

---

DETC OCCASIONAL PAPER

**24**

**Part-Time  
Faculty:  
Building a  
Quality Team**

---

DETC OCCASIONAL PAPER  
NUMBER 24

*Part-Time Faculty: Building a Quality Team*

by

Ms. Mary Adams, President, American Graduate School of  
Management, and Kim Dority, President, Sentinel University

Published by the Distance Education and Training Council  
1601 18th Street, NW, Washington, D.C.20009  
202-234-5100; fax: 202-332-1386; [www.detc.org](http://www.detc.org)

September 2005

DETC OCCASIONAL PAPERS are essays intended to stimulate and encourage candid exchanges of ideas between distance study professionals. For a complete set of *Occasional Papers*, write or call the DETC.

---

## **Introduction**

Part-time faculty, once a rare breed among teachers, are stepping into an increasingly critical role in higher education. Just as traditional colleges are relying on adjunct faculty to a degree unheard of just a decade ago, so non-traditional programs are coming to rely on the flexibility, broader skills sets, and “real-world” knowledge that these new “unbundled” instructors can deliver. Like every new opportunity, however, using contract or contingent faculty brings with it some interesting new challenges, especially for distance learning institutions.

## **Who Are These “Free-Agent” Teachers?**

Just like the free-agent learners that make up the largest proportion of DETC students, free-agent teachers are charting their own path through today’s higher education landscape. They may be successful practitioners “moonlighting” for a local proprietary college in his or her area of expertise, say accounting or medical transcription. They may be academics with Ph.D.s in communication or psychology or finance or health sciences, taking a teaching position with an online college until a tenure-track position becomes available at a traditional college.

Or they may be retirees who have left a successful career, but still want a way to engage and contribute and share their knowledge in a new way, and are eager to learn how to teach effectively and reach out to a new generation. They may be professionals still working full-time in their careers but considering teaching as a career shift, and “trying out” the fit. Or they may be “career adjuncts,” freelance instructors who teach for multiple organizations and often on several topics, either online or in the classroom.

Although their backgrounds—and motivations—may differ (and with the notable exception of traditional academics waiting for that tenured

position to open up), most part-time faculty share several characteristics:

- Regardless of where they teach, they're unlikely to bring the same sort of emotional commitment *to the institution* to be expected from full-time faculty at traditional colleges and universities.
- They are often balancing teaching with another part-time or full-time job, which both demands their attention and may be where they derive their strongest sense of professional identity.
- They are often more invested in teaching the topic well and helping students master the material than in the “academic culture” of scholarship, pedagogy, and research—in other words, they think of themselves as teachers first, scholars second (if at all).
- They are more interested in succeeding as both practitioners and teachers than in being part of a rigidly structured, hierarchical academic community. Their geographic dispersal intensifies this trait.

While part-time faculty may vary in their backgrounds, they also differ in their knowledge of effective teaching methods. And even those who have been successful classroom instructors may find that teaching at a distance—and most especially, teaching in an online environment—will push them to replace old, if successful, strategies with new approaches.

## **Who Needs What?**

Think of the relationship with part-time teachers as a triangle that involves three constituencies: the school's administration, the school's faculty, and the school's students. The students benefit when the relationship between the faculty and administration works seamlessly to

support their learning experience. To get to the seamless part, however, it's critical to consider how the other two constituencies—the faculty and administration—can most effectively align with each others' goals. It helps to consider what each *needs* from each other, and what each *owes* to each other in order for all the relationships to work.

**What administrators need from part-time faculty.** Administration needs faculty to be reliable, responsive, and responsible. Administrators look to faculty for engagement, participation, contribution—both as instructors and as member of the broader institutional community. They hope their adjunct faculty members are as committed to both their students and quality teaching as they are.

First and foremost, administrators need to be able to rely on their part-time instructors to perform their administrative responsibilities reliably. They need to be prepared for class: syllabus in place, readings identified and made available, teacher ready to interact and facilitate. Adjuncts need to provide regular, consistent, and timely student feedback; submit grades when scheduled; and communicate with administrators on a regular basis.

But beyond performing their basic administrative functions, what else might be asked of off-site adjuncts? How might their “engagement, participation, contribution” play out in actions? By being a part-time instructor who takes pride in thoroughly reviewing courses prior to teaching them, who is willing to revise and update course materials to enhance their relevancy. Or by taking the initiative to seek out, experiment with, and give feedback or new teaching techniques. Or by becoming an active part of the school's academic community.

