Researching Options to Support Instructional Quality

New Jersey Council of County Colleges
Big Ideas Project Group 2
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Executive Summary

To facilitate a dialogue around issues to support instructional quality, the committee communicated largely via discussion through a Google group, but also had two in-person meetings. Based on group discussion and consensus, the focal point of the research centered on faculty development initiatives, particularly for adjunct faculty. A wide variety of resources were considered, including scholarly journals, periodicals, interviews with practitioners and scholars, and a survey of academic officers within the New Jersey community college system. The committee recommends the following in order to best support instructional quality throughout the New Jersey community college network:

- Prioritize adjunct faculty and ensure targeted faculty development efforts;
- Create, nurture and formalize a culture that supports faculty development initiatives with a clear focus on improving pedagogy; and
- Incentivize faculty development efforts.

Across the board, the committee recommends collaboration across the 19 colleges as a means of emphasizing best practices and sharing of ideas and expertise.

Background

Historically, attention to successful teaching strategies has not been a priority in higher education. Faculty members across the country are often hired based on their academic prowess rather than their teaching expertise. This is not to say that college faculty members are not strong teachers simply that typically, training is in a discipline as opposed to in teaching. Evaluations are often determined based on a number of factors and are not limited to teaching. Community colleges, however, face a unique challenge as teaching-centered institutions. The American Association of Community Colleges (AACC) reminds us that most community colleges have a clear mission to support a wide diversity of students through open access and to maintain a commitment to teaching and lifelong learning. New Jersey’s community colleges are not strangers to these ideals, but the significant diversity of the student body means that faculty must be nimble teachers, considering the widely-varying needs and learning styles of their students.

Additionally, reliance on adjunct faculty continues to rise due to budget crunching and increased enrollments. From 2007 to 2009, enrollment grew by almost 20,000 students to 177,000, while the full-time faculty force increased by less than 50 to 2,289 (NJ Commission on Higher Education). Adjunct faculty, however, grew significantly by almost 700 for a total of 7,422 during the same time period (IPEDS). Adjunct faculty members represent a large and significant portion of teachers throughout New Jersey’s community colleges and we would be remiss not to devote more time, energy and formalized resources to adjunct faculty development.

Commonly, success in teaching and learning is focused on student outcomes via retention and graduation rates. While this data is significant, we believe that as a key element to student success and the primary activity in NJ’s community colleges, teaching must be investigated more intentionally. The New Jersey Commission on Higher Education's Long Range Plan for Higher Education notes the importance of adequate full-time faculty as well as attention to strengthening
development programs for all faculty members. CHE suggested placing emphasis on programs to support teaching and learning with diverse students, particularly students who are non-native English speakers and those with disabilities (Blueprint for Excellence, 2005). Fiscal restraints are noted as a barrier to fortifying full-time faculty and for the community colleges the focus should be on faculty development, specifically for adjunct faculty.

Research on adjunct faculty is abundant and many studies have illuminated challenge areas within this faculty base. In general, adjunct faculty represent a highly diverse group of educators and often employment policies are noted as informal and, at times, exploitative (Gappa, 2000). Hiring, evaluation, support, compensation, and job security are largely inconsistent and some argue sub par. Job satisfaction and quality can be questionable. Adjunct faculty often juggle teaching appointments with other endeavors and may lack time or resources to focus on improving their teaching. Due to a combination of factors, adjunct faculty may interact with students less, spend less time preparing for class and engage in fewer active and collaborative teaching techniques than their full-time and tenured peers (Umbach, 2007). The nature of their appointments and the lack of resources do not offer adequate support to their development as teachers. As a large portion of the faculty across New Jersey’s community colleges, adjuncts are absolutely vital to educating tens of thousands of students each year.

Research on faculty development frequently cites successful initiatives that are faculty-driven, strategic, tied to the institutional mission, and continuous (Caffarella & Zinn, 1999; Murray, 2002; Reich, 1994). Within community colleges, faculty development programs often lack certain areas, perhaps because of strained resources. Formal programs that are connected to reward systems and encouraged by the institutions and administrators have a better chance at success (Murray, 2000, 2001). The president of the American Association of Community Colleges wrote: “If community colleges are to develop the skills needed for effective teaching, student services, and leadership, professional development programs must be expanded and improved” (Boggs, 2003, 23 cited by Murray).

