The Committee on Excellence in Teaching would like to put the current investigation into adjunct working conditions in the context of teaching and our students’ learning. We offer this statement to the Part-Time Faculty Task Force in the context of our commitment to LMU’s Mission. More specifically, we are mindful of our Mission’s emphasis on the encouragement of learning. As our Mission Statement states:

At LMU, the encouragement of learning takes place in the context of an intellectual tradition that:
- Insists on critical thinking and the development of imagination and artistic expression
- Takes philosophical and theological disciplines seriously
- Engages in ethical discourse and embraces the search for values
- Respects the integrity of the individual while at the same time pursuing the common good
- Views the world as sacramental and seeks to find God in all things
- Encourages an integration of knowledge in which “faith and reason bear witness to the unity of all truth” (Ex Corde Ecclesiae, 1990, #17)

We submit this document, furthermore, in the context of the objectives of our Committee: “To encourage and stimulate excellent teaching among the faculty by promoting policies and programs that recognize and reward excellence in teaching within the University.”

It is our premise that faculty teaching conditions are student learning conditions, a premise that underlies the following recommendations we make to the Task Force.

Recognizing that LMU adjunct faculty have different academic and professional backgrounds, and thus need to be supported by our University in ways specific to the kind of teaching they offer our students, we nevertheless propose the following recommendations as applicable to all our adjunct faculty members.

- For effective teaching, faculty must engage in adequate preparation, including but not limited to preparation of syllabi and additional elements of course design, understanding of teaching-related rules and procedures, student expectations and demographics, and access to learning management – a significant amount of adjunct faculty work occurs outside the semester. It follows, therefore,
  - First, it is paramount that adjunct faculty know of teaching assignments as early as possible. We regard no less than two months before the start of the semester as adequate.
  - Second, it is important to provide proper incentives to invest in class preparation. We urge that adjunct faculty contracts be bifurcated so as to guarantee partial payment of at least 20% of total contract pay for work associated with class preparation, a portion of the payment for services rendered that LMU must honor even if the course for which the adjunct faculty member has prepared is cancelled.
  - Third, orientation should become mandatory for all new adjunct faculty. All adjunct faculty should be compensated for attendance at orientation.
• Good teaching, advising, and mentoring require continuing engagement between individual faculty members and their students. Such continuing engagement is necessary beyond the course context, for example, if faculty are to support students as they consider applying for grants, graduate schools, jobs, internships, and so forth. To teach, advise, and mentor responsibly requires, in addition, an understanding of the role any particular course plays in the departmental curriculum as well as in the larger university context, including with reference to the Core Curriculum. To encourage adjunct faculty to invest in their teaching at LMU as teacher-scholars, it follows, therefore,
  o First, that turnover of the faculty and new course preparations should be kept to a minimum.
    ▪ Thus, whenever possible, fewer adjunct faculty should be employed, with each faculty member teaching more classes.
    ▪ Thus, adjunct faculty contracts should be for a minimum of one year (and to include twelve-month library privileges and corresponding parking permit options).
  o Second, that adjuncts be actively incorporated into the life of the department in which they teach, including inclusion in departmental communications, events, and deliberations (except where the faculty handbook or university, college, or departmental policy provide for limitations on these activities). Most especially, adjunct faculty should be invited to participate in departmental meetings and discussions about curricular matters and advising.
    ▪ Such participation in department-related activities should be compensated.

• Effective teaching depends on faculty with good teaching skills. It follows, therefore,
  o First, that transparent and consistent practices for adjunct faculty hiring and renewal of contracts as well as for non-renewal of contracts be implemented. Moreover, mechanisms should be created to allow an adjunct faculty member to appeal a decision for non-renewal of contract.
  o Second, the above practices should be informed by formal review processes, for which departments should develop standards that include mechanisms for enforcement of decisions associated with the review processes. In the context of such processes, departments should address shortcomings in adjunct faculty teaching and provide adjunct faculty with the opportunity to address these.

• Faculty working conditions shape the classroom experience. It follows, therefore,
  o First, that the University ensures that all adjunct faculty teach these classes under conditions comparable to that of their full-time counterparts.
    ▪ Thus, all adjunct faculty should be provided office space where confidential conversations with students can take place, and they should be expected to offer office hours with similar frequency and scheduling options as do tenure-line faculty.
    ▪ Thus, it is necessary to determine how many adjuncts can be assigned to the same office in any given semester.

 1 Such opportunities do not imply any scholarship or service expectations for contingent faculty by the university beyond what is explicitly stated in individual contracts.
Thus, it is necessary to establish minimum standards for access to technology (computers and otherwise) for adjuncts, in order to guarantee adjunct faculty access to all LMU systems so they satisfy the increasing demands for use of technology in courses.

- To encourage continual development as teachers, appropriate incentives are required as is the recognition of teaching excellence. It therefore follows
  - First, that LMU recognize highly successful teaching with increased pay, including merit raises.
  - Second, that LMU provide financial support for longer-term adjuncts to engage in the development and redesign of courses as well as in the exploration and implementation of new pedagogies.
  - Third, that LMU fund the Committee on Excellence in Teaching’s Adjunct Faculty Teaching Award.
  - Fourth, that contingent faculty be eligible to apply for course development grants offered at the level of schools and colleges, such as the BCLA Interdisciplinary Course grant, as well as for University-wide awards, including, for example, the CTE’s Teaching Grants. Such grants are possible only if there is a timely commitment to future employment and with an increased endowment of the relevant budgets.

Excellent teaching has to be grounded in and informed by the scholarship and practice of the respective field. All instructors have to keep up-to-date with developments in their field and have to be sufficiently engaged in the academic debates in their field to be able to introduce students to relevant scholarly questions, applications, and creative approaches, to the appropriate methodology and use of evidence, resources, and scholarship, and to the methods of expanding and critically evaluating existing theories, methods, fields of scholarly inquiry, and creative expression. It therefore follows
  - First, that we must integrate our adjunct faculty into the scholarly, intellectual, and creative life of the University and support them in their role as teacher-scholar.
    - All University events related to scholarship and creative projects that are open to tenure-line faculty should be open to adjunct faculty as well. For example, adjunct faculty should be invited to present and otherwise participate in all events at which scholarship and creative works are discussed or otherwise highlighted.
  - Second, we should make financial support available to adjunct faculty to pursue their own teaching-related scholarly and creative endeavors.

- In order to teach well, adjunct faculty must be informed and involved in matters curricular and pedagogical. It therefore follows
  - First, that adjunct faculty must become integrated into the governance of the University at a variety of levels, including department and college or school. Such governance responsibilities must be compensated.