic-profession>

(Statement by American Association of University Professors (AAUP) on issues of contingent faculty).

AAUP (2013) New report on contingent faculty and governance. Retrieved from

<http://www.aaup.org/news/new-report-contingent-faculty-and-governance>

American Federation of Teachers (AFT) (2009) The American academic: The state of higher education workforce 1997-2007. Washington, D.C.: American Federation of Teachers. Retrieved from

[http://www.aft.org/sites/default/files/aa\\_highedworkforce0209.pdf](http://www.aft.org/sites/default/files/aa_highedworkforce0209.pdf)

Baldwin, R. G. and Chronister, J.L. (2001) *Teaching without tenure: Policies and practices for a new era*. Baltimore: The Johns Hopkins University Press. (This examines the terms and conditions for non-tenured faculty, asks who non-tenured faculty are, explores the consequences of over-use, suggests exemplary policies, and proposes action).

Baron-Nixon, L. (2007) *Connecting non full-time faculty to institutional mission: A guidebook for college/university administrators & faculty developers*. Sterling,

## PROJECT ACCEPT FINAL REPORT

VA: Stylus.

Benjamin, E. Ed. (2003) Exploring the role of contingent instructional staff in undergraduate learning. *New Directions for Higher Education*, 123. (This examines the implications of the use of contingent faculty with regard to how this affects student learning, the university, accreditation, and policy).

### **Center for Community College Student Engagement (CCCSE) (2014)**

**Contingent commitments: Bringing part-time faculty into focus.**

Retrieved from [http://www.ccsse.org/docs/PTF\\_Special\\_Report.pdf](http://www.ccsse.org/docs/PTF_Special_Report.pdf)

(A report on the Community College Survey of Student Engagement).

### **Center for Community College Student Engagement (CCCSE) (2014)**

**Strengthening the role of part-time faculty in community colleges--a discussion guide. Retrieved from**

[http://www.ccsse.org/docs/PTF\\_DiscussionGuide.pdf](http://www.ccsse.org/docs/PTF_DiscussionGuide.pdf) (A report on the Community College Survey of Student Engagement).

Chickering, A. W., & Gamson, Z. F. (1987). The seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.

Cross, J.G. & Goldenberg, E. N. (2009) *Off-track profs: Nontenured teachers in higher education*. Cambridge, Massachusetts: The MIT Press. (This discusses difficulties in obtaining information and data on part-timers, the influence of business practices on higher education, and the need for change).

### **The Delphi Project. The Delphi Project on the changing faculty and student**

**success. Retrieved from <http://www.thechangingfaculty.org>** (This website contains a wealth of information on part-time faculty and the attendant issues, including approaches to change, bibliographies, studies on progressive institutions with regard to part-time faculty, pertinent research publications, and more).

Eagan, M. K., & Jaeger, A. J. (2008). Closing the gate: Part-time faculty instruction in gatekeeper courses and first-year persistence. *New Directions for Teaching and*

## PROJECT ACCEPT FINAL REPORT

*Learning*, 115, 39-53. doi: 10.1002/tl.324

Eagan, M. K., & Jaeger, A. J. (2009). Effects of exposure to part-time faculty on community college transfer. *Research in Higher Education*, 50, 168-188. doi: 10.1007/s11162-008-9113-8

Ehrenberg, R. G. & Zhang, L. (2005). Do tenured and tenure-track faculty matter? *The Journal of Human Resources*, (40)3, 647-659.

**Gappa, J.M. & Leslie, D. (1993) *The Invisible faculty: Improving the status of part-timers in higher education*. San Francisco: Jossey-Bass.** (This landmark work explores who part-timers are, the reasons why institutions hire them, and the many complex issues involved, including the changing context, fair employment policies and practices, the effect on reaching educational objectives, and more).

Hart Research Associates (2010) A national survey of part-time/adjunct faculty. *American Academic* 2. Research performed on behalf of the AFT. Retrieved from [http://www.aft.org/sites/default/files/aa\\_partimefaculty0310.pdf](http://www.aft.org/sites/default/files/aa_partimefaculty0310.pdf)

House Committee on the Education and the Workforce (2014) A staff report summarizing eforum response on the working conditions of contingent faculty in higher education. Retrieved from <http://www.mpsanet.org/Portals/0/1.24.14-AdjunctEforumReport.pdf> (A recent congressional report on part-time issues).