In addition to committee discussion and brainstorming, various sources guided the research. In particular, the Journal of Community College Research and Practice provided a comprehensive overview of important aspects of successful faculty development practices, which was the focal point of the research. Carnegie scholars, leaders in research on teaching and learning and faculty and staff managers of faculty development efforts were contacted to gather a national perspective. Additionally, a system-wide survey of the academic officers of the New Jersey community colleges was developed by the committee with a favorable response rate of 15 of the 19 colleges represented. After group deliberation on the most significant aspects of this research effort, it was decided to focus on practices to support adjunct faculty, a growing number of New Jersey’s community colleges’ teaching force that traditionally garners less support and compensation than full-time or tenured faculty. To that end, the survey probed academic officers to comment on current efforts targeted toward adjunct faculty and on ideas to best support this population moving forward. The committee also felt it was vital to inquire about initiatives for full-time faculty, so a question was included to gain a fuller picture of faculty development issues across all faculty.
Results

Within New Jersey’s Community Colleges

In reviewing current practices among New Jersey’s community colleges, we noticed considerable variation. Our committee-designed survey helped to clarify what aspects of faculty development initiatives, particularly for adjuncts, were most meaningful according to academic officers. A sampling of the best practices from within the 19 colleges follows. In addition to the items mentioned below, various colleges offer workshops, seminars and orientation events for their adjunct and full-time faculty.

Atlantic Cape Community College has an Office of Adjunct Faculty Support and Development to recognize the importance of the adjuncts that comprise almost 80 percent of the faculty. This is a visible, formalized effort toward supporting adjunct faculty and comprises professional development workshops, an adjunct faculty handbook (currently only available in print) and an annual monetary award recognizing excellence in adjunct teaching. Adjunct faculty may elect to be considered for Senior Adjunct Status, resulting in higher compensation. Additionally, adjunct instructors are subject to periodic observations that follow a formal process including action plan and detailed feedback. This is laid out clearly in the handbook. For all faculty, the Instructional Technology department offers workshops on resources and audio narrated and PDF software tutorials.

Camden County College is home to a formal Teaching and Learning Center with a three-year online archive of workshops that can be publicly accessed. Camden visibly supports faculty initiatives to support teaching and learning through its grant and fellowship programs that are open to full-time and adjunct faculty. It offers a faculty mentoring program and an online resource section specifically for adjunct faculty and post faculty accomplishments prominently.

Middlesex County College supports the Council for Adjunct Faculty Development, which offers monthly meetings and facilitates an annual adjunct faculty development day as well as a Peer Mentoring Committee. The Instructional Design and Media Services department offers extensive resources and support for integrating technology into teaching.

Hudson County Community College’s Faculty and Staff Development Office has a formal mission statement and encourages use of Starlink, a Web-based professional development training network.

Bergen Community College supports the integration of technology through the Center for Innovation in Teaching and Learning and a focused training program called The Online Professor Program (TOPP). This is a 3-level, faculty-driven program for faculty "endeavoring to design, develop, teach, or revise online, partially online (hybrid) and Web-enhanced courses," and participants receive a stipend.

County College of Morris offers resources through the Center for Teaching Excellence.
Brookdale Community College’s Teaching and Learning Center supports innovation in teaching and promotes its faculty members’ achievements through the *Focus on Teaching* newsletter.

Raritan Valley Community College hosts an impressive offering of online resources for faculty, including a section dedicated to adjunct faculty. A department for the advancement of teaching and learning no longer exists, but instead, the President established a Dean of Faculty position that is primarily responsible for faculty development. Adjunct faculty development includes face-to-face and online workshops on instructional technology, informal mentoring provided by adjunct coordinators, and regularly scheduled classroom observations. Teaching excellence is recognized by Adjunct Faculty Recognition Awards each semester.

Burlington County College has a formal Adjunct Institute program that enables adjuncts who teach for more than two semesters to become “senior” adjuncts with a per-credit pay increase. Participating adjuncts must fulfill prescribed components, including attending two full days of workshops, for which they receive stipends. In addition, a recent case initiated by Burlington faculty has resulted in NJ State Legislative Bills S2172 and A2964, which empowers colleges to establish probationary periods for non-tenured faculty. At present, this ruling is limited to state colleges, but will likely extend to county colleges and implies that full-time faculty can be hired without possibility of tenure or with lengthened time to tenure (Arnold Chait, interview, August 13, 2010). This has implications on hiring, faculty turnover, and the reorganization of educational programs. Non-tenure track full-time faculty could potentially play a new role in adjunct faculty development by way of informal mentoring or other arrangements.