Additionally, as more and more distance education programs migrate from print-based to online formats, administrators will need their part-time faculty members who have not previously taught in an online

environment to be willing to explore and master new technologies, new teaching techniques, and new ways of communicating in the learning environment.

**What part-time faculty need from administration.** Part-time teachers need from administrators a lot of the same things students need from their teachers:

- a well-organized and reliable infrastructure;
- a clearly identified set of expectations;
- regular communications;
- consistent and fair faculty assessments;
- enthusiastic support and encouragement; and
- a commitment to the success of the institution.

Some of the areas that most concern part-time faculty are the same for full-time instructors as well: that students not be added to classes after courses have begun, that admitted students have completed required prerequisites, that class schedules be established and adhered to, and that faculty be supported in issues related to problem students. On a good day, administrators are able to support their faculty in just this way. On the other 364 days of the year, however, the reality is that school administrators have to balance responsiveness to student needs, issues related to accreditation standards, course scheduling challenges, institutional recruitment goals, and a host of other priorities, while still attempting to ensure faculty are treated fairly and with respect.

The best way to navigate these competing priorities and still support faculty is to build, from the beginning, a relationship of trust *based on the realities of the institution*. Essentially, administrators can pledge to make every effort to follow established guidelines, while also asking

faculty to understand and accommodate the *occasional* need to be flexible regarding scheduling and student course enrollment. If best-faith efforts are made by both parties, and are agreed to at the onset of the employment relationship, then it's possible to support the goals of both parties.

Those are the basics. But many adjuncts would also benefit from a stronger sense of community with the organization and among their teaching peers, knowledgeable coaching regarding the fine points of teaching adult learners (especially at a distance), and support for professional development activities. Additionally, many of the most outstanding adjunct faculty would thrive on opportunities to mentor new faculty and to take a leadership role in creating excellence in such areas as curriculum, co-curricular activities, and learning resources.

The challenge becomes, then, how to structure the administration's relationship with part-time faculty to ensure *both* deliver their best to the students.

## **Structuring an Effective Working Relationship**

**Recruiting.** This is the first step to start creating a great relationship with part-time faculty. When identifying and recruiting those individuals who most comfortably fit the institution's profile, administrators have an ideal opportunity to set expectations—in both directions.

How do schools identify and attract good candidates? The process begins with determining the organization's qualifications for "goodness of fit"—what characteristics does the institution look for and value most in a teacher? For example, does the program's value proposition

emphasize academic credentials or practitioner expertise among faculty? Does the program emphasize a high degree of faculty interactivity and engagement, or will an instructor with a less active, participatory style work fine? Does the school prefer to recruit highly experienced teachers who are already confident in their teaching style, or less experienced faculty who eagerly seek training, coaching, and mentoring? If an institution is committed to being strongly “student-centered,” then the faculty are going to be on the frontlines of delivering on that promise. It’s critical to make sure they share the school’s educational philosophy—and that both administrators and faculty define it the same way.

When weighing the trade-offs of high pay expectations for an experienced teacher versus low pay for faculty with a lesser amount of teaching experience, keep in mind that if the institution’s decision is to recruit and hire less experienced teachers, then administrators will need to assume—and budget for—a higher level of faculty coaching and supervision. (Since a school’s faculty are a critical aspect of building positive student experiences and retention, it’s important that *students* not be expected to be the default instructors of inexperienced teachers.)

Another increasingly important consideration is the role online teaching will play in an institution’s future. Even if distance education courses are currently delivered via print resources, it’s probable that at some point the organization may want to expand its program to embrace online options. As administrators recruit faculty, they’ll want to ask three questions for their current or future online presence:

- Have you ever taught an online course?
- If not, are you willing to *learn how to teach* an online course?
- Are you willing to teach online courses?



Note that these are three very different, but related, questions. Some potential part-time faculty who have never taught an online course may indicate they're willing to teach online, but there is a substantial learning curve involved, and it's important to know whether they're willing to make the necessary commitment to meet the school's teaching quality standards.

In addition, as Ronnie E. Kramer points out in her excellent article, "Tips for Recruiting and Training Online Faculty,"<sup>1</sup> ensuring that credentials of potential teaching candidates meet DETC accrediting standards is of primary importance. That means that at a minimum, "faculty must possess at least one degree higher than that of the students who are being taught."

One last consideration is whether or not potential faculty themselves have ever taken an online course. Needless to say, those who have experienced the challenges and rewards of being an online student have a much better idea of how to most effectively relate to the experiences their own students are having.