Hurtado, S. & Alvarado, A. R.(2013). Diversity in teaching and learning: Affirming students as empowered learners. *Diversity and Democracy*, 16(3). Retrieved from <http://www.aacu.org/publications-research/periodicals/diversity-teaching-and-learning-affirming-students-empowered>Jacoby, D. (2006). Effects of part-time faculty employment on community college graduation rates. *The Journal of Higher Education*, 77(6), 1081-1103).

## PROJECT ACCEPT FINAL REPORT

JBL Associates, Inc. (2008) Reversing course: The troubled state of academic staffing and a path forward. American Federation of Teachers: Washington, D. C.

Retrieved from <https://www.aft.org/pdfs/highered/reversingcourse1008.pdf>

**Kezar, A. Ed. (2012) *Embracing non-tenure track faculty: Changing campuses for the new faculty majority*. New York: Routledge.** (An important collection of essays including studies of colleges making model changes and adjustments in order to better support non-tenure-track faculty. Of particular interest is the Vancouver Community College Model).

Kezar, A., Maxey, D., & Badke, L. (n.d., c. 2012) The imperative for change: Fostering understanding of the necessity of changing non-tenure-track faculty policies and practices. Retrieved from [www.thechangingfaculty.org](http://www.thechangingfaculty.org) (This document outlines three major imperatives that should inform policy and practice changes: student learning, equity, and risk management. This is a pivotal and powerful statement).

**Kezar, A. & Sam, C. (2010a) Special Issue: Understanding the new majority of non-tenure-track faculty in higher education: Demographics, experiences, and plans of action.** *ASHE Higher Education Report*, (36)4, 1-133. (Excellent updated overview of issues and bibliography with practical approaches to addressing the challenges).

Kezar, A. & Sam, C. (2010b) Special Issue: Non-tenure-track faculty in higher education: Theories and Tensions. *ASHE Higher Education Report*, (36) 5, 1-91. (Synthesis of research to date with a goal to expanding dialogue on the issues).

Lyons, R. E., Ed. (2007) *Best Practices for supporting adjunct faculty*. Boston, Anker Publishing Company, Inc. (A collection of studies offering guidance for supporting adjunct faculty).

PCC (1970) Accreditation report, a self study, 1970. (Unorganized "Accreditation" box). PCC Archives, Portland, Oregon.

PCC (1984) 1984 PCC Master Plan. (Unorganized "Accreditation" box). PCC Archives, Portland, Oregon.

## PROJECT ACCEPT FINAL REPORT

PCC (1995) 1995 Accreditation Self-Study. Portland: PCC Publishing.

PCC (2005) Accreditation self-study 2005. Portland: PCC Publishing.

PCC College District and PCC Faculty Federation (2011-2015) Faculty & academic professional agreement. Portland, OR.

PCC Faculty Senate (1973, February 8) Memo to the Faculty Association. (Archives I. Associations & Organizations, Series 1: Faculty Senate Records, Box 2, Folder: "Salary, 1971-1973"). PCC Archives, Portland, Oregon.

Robinson-Armstrong, A. & Killoran, D. (n.d.) *A diverse faculty: Impact on institutions, scholarship, learning outcomes, student retention, and the curriculum.*

Schuster, J.H. & Finkelstein, M. J. (2006) *The American faculty: The restructuring of academic work and careers.* Baltimore: Johns Hopkins. (This is a comprehensive overview of faculty issues, from history to current issues, and it considers contingent faculty as a majority workforce as one of the major changes in faculty in the last 50 years, with discussion of attendant implications).

Waltman, J. & August, L. (2007) *Making the best of both worlds: Findings from a National Institution-Level survey on Non-Tenure Track Faculty.* Center for the Education of Women, University of Michigan. Retrieved from <http://www.cew.umich.edu/sites/default/files/CEW%20Final%20Report%20PP34.pdf> (Focuses on 4-year institutions but contains the typical recommendations).