Twelve of the colleges participate in a the Mid-Career Fellowship Program in collaboration with Princeton University's McGraw Center for Teaching and Learning. Participants must have at least five years of full-time teaching or administrative experience. As part of the program, fellows undertake advanced study in their discipline at Princeton and attend seminars with other fellows. The program seeks to revitalize community college educators and administrators by fostering a community with a central mission of advancing pedagogy.

All of the colleges participate in NJEdge.net, which is a non-profit technology consortium of institutions in New Jersey. Working groups focus on different areas, including the Educational Activities Task Force that is co-chaired by representatives from Middlesex County College and UMDNJ and hosted a Faculty Best Practices conference in Spring 2010 at Seton Hall University.

The New Jersey Virtual Community College Consortium has partnered with Quality Matters, a nationally-recognized and faculty-centered organization that focuses on the process of peer review to ensure quality in online instruction. A rubric has been produced and is available to assess online courses and training for online and hybrid course instruction. Entering the second year with Quality Matters, 10 to 12 of the 19 colleges in the consortium are involved in this effort (Chuck Chulvick, interview, Aug. 5, 2010).
Other State, College, Regional and National Programs

In reviewing practices nationally, the committee uncovered an abundance of noteworthy programs geared toward supporting instructional quality. This is by no means a comprehensive review, but we attempted to shed light on some initiatives. Community colleges hold a critical place in the national landscape of higher education, but leaner resources and a focus on teaching often mean that some of the most cutting-edge developments occur in baccalaureate institutions. Wherever possible, we have focused on our peer institutions and in particular, statewide efforts.

Johnson County Community College in Overland Park, Kansas has designed a program with the purpose of illustrating the value of adjunct faculty and to integrate them into the college community (Burnstad, 2002). Full-time faculty members are involved in hiring adjuncts in efforts to integrate the faculty. Adjuncts are assigned an adjunct facilitator who is either a full- or part-time faculty member as a contact person. For the first six semesters of employment, adjuncts are observed while teaching in the classroom. The review process mirrors that of full-time faculty and is modeled after a nationally-recognized method through the Center for Faculty Development and Research at Kansas State University. An adjunct advisory council meets monthly and a needs assessment survey is conducted every two years. Particularly noteworthy is the Adjunct Certification Training (ACT) Program, which is a seven-module development program. It requires a recommendation and includes a videotaped microteaching session. Adjuncts who complete the ACT Program receive a salary increase and recognition.

College of the Canyons in Los Angeles has developed the Associate Adjunct certification program in which adjunct faculty complete professional development activities in three successive semesters. All are linked to instructional improvement (Richardson, 2002). Adjuncts work with full-time faculty and the intention is to develop teaching skills while building links to the institution. Once completed, they receive a permanent increase in pay (that is 10 percent higher than other part-time instructors) and a title change. Instructional Skills Workshops (ISW) can be completed during evenings and weekends, taking into account adjunct schedule challenges. Stipends provided for full-time faculty to participate.

The Virginia Community College System (VCCS), comprised of 23 colleges, is noteworthy for a few reasons. First, it offers five regional Centers for Teaching Excellence that provide colloquia, instructional leadership, mentoring, and a journal focused on teaching and learning and various resources. The Centers focus on four key areas: learning, teaching, self-development, and innovation. Second, VCCS hosts faculty learning communities for faculty to engage in active discussions about meaningful instructional practices through monthly virtual meetings. Third, a wide variety of professional development grants are available and awardees can opt for funding and/or release time. Last, teaching awards – in particular, the Chancellor's Award for Teaching Excellence (a $5,000 annual award for one full-time faculty member) — reward faculty for exemplary teaching and elevate the value of quality instruction. The VCCS new Horizons awards program recognizes excellence in various areas. Adjuncts receive monetary awards and recognition.
The Maryland Faculty Online Training Consortium spans 23 colleges and is focused on improving online instruction and technology-infused teaching through collaborative sharing and development of resources, many of which are publicly accessible. Faculty-developed training modules are included as well as a comprehensive guide to utilizing resources to train educators.

Valencia Community College in Orlando, Florida hosts a comprehensive faculty development program and has fully ingrained the value of faculty development and training into the culture of the college. Valencia's "Essential Competencies of a Valencia Educator" are the cornerstone to all of its faculty development programming and lay out essential elements of quality teaching that are linked to student learning outcomes (Wendi Dew and Helen Clarke, interview, July 27, 2010). The College supports faculty research on teaching and learning. It offers a faculty development course catalog that features assessment in teaching, learner-centered teaching, diversity, and scholarship of teaching and learning. This course catalog is the foundation for its Associate Faculty Certificate Program that rewards faculty members with a pay increase and title change after completing 60 hours of faculty development activities.