**Interviewing.** When interviewing, it's important to ask all candidates the same questions to most effectively assess their appropriateness of "fit" for a particular institution. Assuming that candidates have been screened for online teaching experience (if appropriate) as well as appropriate credentials, some standard questions might include:

- How would you describe your teaching style?
- How would you describe your teaching philosophy?
- What do you think are the most important attributes of a good instructor?
- What technology applications have you used?
- What are some of the techniques/approaches you use to engage distance students?

- How do you adjust your style for less-motivated and/or under-prepared students?
- What are your ideas about/approach to professional development? In what professional development activities have you participated over the past few years?
- What are the most recent books and articles you've read?

The goal of the interview questions will be to elicit both candidates' current teaching capabilities *and* their commitment to ongoing teaching excellence. Additionally, each institution has a unique personality, and it's important to gauge how effectively a potential faculty member will fit in with that personality. This can be done by adding questions to the interview that reflect specific institutional values and commitments, such as innovation, serving ethnically diverse populations, or catering to older students.

**Hiring.** The hiring stage is where administration has the opportunity to set expectations. As part of pre-hire discussions, administrators will want to line out in detail what behaviors and attitudes are expected from faculty. For example, generally administrators are ideally seeking engagement, participation, and contribution from teachers, as evidenced by:

- a commitment to students;
- a commitment to quality;
- a willingness to review and upgrade courses as appropriate;
- a willingness to seek out, experiment with, and give feedback on new teaching techniques;
- a willingness to be a part of the academic community, work with peers to build community;

- depending on the program (print or online), a willingness to learn new online teaching technologies and approaches; and, most importantly for day-to-day operations; and
- administrative follow-through and communication.

The more specific one can be about stipulating behaviors attached to attitudes the less possibility there is of misunderstandings. For example, the school might translate “a willingness to seek out, experiment with, and give feedback on new teaching techniques” into a metric of “monitors one best-practices teaching discussion list, and identifies, tries out, and gives feedback on at least one new teaching idea per quarter.” This feedback could be relayed via a quarterly online faculty meeting, a faculty listserv, or via a “best-practices newsletter” organized by the administration. Again, be specific regarding metrics: how many, how often, how presented?

This type of information should be thoroughly discussed with potential faculty hires, but much of it should also be incorporated into the primary contract, the Memorandum of Understanding (MoU). The MoU or faculty contract needs to be, in the words of DETC Executive Director Michael P. Lambert, “bullet proof, with crystal clear performance standards and reporting requirements.” Some examples of successful contracts have been included here in Appendix B of this document, but keep in mind that however a school structures its contract, the following performance expectations should be addressed:

- Scheduling of class time
- Grading metrics
- Availability to students
- Adherence to established course syllabi and outcomes
- Compensation

- Professional development requirements
- Enrollment standards (minimum number of students for a course to “make”).

**Managing.** Once administrators have contracted their ideal faculty, they’ll want to manage that relationship for maximum benefit to both parties. First and foremost, the school has clarified expectations about what it expects from its teachers, and what they can expect from the school. These expectations have been clearly communicated in the faculty handbook, a print version of which is distributed to new faculty, and an online version of which is available to them at the school’s website.

The school has set up regular communications processes that connect it to its faculty before, during, and at the conclusion of their courses. Administration has a consistent assessment plan in place that lets faculty know what they will be assessed on, how they will be assessed, and when. Additionally, administrators deliver practical, actionable feedback in a manner that encourages classroom improvement (whether print or online delivery), and they demonstrate to faculty that the school is as invested in their teaching success as they are.

But what if a school wants to become the employer of choice for the best of the new online faculty? We’re living in a free-agent world when it comes to part-time faculty. Given their critical impact on student retention, it’s wise to make sure the school has made every effort to create the best working relationships for its faculty it can reasonably afford.

Fortunately, there are a number of easily implemented actions to take to create a great working environment for part-time faculty, even if they aren’t on-site. Some ideas to consider:

- Create a separate website specifically for adjunct faculty where the school can “build community” by creating an online community of practice and/or a virtual faculty lounge. The online adjunct center can also have a spot for administrative forms; academic calendars with key class deadlines; profiles of fellow instructors; a chat room for discussing classroom issues, teaching techniques, technology questions, etc.; professional development materials with links to online resources; frequently asked questions (FAQs) on administrative, teaching, grading, schedules, etc.; and boiler-plate answers to recurring student questions fielded by faculty.
- Make an art out of leading dynamic virtual faculty meetings, modeling the kind of enthusiasm and interactivity you’d like to see among faculty in the classroom.
- Promote administration-faculty connection by communicating with electronic newsletters after doing a faculty survey (both full-timers and part-timers) as to what information would be useful to them.
- Create an engaging online orientation that new faculty can continue to refer to as the need arises. In addition, design a formal coaching and mentoring process that connects the school’s master teachers to its new-to-the-classroom ones.
- Create an administration-monitored forum on “student strategies,” where faculty can contribute effective ideas for handling problem students or recurring student issues. The goal here will be to create an environment where faculty can learn from one another’s expertise and the school can contribute to ongoing professional development for a relatively modest cost.
- Ask faculty to contribute to a knowledge base about each course—what works, what doesn’t, cool classroom exercises,

