

**White Paper**

**A Faculty Perspective on the Judicious  
Employment of Adjunct Faculty**

### ABSTRACT

Maricopa's use of adjunct faculty has steadily increased to meet the demands of growing student enrollment and diminishing budgets. As a result, adjunct faculty now teach some 60% of our credit hours. While adjunct faculty bring many virtues to the classroom, numerous studies support that student success suffers when students lack sufficient contact with full-time faculty. Our overreliance on adjunct faculty diminishes not only student success, but also generates increased legal, moral, and managerial risks for the system. Rebalancing faculty staffing requires both a commitment to residential faculty teaching a supermajority of credit hours and a mechanism for ensuring the faculty staffing levels are realized.

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## **White Paper**

### **A Faculty Perspective on the Judicious Employment of Adjunct Faculty**

The Chancellor has requested that the Faculty Association provide (1) its perspective on the appropriate ratio of residential to adjunct faculty for the District and (2) provocative questions and ideas with regard to that perspective and its relation to One Maricopa. This white paper fulfills those requests.

Considering the residential-to-adjunct faculty ratio is important because of the large number of adjunct faculty teaching (as well as the large number of credits being taught by adjunct faculty), the necessity of updating the ratio as it currently exists in the *Residential Faculty Policies*, and the realization that settling this issue is a useful and necessary precursor to addressing other systemic issues that relate to the adjunct faculty. We share in the Chancellor's belief that presenting this paper to the members of the Chancellor's Executive Council will continue a fruitful discussion about an issue that has become a pressing concern.

The white paper proceeds as follows. After reviewing many of the salient differences between residential and adjunct faculty in Maricopa, we provide an overview of the recent literature relating to the effects of adjunct/contingent faculty on program integrity, academic quality, and student success. We follow this overview with a discussion of the various costs involved in over relying on contingent adjunct faculty labor in the Maricopa context. With that groundwork established, we proceed to the residential-to-adjunct faculty ratio, various considerations pertinent to setting the ratio, and the degree to which flexibility can be built into an otherwise inflexible ratio. Finally, we present several possibilities for discussion about how to move forward in a way that meets the competing demands of quality, sustainability, and cost.

## **Comparisons Between Residential Faculty and Adjunct Faculty**

### **Employment Status**

Residential faculty are full-time, permanent, benefits-eligible District employees.

Residential faculty begin their careers with Maricopa in “probationary status” and may achieve “appointive status” (*i.e.*, tenure) after five consecutive years of service.

Adjunct faculty are part-time, contingent, non-benefits eligible District employees.

Adjunct faculty are at-will employees hired on a course-by-course basis and have no legally enforceable expectation of continued employment.

### **Hiring Processes**

Residential faculty are hired through the same competitive process utilized for other Governing Board-approved employees. Hiring committee chairs must have undergone the “Hiring the Best!” training provided by the Division of Human Resources.

Adjunct faculty are hired by department/division chairs, evening supervisors, or occupational program directors at each college. No training is required for these hiring agents, and while methods for introducing competitive hiring practices are currently under consideration, none are currently in place at the department/division/program level.

### **Minimum Qualifications**

Both residential and adjunct faculty must meet the same minimum hiring qualifications set by the Governing Board and the Instructional Councils for each discipline.

The Division of Human Resources confirms candidates’ minimum qualifications for residential faculty positions. The Division of Human Resources refers determinations requiring discipline-specific expertise to the appropriate Instructional Council.

However, for adjunct faculty, a college may determine equivalencies for the minimum qualifications and grant exceptions to teach on that basis. At the same time, the policy indicates those adjunct faculty teaching under an exception may or may not qualify for a residential faculty position in the same discipline. Since adjunct and residential faculty have the same minimum hiring qualifications, an adjunct faculty who fails to meet the minimum qualifications for a residential faculty position also fails to meet the qualifications for the adjunct faculty position she or he holds. This indicates that at least some exceptions have been granted to adjunct faculty who are not meeting the minimum qualifications (or their equivalent).