The State of Texas Academic Resource Link (STARLINK) provides over 100 hours of professional development programming annually to 140 member colleges and universities in 24 states and Canada. STARLINK has expanded significantly and has been recognized regionally and nationally.

Texas Collaborative for Teaching Excellence is a statewide professional development resource for community and technical college faculty. The goal of the Collaborative is to enable colleges to share resources and avoid duplication. Resources such as discipline-specific teaching and learning foundational topics offered on this site were developed by the Collaborative's clearinghouse and regional centers at partner colleges across Texas.

Various other certification programs exist for adjuncts that are designed to encourage improvement in classroom instruction while recognizing adjunct faculty contributions. Many involve full-time faculty, require applications, offer stipends and result in increased salaries and/or title changes. Other programs include those at the Lone Star College system (Texas), St. Louis Community College (Missouri), and the College of Southern Maryland.

Pima Community College’s (Tucson, Arizona) Student Learning Outcomes Committee has formalized continuous assessments of student learning to encourage improvement in course design, delivery and instructional techniques. In early stages, faculty were given release time to participate in development efforts and discipline leaders were offered compensation. This is not used in faculty evaluation but rather in ensuring student learning outcomes.

Communities of Practice: Pooling Educational Resources (COPPER) to support the scholarship of teaching and learning is a Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) supported initiative that links a group of colleges to a common ideal. This model is especially noteworthy because it is largely comprised of community colleges across the country. Scholars within community colleges collaborate on research and practical investigations of teaching learning and share findings with their respective college communities.
The University of Central Florida houses a comprehensive online resource center for adjunct faculty as well as stipend-based Adjunct Retreats that are training-focused on various pedagogical areas. The University has also developed an award-winning faculty development program providing experiential, collaborative learning for instructors to build online programs called Interactive Distributed Learning for Technology-Mediated Course Delivery. Participating faculty receive financial support and over 400 courses have been developed through this program.

Project Disseminating Effective Learning Through Automation (DELTA) is a FIPSE-funded collaborative effort with Florida State College at Jacksonville and George Mason University and includes faculty training via the Online Professor Certificate. All training is offered on a cohort basis and the program requires a commitment of approximately 51 hours (training, mentoring, serving as a mentee) and results in a certificate signed by the college president.

Seattle’s Community Colleges support a $500 stipend-driven Peer Observation Program (POP) that provides an opportunity for faculty peers to hold reflective conversations about teaching, and to ensure the vision of the district (Faculty Development Office). The four colleges employ over 1,000 adjunct and 400 full-time faculty and each college will be allotted up to 125 peer observers (mostly full-time faculty, but some adjuncts).

Lansing Community College’s Center for Teaching Excellence hosts an Applegram program that allows students to send notes of appreciate through its office to teachers. This is a unique way to recognize excellence in teaching and facilitate methods of illustrating value to faculty. The College also offers faculty $500 for participation in a 12-week “Transforming Learning Through Teaching” seminar (Center for Teaching Excellence).

Maricopa County Community College’s system of 10 colleges and over 5,000 adjunct faculty members in Arizona facilitates a wide variety of system-wide programs, although each college houses a distinct Center for Teaching and Learning as well. System-wide is an Adjunct Faculty Professional Growth (AFPG) funding program to support conferences, seminars and workshops related to teaching in their discipline. In addition, Maricopa Community Colleges and the League for Innovation in the Community College co-sponsor the Maricopa Innovation of the Year Awards Program. This program provides an opportunity for all employees to showcase innovations they have designed and implemented that positively impact the education of students. Winners present their innovations and receive $2,000 toward furthering them.

National studies have also been developed to benchmark teaching loads, instructional costs and productivity. The National Study of Instructional Costs and Productivity (the Delaware Study) details a wealth of information for participating institutions and the Kansas Study focuses on community college instructional costs. Services like these could be utilized in program review processes. Burlington County College has participated, but the value of the results could be shared and possibly extended to include other campuses.
Staples of successful efforts include providing grants and stipends for development activities and training focused on improving teaching and innovations in teaching. Teaching consultations and observations were also commonly embedded into efforts to support excellence in instruction. Mentoring programs, learning communities and communities of practice focused on the scholarship of teaching and learning are also frequent occurrences. The University of Michigan is home to a highly innovative Center for Research on Teaching and Learning Theater group, which is commissioned to illustrate issues in multicultural teaching and learning through performance. In addition to the ones mentioned, a wide variety of schools were investigated including Stanford University, the University of Michigan, the University of North Carolina, the University of Minnesota, Riverside Community College District, and others.