recommendations, etc. This will enable administration to continually improve each course, and it will give faculty an opportunity to participate in the building process. Keep in mind that these contributions need to be recognized and rewarded in some manner.

**Motivating.** In the ongoing battle to create excellent online programs to which schools can recruit engaged and committed students, faculty are the front-line troops. Schools need them to be not just loyal employees, but also motivated instructors who bring their “best stuff” to every class. Part of every administrator’s job is to help motivate them.

That means sending thank-you notes to faculty whose student evaluations have been exceptionally strong. It means acknowledging and supporting efforts made toward teaching excellence by setting aside matching dollars for professional development. It may involve building unique online space just for faculty, demonstrating their importance to the organization.

Schools will want to consider how to most effectively create and reward leadership opportunities. Or explore recruiting our best teachers to mentor our younger faculty through both formal and informal relationships, and rewarding them financially for doing so. Why not actively solicit faculty ideas for innovation, and reward those ideas that lead to positive change? Or, for those instructors who enjoy leadership roles, create opportunities to help foster community among their colleagues, promote excellence in teaching, and identify and/or initiate new opportunities for the school.

Last but not least, offer performance-related benefits and perks based on such key considerations as student evaluations, classroom and/or course-level innovation, extraordinary contributions to the organization, etc. Although the specific criteria used will depend on each institution’s strategic goals, the outcome is the same—encouraging and rewarding excellence.

## **What Students Deserve From Us**

Students deserve teachers who are knowledgeable about the topics they teach. They deserve faculty who understand the unique characteristics of adult learners and are able to use effective teaching methods to match those characteristics. They deserve teachers who love to teach at a distance, and who know how to do it. They benefit greatly—as do a school’s student retention rates—when those teachers are also engaged, enthusiastic, supportive, and available.

Adjuncts can deliver all of these elements, with the added benefit of allowing schools to staff up or down depending on program requirements and recruitment numbers. Additionally, adjuncts are most frequently also practitioners in their discipline. This enables schools to deliver to students a valuable real-world vantage point, greatly enhancing their learning experience.

Given these benefits, and the overwhelming trend toward part-time faculty in *all* areas of higher/adult education, now’s the time to focus on best practices in the care and feeding of adjunct faculty—so that our schools are *always* the employer of choice for faculty, and the educator of choice for students.

## **Recommended Resources**

### **Adjunctopia**

[www.adjunctopia.com/](http://www.adjunctopia.com/)

Resources and job postings for adjunct faculty. According to its website, Adjunctopia matches “academic institutions with qualified candidates for adjunct teaching positions” and provides “a system for higher education institutions to find, communicate with, train, and evaluate their entire adjunct faculty.”

### ***DETC Occasional Paper 13: Building a Distance Education Faculty***

by Dr. John E. Jessup, Academic Dean, American Military University.  
Available from DETC’s web site at [www.detc.org](http://www.detc.org). Select “Publications” and “Other Downloadable Files.”

### ***DETC Student Services Handbook*, 1996, Third Edition. Chapter 4**

“Faculty Development and Management” by Richard A. Clinchy.  
Available from DETC for \$25.

### **Effective Practices**

[www.sloan-c.org/effective/browse.asp](http://www.sloan-c.org/effective/browse.asp)

From the highly respected Sloan Consortium, this information-rich site provides resources for faculty, administration, and anyone else interested in quality in higher education. Check out “Faculty Satisfaction” under the Effective Practices section for a list of (and links to) several academic resources on best practices on this important topic.

### **From Skeptical to Satisfied: Teaching Online as a “Conversion Experience”**

[www.edpath.com/conversion.htm](http://www.edpath.com/conversion.htm)

From the archives of *Educational Pathways*, an 8-page print/online newsletter that covers distance learning and teaching in higher education. This article is accessible to the public at the EdPath website,



and describes how one confirmed “classroom-only” teacher discovered the joys and benefits (both for her and for her students) of online teaching and learning. Written *by* a teacher *for* teachers, this article may help faculty not comfortable with online teaching reconsider its merits.

