Much has been written about part-time or adjunct faculty in the last 15 years. The numbers employed have been deplored; their use has been labeled advantageous to unethical; research demonstrates no difference in learner outcomes. No matter how many adjuncts teach at your institution, it is possible to create a unified faculty which focuses on student learning. This article presents an overview of Johnson County Community College’s initiatives to create a one-faculty environment, including strategies for effective orientations, training and professional development, and awards and recognition.

Department chairs, program directors, division administrations, or first-line faculty supervisors are the key to the success of such an effort. It goes without saying that the hiring process should be structured to ensure that all part-time faculty are qualified in their field or discipline and demonstrate teaching ability. Once hired, the supervisor can welcome them by providing clear directions on obtaining textbooks, sample syllabi, course competencies, class rosters, and finding their classrooms. Further, they can create a welcoming environment by providing part-time faculty with necessary classroom supplies as well as business cards and notepads containing their name, email address, and telephone extension.

**ORIENTATION**

Institutions should design a process to formally welcome part-time faculty members to the college. This may be delivered in a face-to-face environment, online, or on paper. The college should determine the scope of the material to be provided to all new hires at the beginning of each semester. A possible list might include:

- College history
- College culture
- Overview of the student population
- Services to support students such as counseling, academic advising, and tutoring centers
- Faculty support services such as the teaching and learning center, technology training, and staff development
• Various idiosyncratic systems such as recycling, safety issues, security information, and technology assistance

• Books and handouts on effective teaching

**PROFESSIONAL DEVELOPMENT**

Even though part-time faculty members have the credentials to teach the subject assigned, it may be necessary to provide training in the use of technology and/or pedagogy. We recommend that chairs offer the following training for part-time faculty.

**Technology.** This involves training in the effective use of the internal communication systems, software, and Blackboard or WebCT to support classroom learning, as well as software packages and specialized software for the specific teaching field.

**Pedagogy.** Part-time faculty should be invited to the professional development offerings that are planned for all faculty, such as teaching in the learning college, the active-learning classroom, critical thinking, and writing across the curriculum. Many colleges have developed face-to-face training programs which include part-time faculty, such as instructional skills workshops, teaching in the community college, or Learning Exchange Network (LENs) modules. Others have designed and delivered part-time faculty training such as the Adjunct Certification Training (ACT) program. The program implemented at Johnson County Community College includes the following.

**Required sessions.**

• *Orientation*—an overview of the modules, systems, and reflective practice, and the required journal which must be submitted before the program is complete.

• *Employment policies and procedures*—reviews current classroom policies and procedures and student disciplinary policies.

• *Developing an effective syllabus*—provides part-time faculty the opportunity to review the college’s most current syllabus guidelines. Alternative approaches are discussed.

• *Teaching to the whole student*—part-time faculty explore who their students are and the challenges they bring to the classroom.

• *Legal issues*—this module covers such issues as FERPA, ADA, Gramm-Leach-Bliley Act, sexual harassment, and student conduct in the classroom.
• Classroom diversity issues—part-time faculty have the opportunity to discuss diversity from a variety of views including the manner in which diversity presents opportunities and challenges in society and in the classroom.

• Technology in the classroom—part-time faculty review the use of Pipeline, email, voicemail, multimedia classrooms, electronic grading, and additional technology resources available for faculty such as WebCT.

• Instructional design—part-time faculty are introduced to the art of instructional design, including the identification of the type of learning desired, decomposing the goals of the lesson, and constructing a new way to teach the topic or skill.

• Microteaching and classroom videotaping—part-time faculty present a five- to seven-minute mini-lesson of their choice and receive feedback from their peers and their assigned facilitator. One faculty member’s class sections will be videotaped and reviewed one-on-one with the assigned facilitator.

• Reflective practice—A reflective journal must be submitted upon completion of the nine required and one elective module. The journals indicate what part-time faculty members have learned and how their teaching reflects what they have learned.

Elective sessions. Each participant must complete one of the following sessions which are offered one time per year.

• Assessment and test construction—focuses on the role assessment plays in the classroom and how a test can create a dialogue between instructor and student.

• Learning styles—part-time faculty will enhance their understanding of individual differences among students.

• Portfolio preparation—reviews how to build a teaching portfolio.

• Teaching beyond technique—this module is designed to rejuvenate teaching by going beyond techniques.

• Teaching techniques—part-time faculty explore the elements of a positive learning environment and teaching techniques to enhance learning, including active-learning strategies.

• Understand yourself and others—part-time faculty identify their natural behavioral work style using the personal profile system (DISC), and they learn how to maximize their strengths.
Upon completion of the Adjunct Certification Training, part-time faculty are recognized for their achievement at a dinner. All completers receive a certificate, a book, and one-time stipend. Part-time faculty should also be invited to participate in teaching workshops, brown-bag lunches, and consortium-sponsored activities such as a teaching and learning conference.

Colleges can also explore some of the commercially available online programs such as ScenariosOnline (www.scenariosonline.org) from Valencia Community College, 4Faculty.Org, and LENs from the League for Innovation, among others in development.

**AWARDS AND RECOGNITION**

If the intent is to create a one-faculty system, part-time faculty should be recognized for their contributions to student learning and the effectiveness of the college just as other employees are. Examples include:

- **Years of service recognition**—which may be a lapel pin or other token of appreciation.

- **Extra effort recognition**—a system for showing appreciation for the out-of-the-ordinary efforts employees make to support one another, students, or the community.

- **A teaching effectiveness award**—the system at Johnson County Community College mirrors the one used for the full-time faculty award given by Burlington Northern Santa Fe Railroad. Part-time faculty must be nominated, chosen by their division, prepare a portfolio which is submitted to an external judge, and honored at an awards dinner. Six monetary awards have been made available through a contribution to the college foundation and matching funds from the board of trustees.

- **First, best, most . . . recognition**—a way of collecting the outstanding activities such as degree completion, publications, awards won, or research completed.

- **Inclusion activities**—part-time faculty should be invited to participate in social events sponsored by the division, attend division meetings, contribute to textbook selection decisions, and support curriculum development or revision.

Supervisors are challenged to support all faculty which includes the very valuable contribution of part-time faculty. For further information about any of the programs outlined, please contact the authors.

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