Recommendations

I. Prioritize adjunct faculty and ensure targeted faculty development efforts

Simply put, all faculty development programs, resources and initiatives should move forward with adjunct faculty as a top priority. A comprehensive survey of adjunct faculty is advised to illustrate importance and gain feedback necessary to effectively design/improve focused programs.

Ensure that programming and resources are developed with adjunct faculty in mind.

Online, evening and weekend programs should be emphasized and formalized training and certification programs to integrate and develop part-time faculty should be developed. Similarly, opportunities for adjunct faculty to take courses across the 19 colleges to develop their skills should be expanded. Expanding mentoring programs for adjunct faculty wherein they would be paired with other adjunct and/or full-time faculty are also encouraged, and compensation considered to illustrate institutional value. Adjunct faculty development councils at each college could develop ideas and empower adjunct faculty through a collective voice.

Conduct comprehensive review of adjunct faculty hiring and evaluation practices.

System-wide review of recruitment and renewal practices would allow colleges to share best practices. Emphasis should be placed on teaching and demo lessons should be incorporated into hiring processes and teaching observations built into evaluation processes on an every semester basis. The committee suggests looking into developing a system-wide adjunct pool to facilitate hiring across campuses.

Explore alternative titles and hiring contracts.

To provide greater employment security to adjunct faculty, we recommend investigating implementation of contracted adjunct positions, wherein adjunct faculty would be hired for X semesters. This could allow time and energy toward instructional development.
II. Create, nurture, and formalize a culture that supports faculty development initiatives with a clear focus on improving pedagogy

The committee recommends that we work to build and grow a culture that supports and encourages faculty development and maintains a dialogue centered on excellence in teaching. An in-depth program review across the colleges, including participation rates as well as a look at adjunct faculty retention rates, is recommended to gain a clearer picture of current practices before moving forward.

Ensure that faculty development programs and resources are visible and accessible.

The adjunct faculty population throughout the colleges is large and growing, and as such, online accessibility of resources is imperative. Web resources must exist and be kept current to support faculty by referring to on campus resources, online trainings, and/or links to resources nationally. Ideally, campuses would each house an office/department dedicated to faculty development and/or teaching and learning. Regionalized centers, perhaps building on already existing operations, in lieu of or in addition to would have the same goal, but might achieve with more efficiency and collaboration.

Ensure that faculty development efforts are organized, continuous and goal-oriented.

Faculty teaching standards in coordination with student learning goals on a college-wide, regional or system-wide level would ensure appropriate design and evaluation of faculty development efforts. A faculty development curriculum is recommended. The curriculum can address various aspects of the teacher’s multifaceted role with offerings that run continually either in person or virtually. Focusing efforts on critical current pedagogical issues, such as integrating technology in instruction or culturally relevant pedagogy, would add value. Participants should be asked to evaluate programming in the context of their teaching.

Establish faculty development councils/advisory boards.

The best faculty development programs are often conceived, developed and facilitated by faculty for faculty. Developing councils within colleges, regions, disciplines and across the state to maintain a dialogue, make recommendations and ensure that the voices of various constituencies are heard is essential, however with recognition of faculty unions and in consideration of collective bargaining concerns. Members would represent a collaborative effort among full-time and adjunct faculty and would develop shared criteria for defining quality instruction. A statewide committee would help collectively advance the shared vision of "instructional quality." A possible first task might be to conduct needs assessments on each campus.

Emphasize collaboration and recognition of excellence.

Possible ways to support this are through regional "specialty" centers that serve as flagship sites and resource centers for other campuses. Developing an annual conference/symposium focused on issues related to teaching and learning, modeled on the annual
NJCCC Best Practices Conference. Discipline-focused events could bring together faculty across colleges to discuss teaching innovations in their disciplines. Opportunities to involve full-time faculty in adjunct-specific faculty development efforts should be explored. Securing funding dedicated to scholarly and practically-based research on teaching and learning would encourage faculty to focus on teaching. A system-wide journal/publication focused on New Jersey’s community colleges’ faculty members who have conducted research and/or introduced new teaching methods might be developed.