### **Good Practices for Managing Adjunct Faculty**

[http://staff.jsr.cc.va.us/ehibbison/Writings/adjunct\\_faculty.htm](http://staff.jsr.cc.va.us/ehibbison/Writings/adjunct_faculty.htm)

A hit-list of best-practice tips and techniques that came out of a 2001 regional conference (Williamsburg, VA), “Building a Comprehensive Support Program for Adjunct and Part-Time Faculty: Institutional Initiatives,” conducted by Dr. Helen Burnstad and Dr. Joseph Gadberry, of both Johnson County Community College (JCCC) and Info-Tec. The information reflects the best ideas of administrators from more than sixty colleges in 22 states. Practical and actionable.

### **Faculty Search Guide**

[www.sfu.ca/avppolicy/files/FacultySearchGuide2002.pdf](http://www.sfu.ca/avppolicy/files/FacultySearchGuide2002.pdf)

From Simon Fraser University, this guide describes “a process to recruit the best candidate in a tenure-track, limited term, or teaching appointment position.” Although its focus on traditional university assumptions somewhat qualifies its applicability to DETC schools, it nevertheless offers useful information for those new to recruiting faculty.

### **Managing Virtual Adjunct Faculty: Applying the Seven Principles of Good Practice**

[www.westga.edu/~distance/ojdla/summer82/schnitzer82.htm](http://www.westga.edu/~distance/ojdla/summer82/schnitzer82.htm)

This paper, judged one of the three best at the 2005 Distance Learning Association (DLA) conference, applies the Seven Principles of Good Practice developed in 1987 by Chickering and Gamson, to the online institution. Based on their experiences at Florida Community College (Jacksonville), which annually supports more than 35,000 online students and 250 adjuncts, the authors suggest best practices for the

support and management of online adjunct faculty within the framework of the *Seven Principles for Best Practice*.

(For further information on the Seven Principles, see Chickering, A.W., and Gamson, Z.F. “*Applying the Seven Principles for Good Practice in Undergraduate Education*,” *New Directions for Teaching and Learning*, no. 47, Fall 1991.)

### **Recruitment and Development of Online Adjunct Instructors**

[www.westga.edu/~distance/ojdla/summer62/Crosby\\_schnitzer62.html](http://www.westga.edu/~distance/ojdla/summer62/Crosby_schnitzer62.html)

One of three presentations selected as a “Best Paper” at the 2003 DLA conference, this document presents a useful overview of effective recruitment and development practices for distance education faculty working in the online environment. Provides an interesting overview of adjunct teaching “types,” such as the Philosopher, the Moonlighter, and the Seeker.

### **RegisFacultyOnline**

[www.regisfacultyonline.org](http://www.regisfacultyonline.org)

One of the best examples available for how to effectively manage online adjunct faculty. Colorado-based Regis University has created an online community center for its virtual adjuncts that can serve as an excellent model of best-practices for others to emulate.

### **UMUC Center for Teaching and Learning**

[www.umuc.edu/facdev/](http://www.umuc.edu/facdev/)

From the University of Maryland University College, this is another well-done resource to look at when considering how to set up an online adjunct community center. Site sections include Expectations for Faculty Teaching at UMUC, Peer Mentoring Program, and Resources for Online Learning, among others.

## **Footnotes**

<sup>1</sup>Ronnie E. Kramer, "Tips for Recruiting and Training Online Faculty," Report on DETC Distance Education Workshop, October 12-13, 2004, p.26-30

## **APPENDIX A**

### **Interview with Two Online Adjunct Faculty**

*For this paper, two successful online instructors were asked to describe their experiences with both students and program administrators.*

*Dr. Philip Ash, founder of eLearning and Development, has developed more than 50 online courses for distance learning universities, provided consulting services on curriculum development, taught several online MBA, as well as undergraduate business courses, and written five digital books.*

*Dr. Kris Jamsa is an Adjunct Professor of Business Planning at AGSM. He has been a full-time and/or Adjunct Professor at Arizona State University, Capella University, American Intercontinental University, Keller Graduate School of Management, DeVry University, and the University of Phoenix. He is the author of over 95 computer books.*

*Both Dr. Ash and Dr. Jamsa have designed curricula as well as taught numerous online and campus-based courses. Together they provide valuable insights into how distance education looks from a faculty perspective in the following “pull-no-punches” interview.*

#### **What is your biggest frustration in working at a distance from HQ?**

**PA:** I can't say that I've experienced any particular kind of frustration in working at a distance from HQ outside of the occasional problem with my Internet Service Provider and the threats from viruses, spyware, etc.