### **Work Responsibilities**

Residential faculty teach a standard fifteen (15) credit hours per semester during the academic year. Certain provisions allow residential faculty to teach overloads and undertake additional paid compensation up to a prescribed limit. In addition to teaching, residential faculty must hold a minimum of five (5) scheduled academic support hours per week and participate in committees or other service as part of a system of shared governance.

Adjunct faculty may teach up to nine (9) credit hours per semester, including the summer semester. Certain provisions allow adjunct faculty to teach courses and undertake additional paid compensation up to twenty (20) clock hours per week (with one (1) credit hour counting as two (2) clock hours). Exceptions to this policy may be together granted by the College President and the Vice Chancellor of Human Resources. Adjunct faculty have no additional responsibilities and are not required to hold academic support hours.

### **Compensation**

New residential faculty with an MA and no teaching or workforce experience earn \$42,304 annually. New PhDs hired without experience earn \$54,868 annually. In addition to the

base salary, additional steps on the salary schedule and/or COLAs have historically been granted annually. Residential faculty earn health benefits, sick leave, personal days, Arizona State Retirement System participation, and other ancillary benefits.

Adjunct faculty – irrespective of teaching and workforce experience, highest degree earned, and years with the District – earn \$813 per credit hour taught. For the sake of comparison, if an adjunct faculty member taught a 30-hour annual load (which would require an exception to the load limit policy), that person would earn \$24,390 annually. That is only 58% of what the new residential faculty with an MA earns, and only 44% of what the new residential faculty with a PhD earns, in base salary – excluding the value of benefits. Since adjunct faculty annual compensation rises only slightly above the poverty line for a four-person family (Federal Register, 2011), many adjunct faculty likely must hold a second job to meet their financial obligations. Residential faculty, in contrast, are generally not permitted to engage in outside employment during the hours of accountability.

Adjunct faculty receive no health benefits, sick leave, or personal days. If they work for a long enough period of time in violation of the load limit policy, they must under law participate in the Arizona State Retirement System. This later benefit is a mixed blessing, as participation gets one into the retirement system, but it also requires a payroll deduction of 10% of one's pay. For the portion of adjunct faculty relying on their paycheck from Maricopa to pay their bills, that 10% may be a burden.

### **Importance of Residential Faculty**

Vincent Tinto's research "established what is now a widely accepted notion that the actions of the faculty, especially in the classroom, are key to institutional efforts to enhance



student retention. Though it is true, as you are often reminded, that student retention is everyone's business, it is the business of the faculty in particular" (Tinto, 2005).

Adjunct faculty perform valuable roles providing students with specialized knowledge in specific areas of practice (Benjamin, 2002) and provide a buffer when enrollments fluctuate (Green, 2007); however, their responsibilities are limited to teaching in the classroom.

Residential faculty develop curriculum, assess program integrity and outcomes, and create the collegiate environment integral to the academy and to academic quality. Moreover, the residential faculty engage students outside of the classroom and thereby build the relationships and connections to the colleges that contribute significantly to the achievement of student goals.

The research is clear: full-time faculty help students achieve their goals.

### **Program Integrity**

To ensure program integrity, residential faculty perform numerous activities. They are actively engaged in the community, form advisory councils of employers and transfer partners, sponsor student internships, and perform program reviews. Professional development funds encourage attendance at professional conferences throughout the country; in fact, many faculty present papers at these conferences. These activities educate residential faculty on student success in the workforce, student performance at transfer institutions, and national trends that may affect our programs. These activities also develop greater expertise in respective disciplines, pedagogy, and leadership – thereby renewing and enhancing the integrity of our programs. As programs require alteration, the residential faculty initiate curriculum changes through disciplinary Instructional Councils.

## **Academic Quality**

The national trends in higher education demand more transparency and accountability. The value (cost vs. benefit) of a degree has come under attack. Maricopa has exhibited leadership in transparency as one of only a few institutions who publish course competencies for every course offered by the institution. Residential faculty who teach in their respective discipline develop and maintain these course competencies, and course competencies provide the foundation for assessing student learning outcomes.