**Design comprehensive curriculum focused on teaching and learning.**

This could be done in conjunction with data from needs assessments and in coordination with faculty across colleges via advisory councils. Possible course topics vary widely, for instance: classroom management, engaging students, learner-focused instruction, interactive teaching, syllabus/course design, etc. Likely possible focus areas are development of online teaching methodologies and usage of technology as well as teaching developmental education. The National Institute for Learning Outcomes Assessment might be consulted to develop a common set of core student learning outcomes that faculty development programs can be designed uniformly and with student success at the forefront.

**III. Incentivize faculty development efforts**

**Offer stipends and/or release time for participation in faculty development.**

Stipends should be provided for first-time participants in faculty development programs and accordingly thereafter depending on length and intensity of the program. Likewise, faculty should be encouraged to take credit bearing courses that would expand their pedagogical or content knowledge at their institution or others by way of tuition remission or reduced tuition. Specialized funds should be dedicated to faculty who initiate and lead regional programs and statewide collaborative efforts.

**Offer certifications/specialized training.**

Programs like the Mid-Career Fellows program should be explored in depth to offer structured development opportunities for targeted groups of faculty. Leadership development programs and adjunct specific programs where faculty from across colleges can come together should be developed. Additionally, current models for training and development of online instruction and/or teaching with technology should be reviewed for potential structures that can be used in developing formalized training and development for traditional in-person instruction.

**Develop reward systems for excellence in teaching.**

A system-wide reward structure that recognizes excellence in various forms/ways of teaching such as teaching with technology, adjunct teaching, innovation in teaching, etc. is
recommended. This would offer recognition and monetary compensation for awardees and system-wide illustration of the value of teaching. This could coincide with an annual conference. A committee from across the colleges could vet candidates and determine awards.
Resources


Maricopa Center for Learning and Instruction. Adjunct Faculty Professional Growth. [http://mcli.maricopa.edu/adjunct-fpg](http://mcli.maricopa.edu/adjunct-fpg).


Seattle Community Colleges Faculty Development. Peer Observers Program.  


State of New Jersey Commission on Higher Education. Statistical Tables.  
http://www.state.nj.us/highereducation/statistics/.


University of Central Florida Faculty Center for Teaching and Learning.  
http://www.fctl.ucf.edu/.

Valencia Community College. Office of Faculty Development.  
http://www.valenciacc.edu/facultydevelopment/.

Virginia’s Community Colleges. Professional Development and Regional Centers for Teaching Excellence.  
http://www.vccs.edu/FacultyStaff/ProfessionalDevelopment/tabid/120/Default.aspx.
Appendix A – Committee Members

Chair: Steve Rose, President, Passaic County Community College
Arnold Gelfman, Brookdale Community College
Alexandra Fields, Burlington County College
Elena Bogardus, Camden County College
Jacqueline Galbiati, Cumberland County College
Karen Durkin, Gloucester County College
Edythe Abdullah, Essex County College
Mohamed Seddiki, Essex County College
Elvira Vieira, Essex County College
Dave Edwards, Hudson County Community College
Jose Lowe, Hudson County Community College
Tim Cox, Hudson County Community College
Soheila Kobler, Hudson County Community College
Linda Bregstein Scherr, Mercer County Community College
Bettina Caluori, Mercer County Community College
Ron Goldfarb, Middlesex County College
Richard Strada, Ocean County College
Tom Valasek, Raritan Valley Community College
Jake Farbman, New Jersey Council of County Colleges
Jolie Harris, Teachers College, Columbia University
Appendix B – Survey Instrument

NJCCC Big Ideas Project Survey – Academic Officers

1. Your Name

2. Your College

3. Your Phone Number

4. Your Email

5. What are the 3 to 5 most effective elements of your college's adjunct faculty development program? Please list the 3 to 5 elements in terms of significance with 1 being the most significant.

6. What are 3 to 5 ideas do you recommend which would significantly improve the quality of adjunct instructional quality within New Jersey's community colleges? Please list your ideas in terms of impact with 1 being most impactful.

7. In reviewing the 3 to 5 recommendations to significantly improve the quality of adjunct instructional quality, what do you anticipate as barriers to implementation. Please list as many as you can think of.

8. What strategies do you recommend to overcome the barriers you identified above?

9. What are 3 to 5 recommendations for improving the quality of instruction delivered by full-time faculty?