**KJ:** Adjunct faculty have become a commodity. With supply exceeding demand, faculty compensation remains similar to where it has been for the past 15 years. Beyond a periodic certificate, there is little recognition for a faculty job well done. Because most faculty love to teach and believe in the value and opportunity of e-learning, their focus becomes end-of-course

student evaluations—which control subsequent-term assignments. As such, grades are often inflated and students become the authority figure in the learner/faculty relationship.

**What is the biggest problem you face in working with students?**

*PA:* My students experience the same annoying problems that I do: Internet service providers and threats from malware. Because most are working students, they have problems associated with balancing the demands of work, family, and professional development.

*KJ:* The competitive nature of the “e-learning business” has made head count a key business metric. As such, for most for-profit universities, the selection criteria have become too relaxed. I am a strong proponent that every person who wants to learn should be able to attend school. But, past performance is one indicator of future performance. If schools are going to accept “all comers,” schools (and financial lenders and students) must accept the fact that prerequisite courses will be required. The accelerated pace of many online programs assumes students have the foundation for the class. When they do not, everyone’s level of frustration increases.

**Do you have regular, set office hours or generally respond to student questions as they come up? Do you like hosting office hours—do students utilize the office hours.**

*PA:* I don’t need to have office hours—that’s the beauty of the Internet. If you want to communicate, just send an email or contribute to one of our discussion groups. There’s no need to make appointments or physically travel about wasting time, energy, and money.

*KJ:* Office hours are a great idea in concept but yield a poor result. In the asynchronous, “faculty must respond to all student questions with 24-hours” nature of for-profit learning, faculty office hours are continual. Students understand they are “customers” and they demand response. Few students are willing to wait for an office hour to resolve an issue.

**Do you find certain types of course assignments/activities tend to elicit a higher level of interest/engagement/learning? Is so, what would they be?**

**PA:** Case studies and online interactive sessions tend to create highest levels of interest. Most of our students have begun their professional careers so they want to know about “what works” in their world and are less interested in knowing about *all* known theories and models.

This is why case studies and other types of projects that emphasize the application of theory are enthusiastically embraced. Interactive sessions raise and discuss the latest theories, concepts and models, but most sessions gravitate toward what’s really working in various industries. Students want to know more, but it’s even more important for them to learn how to achieve more.

I believe learning is best facilitated by using a variety of learning methodologies and tools. You must fully understand theory and its assumptions before you can make the necessary adjustments that are required to implement it effectively. To maximize their educational experience, students need to make the necessary investment in study and research that isn’t *always* fun and interesting. We do, however, focus our efforts on delivering learning outcomes that will produce business leaders, not academicians.

**KJ:** Graded assignments elicit engagement. If a platform offers synchronous chats, then one can typically engage the learners in material that would fall beyond that needed for the submission. In a typical class, I found about 20 percent of students are willing to engage with “drill down” content on a weekly basis.

**What techniques do you use for “building community” among the students in a course?**

**PA:** Community building occurs through online interactive sessions and different types of discussion forums. We provide two discussion forums—one

that is monitored daily and facilitated toward achieving course objectives by the course instructor, and a second one that is more for the students to exchange ideas about a wider range of subjects.

**KJ:** I encourage learners to support and challenge one another. I try to drive deeper investigation by leveraging reflective discussion. Community is a side effect of distance learning. Community happens. It is a good thing. But that said, it is not one of our outcomes.

**Why do you like teaching online?**

**PA:** Teaching online provides for a great deal of scheduling flexibility – some that’s important to me. I also prefer working with students who have already embarked on professional careers. Generally, our students are more interested in professional development than what I’ve observed in my students whom I’ve met in a traditional “brick and mortar” classroom. Online students tend to ask if a particular idea will work in their industry or organization.

Too often, students who have not yet begun their professional lives just want to know if they have to learn about a certain subject because it may affect their grade in the class. I’m drawing a caricature here that’s somewhat unfair to many younger students, but I’ve found online students (who tend to be professionally employed) to be more focused and committed to their personal development.

**KJ:** We create learning opportunities which most of our students, because of families, jobs, and time, simply would not otherwise have. E-learning is a wonderful thing.

**What do you want from the school’s administration?**

**PA:** Keeping the technology working properly is critically important. In addition to effectively maintaining the technologies presently being employed, it’s important for school administrators to keep on the lookout for new technologies and methodologies related to distance learning.