To meet some of the demands for accountability, the Department of Education has pressured the regional accreditation agencies to demand assessment programs as part of the accreditation process. Assessment programs are the responsibility of residential faculty. When assessments reveal students are not meeting the competencies of the course, residential faculty revise the content or pedagogical methods of the course to ensure students master the learning outcomes. As noted above, adjunct faculty are not expected to lead assessment efforts.

## **Student Success**

Benjamin (2002) cites numerous studies of undergraduate learning that conclude faculty involvement with students (outside of class) is a key determinate in student completion and success. Moreover, according to Benjamin, data from the National Survey of Postsecondary Faculty conducted for NCES in fall, 1992 show full-time community college faculty spend four times as much time on non-classroom instructional activities as their part-time counterparts.

The 2010 Community College Survey of Student Engagement (2010) also reports that personal connections are an important factor in student success. Focus group participants state that, at one time or another, interactions with other students, faculty, and staff encouraged them to persist. Additionally, integrating student support services into learning experiences – helping

students learn of the support available to them – increases persistence and completion. Full-time faculty are both more available to make connections with students and more attuned to the support services available to help students who are experiencing difficulty. This comes as no surprise, as full-time faculty are more likely to continue their employment for multiple semesters and are paid enough so they do not need to hold a second job that takes them away from campus life. This finding further confirms the 1992 NCES study that full-time faculty spend three to four times as much time on non-classroom instructional activities (*e.g.*, advising, supervising internships, club sponsorships) as their part-time counterparts.

Umbach (2008) studied the results of the 2001 HERI Faculty Survey of 20,616 faculty members (15% of whom were part-time) at 148 institutions. Based on social exchange theory, Umbach hypothesized part-time faculty were not likely to perform well due to low wages, little support for professional development, and an environment that marginalizes them. The study yielded evidence suggesting that

compared with their full-time peers, part-time faculty are underperforming in their delivery of undergraduate instruction and are less committed to teaching. When compared with full-time faculty, part-time faculty advise students less frequently, use active teaching techniques less often, place a lower priority on educating students to be good citizens, spend less time preparing for class, include diversity in their teaching less frequently, and are less likely to participate in a teaching workshop. (pp. 14 – 15)

A second hypothesis contended that campuses with large proportions of part-time faculty will engage students less frequently in classroom activities that enhance student learning. The study

revealed the higher proportion of part-time faculty actually negatively affected all faculty, including full-time.

Numerous recent studies repeatedly confirm the same related points:

- Harrington and Schibik's (2001) study of a large Midwestern university concluded that freshmen who took a higher proportion of their courses with part-time faculty were less likely to persist towards their degree.
- Ehrenberg and Zhang (2005) tested a large sample of institutions with multiple observations dating back to 1986. They found that "for each 10% increase in the percentage of faculty employed part-time at four-year institutions, graduation rates decrease by 2.65%" (p. 654).
- In a study of 1,209 public two-year colleges in all 50 states, using NCES and IPDS data, Jacoby (2006) found that "increases in the ratio of part-time faculty at community colleges have a highly significant and negative impact upon graduation rates" (p. 1092).
- Green (2007) acknowledges student achievement tracks with non-classroom instructional activities and suggests adjunct faculty receive more professional development and training in curriculum development, advising, cooperative learning techniques, and other pedagogical strategies. He also suggests adjuncts hold office hours, serve as intern coordinators, and club advisors. Green also notes the crucial impact growing numbers of adjunct faculty will have on the institutional culture.
- Eagan and Jaeger (2008) cite several studies finding "a significant negative correlation between the amount of exposure to part-time faculty, as measured by percentage of total credits taken with part-time instructors, and students' likelihood of being retained at the institution" (p. 42). They also cite studies indicating students view part-time faculty as

“less stable or less secure” (p. 42), thereby impeding the formation of role model and mentoring relationships.

While the economic realities of higher education today appear to counsel, at least in the short term, a need for lower-paid adjunct faculty, the research solidly indicates student persistence and completion improve when full-time faculty are engaged in non-classroom instructional activities. Adjunct faculty are insufficiently compensated, part-time, contingent faculty and are thus not situated properly to encourage extracurricular engagement; residential faculty are fully engaged in those activities. The presence of residential faculty contributes to students achieving their goals; therefore, we need to establish policy that maintains an appropriate ratio of residential to adjunct faculty.

### **Costs of Overreliance on Adjunct Faculty**

Contingent, part-time employees allow employers the financial flexibility to accommodate fluctuation in demand for their products or services. However, the immediate budget savings realized by use of contingent labor is offset by various legal, ethical, and managerial “costs” being shifted to the system. The greater the reliance on adjunct faculty (contingent labor) at the colleges, the more likely the budget savings will in fact be a false economy for the system.

#### **Legal “Costs”**

We run various legal risks as a system by allowing adjunct faculty to work excessive hours at disproportionately low wages. Federal laws prohibiting discrimination, including Title VII of the Civil Rights Act of 1991 and the Equal Pay Act, may come to bear on these practices. A non-trivial risk of lawsuits for discrimination, back pay, Arizona State Retirement System contributions, and unpaid benefits may obtain as a result of classifying adjunct faculty as

contingent, part-time employees but essentially working some portion of them as permanent, full-time employees on a regular basis. We might mitigate this risk through centralized screening, hiring, and assignment, but at the cost of increased administrative overhead and diminished managerial control.

Legal risks also arise whenever the avoidance of legal liability requires consistent and effective training. As adjunct faculty generally are not meaningfully connected to their college(s) and are not paid to be at the colleges beyond the time they are teaching, training adjunct faculty can be challenging. One such legal risk involves the new Department of Education regulations on gainful employment. For instance, an employee who disseminates inaccurate information (knowingly or otherwise) about labor market demand to a student can evoke the displeasure of the Department of Education in the form of legal action against the District. Training permanent, full-time residential faculty members on the appropriate protocols one time insulates the District from liability much more effectively than repeated and likely haphazard trainings for adjunct faculty.

### **Ethical “Costs”**

Our current practices with regard to adjunct faculty pose at least three serious ethical concerns. First, the undisputed practice of unequal treatment in terms of salary, benefits, and working conditions lacks any proper moral foundation. The principle of equality is fundamental, and it requires that similar persons be treated similarly. If a practice violates the principle of equality, the burden lies with the proponents of the practice to justify why equality should give way to some other moral value.

A moral argument sometimes made in favor of the unequal treatment of adjunct faculty is that they are not being forced to work for Maricopa. Since they could turn down the

employment, there is nothing wrong with asking them to work for one-third to one-half (including the value of unpaid benefits) of the pro-rated compensation similarly situated residential faculty earn. One could take that perspective, but that logic is exactly analogous to the logic of sweatshop employment. It appears insensitive to the fact that many workers have no meaningful choice about whether to end their employment. Not every adjunct faculty member is comfortably retired or working a full-time job with another employer; a recent survey of adjunct faculty at Maricopa revealed that 60.2% of respondents would choose to become residential faculty, if the opportunity were available (Adjunct Faculty Association, 2010).

Second, the integrity of the institution can rightfully be called into question when it fails to take seriously its fundamental mission of teaching and learning. Sadly, not every student will succeed in college, no matter what we do. However, we have a duty to do what we can to help them succeed. We know full-time faculty make a significant contribution to improving student success, and we have an obligation to act on that knowledge.

Finally, we have an obligation to pay due respect to the rule of law. The law and our policies regarding adjunct hiring, compensation, and workload are all being bent because the siren song of inexpensive labor reaches a perfect pitch in our financial climate. We recognize and respect that budgets are limited and the doors must stay open. We simply believe that continuing to operate in this environment will ultimately lead us to a destination we would not consciously choose otherwise. Now is the time to reexamine our principles and to commit ourselves to a better path.