**KJ:** Appreciation for faculty time and effort. Administrators are notorious for the “I’m new, I’d better introduce an initiative” mindset. Adjunct faculty, therefore, are often asked to participate in communities, complete professional development, review course content, chase down their own course materials from publishers, and much more. University marketing plans will spend vast amounts of money on Website banners, buying referrals, and pop-up ads, but they won’t send faculty shirts, jackets, mugs, as “thank you.” They pass up a chance to say thanks—and the opportunity to create a walking, talking promotion for their programs.

**What are the characteristics of the most successful online students?**

**PA:** Time management is critically important for our students since most have demanding jobs. Distance learning is an attractive option for our students because it provides greater scheduling flexibility and time-saving features than other educational options. But still, online students must be able to manage their time effectively to balance the time demands of their personal life, job, and course requirements.

**KJ:** They understand the eventual value of their time and dollar investment. Those who want a better job, better life, or better self-esteem will find a way to succeed.

**How big a difference does the platform make?**

**PA:** The platform has a quite large impact on the course designer, who must create courses that take advantage of the technology that’s available.

**KJ:** It helps in the recruiting effort (student and faculty). If courses are built correctly, it improves the consistency and quality of the learner experience. But, it is not the key factor in learner success—University of Phoenix has the simplest platform in the world—and it works.

**How involved do you like to be in curriculum development?**

**PA:** On most occasions I teach courses that I’ve developed, but a couple of



times I've taught courses developed by someone else. Just about every instructor has an article or case study that they would like to see added to a course they are teaching. It's certainly valuable to have input from instructors during the course development process. The three areas of contribution that course developers would like to have from subject matter experts relate to textbook recommendations, supplemental reading materials, and case studies.

**KJ:** Frequently it's too late in the game. Most universities consider their web designer to be an instructional designer. That is not the case. Most universities also consider a subject-matter expert to be an instructional designer. That is not the case. If a university happens to get a subject-matter expert with instructional-design expertise, they may get a solid course design. The problem is that one course does not a curriculum make. We need to better examine the across-the-board curriculum of the degree programs.

**How often do you add material to a course that is not in the course syllabus (how much freedom do you have to change the course syllabus).**

**PA:** Since I typically teach courses that I've developed, I've not added course material outside the course syllabus.

**KJ:** The syllabus is a contract. One shouldn't change it without a planned review and university approval. One should always feel free to provide supplemental content. But one should not freely change assignments or assessments. Such changes impact the curriculum design.

**How do you manage all of the student communications?**

**PA:** First, I get emails from students almost daily that I save by student for each course. Second, I review the online discussion forums daily to post questions, respond to questions/comments, and make notes about the development of discussion trends. Third, our weekly online interactive sessions provide a fast and convenient way to communicate with students.

**KJ:** Try to keep them in the platform. Doing so provides historical tracking and eliminates "he said, she said." For each communication, do not assume

the student received it. I typically e-mail every announcement I post and then post every e-mail as an announcement.

**How do you manage grades (platform, Excel spreadsheet, other software, something you created yourself).**

*PA:* Excel spreadsheet.

*KJ:* Try to keep it in the platform.

**Online courses range from 6 weeks to 18. What length course do you like to teach—and why?**

*PA:* I prefer shorter, sharply-focused courses—seven or eight weeks in duration. This generally leads to more options for students and enhances their opportunity to select courses that meet their specific interests and needs.

*KJ:* Six weeks works well for a business model—it does not work well for learning and reflection. For true content presentation, I like ten weeks (that also gives a business five terms a year). If you cut to eight weeks, you compress the learning time, but you don't gain an extra course within the 52-week period.

**Which do you prefer, cohort groups or independent study students, and why?**

*PA:* Students benefit from sharing information about their professional experiences and the various industries in which they work. Cohort groups also provide opportunities for group projects that can facilitate academic learning as well as develop leadership and group problem-solving skills.

Independent study, however, provides students with the ultimate in scheduling flexibility. This is a critically important factor for some students who are not able to commit to a fixed schedule. Most students, however, can maximize their educational experience—and fun factor—by taking courses in cohort groups. As an instructor, I really don't have a preference about what type of course I teach.

**KJ:** Most universities have cohort projects because they believe they need to have them. Students don't like such projects because they introduce synchronicity into the asynchronous learning process. Instructors don't like them because students complain. Universities claim that students will work in groups at work and they need this skill. That's nonsense. At work, we can fire poor performers. In a world of universities watching head-count, we too frequently allow poor performers to do just that.

At schools that have weekly group projects, I have witnessed great project managing across teams as one student does the week 1 assignment, another does the week 2 assignment, and so on. If we can take course design beyond a "is there a group project checkmark" and introduce true instructional design, we will find that collaborative projects, when done right, add value. To date, I've seen few courses do collaboration correctly.