### **Managerial “Costs”**

More than 5,100 adjunct faculty work for Maricopa (nearly half of our entire workforce), and they are managed by a comparative handful of chairs, evening supervisors, and occupational

program directors, all of whom have more than enough to do even if they did not have a single adjunct faculty to find, hire, train, supervise, and evaluate.

Finding enough adjunct faculty to teach courses is becoming increasingly difficult, if not literally impossible, in some areas. We have heard numerous anecdotes about this problem from chairs and residential faculty throughout the District. A small sampling from different colleges follows:

- A chair agrees with the adjunct and residential faculty load limit policies, but needs to be able to overload an adjunct faculty to twenty-one (21) credit hours because another adjunct faculty was hospitalized and unable to teach for the remainder of the term. The chair has been unable to find more adjuncts in his field for several semesters. He is already teaching twenty-one (21) credit hours himself while acting as a chair.
- An academic department is understaffed by sixteen (16) residential faculty lines (according to the current ratio) and has ten (10) adjunct faculty who do not meet minimum qualifications in the discipline they have been teaching.

Chairs, evening supervisors, and occupational program directors should not be put in the position of having no reserve of qualified contingent labor to meet their enrollment demands because they are all being utilized in positions that should be filled by full-time residential faculty. (Nor should they be ethically compromised by a system that says one thing in policy but another in practice.)

Even if hiring agents are fortunate enough to find adjunct faculty candidates, the process of hiring adjunct faculty is not conducive to getting the best instructor in the classroom. The hiring selection of adjunct faculty versus residential faculty is inherently flawed:



The latter are appointed based on a highly competitive national search and teaching demonstrations as well as scholarly records, recommendations, and peer evaluation. The former are often selected by an over-burdened chair from a local list at the last moment and subject to a perfunctory review of their vita and, perhaps, student evaluations (Benjamin 2002, p. 7).

We do not mean to imply that a great many of our adjunct faculty are not excellent teachers; indeed, many would likely be strong candidates for any newly available residential faculty positions. However, that result may be more by accident than design. As the District moves to improve our equal opportunity hiring practices with respect to adjunct faculty, we will find it literally impossible to hire and place adjunct faculty in the manner to which we have grown accustomed (*i.e.*, at the last possible moment with our fingers crossed). The circumstances we have created for ourselves cannot be sustained from a ground-level management perspective.

### **The Proper Balance Between Residential and Adjunct Faculty**

What is the proper balance of residential and adjunct faculty, given the various factors described thus far? The answer to this question should derive from another: What balance will best increase student success given fiscal, legal, and moral constraints?

Consider the following data:

**1) Current (and five-year) trend of adjunct faculty at Maricopa**

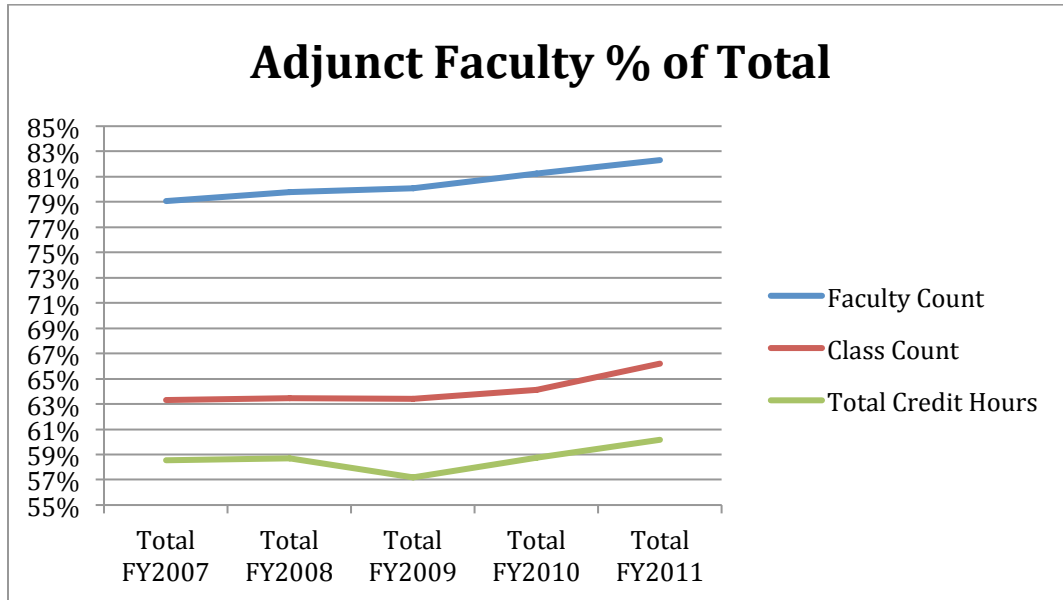


Figure 1. Adjunct Faculty Percent of Total

The percentage (or ratio) depends on what measure one decides to use. One thing is clear: the percentages are increasing to the point where nearly 83% of our faculty are adjunct, teaching 60% of the credit hours within Maricopa.

## 2) National data for part-time faculty at two-year public institutions

Table 1.

*Faculty Employment Status by Institutional Category, 2009<sup>1</sup>*

Two-Year	Public	
FT Tenured	45,669	12.4%
FT Tenure Track	15,864	4.3%
FT Non-Track	50,347	13.7%
Part-time	256,890	69.7%
	368,770	100.1%

<sup>1</sup> Source: US Department of Education, National Center for Education Statistics. IPEDS Employees in Postsecondary Institutions, Fall 2009 (NCES 2011-150) FT from table 6 (FS); PT from table 4 (EAP; excludes research only). Compiled by AAUP Research Office, Washington, DC; John W. Curtis, Director of Research and Public Policy (6/2/11).

## 3) Some Legislative Mandates from Other States

In 1988, the California Legislature enacted AB1725 to establish a goal of 75% full-time faculty instruction in their institutions of higher education. Section 35 states:

The Legislature wishes to recognize and make efforts to address longstanding policy of the Board of Governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors. (Assembly Bill 1725, 1988, p. 39)

Although the enforcement mechanism has not been effective at achieving that goal, the system-wide average has ranged from 63.1% in 1988 to 62.2% in 2004 to 59.2% in 2007

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(Academic Excellence, 2008). The decline can safely be attributed to the economic pressures of recent years. Nevertheless, California has maintained a reasonable percentage of full-time faculty compared to the national average of 30.3%.

In Maryland, the Code of Maryland Regulations (COMAR) requires that full-time faculty teach at least 50% of credit-bearing courses, with the Secretary of Education authorized to grant exceptions in “unusual circumstances.” The same code section requires that “[a]djunct faculty, when used, shall . . . possess the same or equivalent qualifications as the regular faculty of the institution” (Maryland Higher Education Commission, p. 16).

### **How should the residential-to-adjunct faculty ratio be calculated?**

According to Green (2007), there is no standard ratio of full-time to part-time faculty that produces maximum effectiveness and efficiency. Instead, there are two fundamental approaches to calculating a ratio: 1) headcount, which divides the number of faculty (either residential or adjunct) by the total number of faculty, and 2) credit hours, which divides the number of credits taught (either residential or adjunct) by the total number of credits taught.

Both counts yield valuable information. The institution has to provide logistical, administrative, managerial, and infrastructure support for each adjunct faculty hired, so the more adjunct faculty hired, the larger the demand on the system. On the other hand, measuring credit hours addresses the core of what we do – instruction delivered in the (virtual) classroom. According to Green (2007), 50 percent of adjunct faculty teach two or more courses per semester, and 30 percent teach three or more courses.

Headcount is a useful measure that should be monitored; however, if that is the sole measure used, it distorts the data on whether instruction is being delivered by adjunct or residential faculty (Charlier & Williams, 2011). For the purposes of ensuring academic integrity

and student success, credit hours should be used to determine compliance with a faculty staffing ratio. Headcount could also reasonably serve to measure stress on the system infrastructure and could trigger appropriate responses from non-instructional areas.

### **What flexibility should be permitted?**

Not only do we have many excellent adjunct faculty, there are certain areas of instruction that may be enhanced by the use of adjunct faculty. Benjamin (2002) distinguishes between occupational and academic faculty, suggesting the quality of occupational instruction will not likely suffer as much as the quality of academic instruction as the use of contingent faculty increases.

[U]nlike the use of part-time appointees in fields like business, journalism, the health professions, and the performing arts, contingent faculty in the basic liberal arts positions are less likely to compensate for their lack of time and academic credentials by providing pertinent “real world” vocational and practical experience (p. 6).

Although there might be a justification for the use of more adjunct faculty in occupational fields (or conversely, the use of fewer adjunct faculty in academic fields), the national data reveal a decrease in the use of adjunct faculty in occupational areas, while the use of adjunct faculty in academic fields is increasing.

Maricopa has some extremely talented and motivated adjunct faculty. We need to encourage development of adjunct faculty and provide the best of them with a pathway to residential faculty employment (if that is their desire).

### **Getting There from Here**

Attaining a specific goal requires strategies, plans, measurable objectives, accountability, and a commitment from all involved to achieve that goal. When the goal is helping our students achieve their goals, the commitment for us is easy; however, the specific strategies and plans may present more of a challenge. The following suggestions are meant to be somewhat aggressive, as we believe our current situation will not be corrected by adjustments made at the margins.

### **Shared Residential Faculty Hires**

One potentially cost-effective measure is jointly to hire residential faculty to teach at two colleges. Splitting a residential faculty member's teaching schedule between MWF at one college and TR at another is workable, if not ideal. Shared residential faculty will fill staffing needs, provide continuity and stability for students, facilitate best practices and joint efforts between their home colleges, contribute to shared governance, and still be in a position to interact with students outside of the classroom. Shared faculty are somewhat more cost effective than hiring less-than-full-time residential faculty due to the administrative and benefits costs of multiple people filling one position.

### **Funding of Faculty Lines**

The distribution, retention, and funding of faculty lines are based on a historical system that may not serve us well today. Once a line is distributed to a college, it stays there, both without regard to growth, decline, or shifts in enrollment and without regard to whether the line is spent on teaching at all. There is no method of redistributing those faculty lines within the system based on comparative needs of all the colleges, to the detriment of the colleges

experiencing substantial growth. We contend the funding of faculty is based on a historical model that requires revision.

Faculty lines are funded at the college level based upon the highest amount historically paid to fund the line. If a line is filled with a new hire at the PhD level, when the previous employee was paid at Initial Placement (IP)+75, the college will receive funding for the higher level. Conversely, when the PhD leaves, and the position is filled with someone at a lower level, the funding remains at the PhD level and the college can use the surplus to fund other priorities. Colleges have been able to use these surpluses to absorb the mandatory cuts imposed on them by not filling vacant lines and replacing them with temporary or adjunct faculty. With enrollment increasing, full-time faculty lines have decreased 215 from 1,555 in 2007 to 1,340 in 2011.

Reversing this troubling trend will not be easy, particularly because the financial environment in which we operate is not likely to improve for several more years. Despite the economic constraints, we need to focus our resources on our priorities. We all agree student persistence and completion is our top priority, and the evidence in this white paper establishes the presence of full-time faculty is a key determinant in students achieving their goals. So how can we reverse this trend?

### **Multi-Year Phase-in Plan**

To allow the colleges to wean themselves off the surplus funding that has developed from our historical practices, the plan envisions a phase-in period of several years, based upon the following schedule:

2012-13:

- Departments will begin tracking their residential-to-adjunct faculty ratios and report them by April 1, 2013.

- Any line that is vacated will be replaced according to college procedures currently in place; however, funding for that line from the District will be at actual cost.
- A District Faculty Staffing Committee will form to develop procedures for the distribution of faculty lines.

2013-14:

- Based upon the ratios reported in the previous year, the District Budgeting office will develop a plan to add new faculty lines to achieve the goal ratio within a reasonable timeframe.
- Any vacated lines at the college will be evaluated based on an analysis of the ratio at the department level. If a replacement is needed to maintain the ratio, the department should be allowed to fill the position. If the ratio would still be maintained without replacing the position, other departments at the college should be examined to determine compliance with the ratio. If no other departments need a residential faculty line to be in compliance, the line should revert to the District for reallocation.
- By the end of the year, the District Staffing Committee will allocate new and reverted lines to colleges based upon the procedures developed in the prior year.

2014-15:

- By the end of the year, any vacant lines that have been unfilled for one year or more will revert back to the District.
- When vertical steps are granted, the District funds the vertical steps for funded faculty lines and the colleges fund the steps for the lines with surplus funds.



- By the end of the year, each college will analyze its progress towards the goal ratio and project a timeframe for attainment based on the procedures in place at the time.

2015-16:

- The District Staffing Committee will analyze the progress reports from each college and develop a projection of goal attainment for the District.
- Adjustments to the plan will be considered if necessary.

This plan will have multiple benefits:

- 1) The District will take measurable steps to address the substantial shortfall of residential faculty.
- 2) Faculty lines will be more equitably distributed across the District.
- 3) Colleges will be weaned from dependence on faculty line surpluses over a period of years as faculty retire, protecting the colleges from a substantial and immediate loss of funding.
- 4) Over time, overfunded faculty lines will be replaced with funded faculty lines ensuring that funding allocated for instruction is used for instruction.

Instead of funding the line based on historical levels, under this plan the college would receive the actual amount it costs to fill that line. If it is filled with a PhD, the college would receive funding at the top of the scale; if it is filled with adjuncts, the college will receive the cost of thirty (30) hours at the adjunct rate of pay. By eliminating any monetary incentive, this plan would encourage the college to “hire the best” instructor for the classroom.

### **Adjunct Faculty Internal Hiring Status**

Hiring more residential faculty entails both reducing the number of adjunct faculty and seeking more candidates for the residential faculty positions. Maricopa currently hires 70% of residential faculty from our ranks of adjunct faculty. This is a testament to our extremely talented and motivated adjunct faculty. We need to encourage development of our adjunct faculty and provide the best of them with a pathway to full-time employment (if that is their desire).

One way we can streamline the hiring process is to recognize a majority of our hires come from an internal pool and grant them status as internal candidates. This change will not restrict a hiring committee from opening up the pool to external candidates if the internal candidates do not meet the expectations of the committee. In the case where the internal candidate is extremely qualified (as is obviously the case 70% of the time), this change would simplify and expedite our hiring process, while acknowledging the value our adjuncts bring to the District.

### **Conclusions**

Student success should be the force that drives institutional decision making.

Although research suggests that the employment of part-time faculty instructors enables institutions to become more cost-efficient with their academic labor, this financial flexibility may be at a significant cost to an institution's ability to retain students (Eagan and Jaeger, 2008, p. 50).

A commitment to student success means, among other things, a commitment to providing students access to full-time residential faculty. The appropriate staffing levels for residential and adjunct faculty must be justified first and foremost by our commitment to student success.

Maricopa has for many years, and putatively still does, embrace the notion that the vast majority of day program classes (90%) should be taught by full-time faculty. While we whole-heartedly agree that proportion appropriately balances faculty staffing from the perspective of academic quality and student success, we recognize that the changing landscape of higher education demands that Maricopa change as well. A 75:25 residential-to-adjunct faculty ratio honors our commitment to student success, acknowledges our budget constraints, and alleviates the pressures on the system that threaten to undermine our values.

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