---

## **APPENDIX B**

### **Four Sample Faculty Contracts**

#### **Sample Faculty Contract #1**

**[Institution Name]  
Teaching Contract**

**Faculty Member: [Name]  
Confirmation Date: [Date]**

#### **A. Teaching Assignment**

Thank you for agreeing to teach the following [institution name] course in the modality indicated:

Course	Section	Start Date	End Date

**1. Standard Course\***

Location	Meeting Time
[DAY] @ ONLINE	

\*The Saturday schedule for this course is:

2. **Independent Study**
3. **Graduate Capstone and Research Course**

**B. Fee Schedule**

The Faculty Member shall be paid to teach the course that is the subject of this teaching contract in accordance with the Fee Schedule attached to and made part of this Teaching Contract.

**Independent Study:** Three-credit Independent Study courses = \$[amount]

**Graduate research and Capstone Courses:**

[Course title] = \$[amount]

[Course title] = \$[amount]

[Course title]= \$[amount] per student

**C. Terms and Conditions\*\***

Faculty member acknowledges that he or she has received and reviewed the [institution name] *Faculty Handbook* (an electronic copy of which can be found at [web address/URL]) and agrees to be bound by its terms and conditions, which are incorporated in and made part of this Teaching Contract, including that:

1. He or she has successfully completed the assessment process and has been approved to teach the course that is the subject of this contract. If the faculty member has either not completed these processes or has not been approved to teach the course, then this contract shall be considered null and void.
2. He or she acknowledges that this teaching assignment by [institution name] is for the current course only and that there have been no guarantees or representations by [institution name] or any of its agents of any future course assignments.
3. He or she agrees to comply with faculty performance standards outlined in the [institution name] *Faculty Handbook*.
  - a. This faculty member understands that [institution name] has a system for ongoing evaluation of faculty performance and for monitoring of compliance with [institution name] policies. This faculty member acknowledges that [institution name] may use performance and compliance results in determining faculty suitability for this and future teaching assignments.
  - b. Should [institution name] determine that this faculty member's performance is unsatisfactory, or that this faculty member is not complying with [institution name] policies, [institution name] reserves the right to rescind the individual's faculty status and/or remove this faculty member from the current teaching assignment.
  - c. At [institution name]'s option, any faculty member exhibiting unsatisfactory performance may be offered a developmental program and, if successfully completed, may be offered further teaching assignments.
  - d. Any faculty member may contest unsatisfactory evaluations by filing a grievance pursuant to the grievance procedure set forth in the *FACULTY HANDBOOK*.
4. Any faculty member removed from a teaching assignment prior to completion of the assignment will receive no further compensation due.

However, the faculty member will be entitled to pro-rata compensation for any sessions taught prior to removal.

5. He or she agrees to enforce [institution name]'s attendance policies and comply with administrative procedures for recording and distribution of grades and attendance documentation.
6. He or she agrees to utilize all [institution name] prescribed materials and texts and to verify current versions of texts prior to the first scheduled meeting of the course.
7. He or she agrees to confirm any emergency scheduling changes with the Faculty Services office.
8. He or she acknowledges and agrees that course materials are copyrighted property of the [institution name], or used under license, and should be used only in furtherance of [institution name]-sponsored programs.
9. He or she acknowledges that all teaching contracts are subject to enrollment. In the event this prospectively contracted course is canceled due to low enrollment, there will be no obligation on the part of [institution name] or any of its representatives or agents to pay the faculty member hereunder, or schedule a replacement course.
10. This teaching contract, including written terms and conditions specifically referenced and incorporated herein, constitutes the sole and entire Agreement made between the Parties for the teaching services specifically contemplated herein, and there are no other promises or conditions in any other agreement whether oral or written.
11. This Agreement supersedes any prior oral or written agreements between the Parties. This Agreement may be modified or amended only if made in writing and is signed by both Parties.
12. This Agreement shall be construed and interpreted according to the laws of the state of [name] and shall be binding upon the Parties hereto, their heirs, successors, assigns, and personal representatives.

**\*\*Notes:**

**Textbook Ordering Process**—If you do not have a current copy of the course textbook, be sure to timely order it and all supplemental materials directly from the publisher. In general, please allow at least two weeks for these materials to arrive.

**Syllabus**—Please forward a current copy of your Syllabus to [name] [e-mail address] two (2) weeks prior to the course start date.

**Attendance Rosters**—Submit *Attendance Rosters* within 24 hours of each class meeting.

- A. [institution name] Campus locations. The attendance roster may be left at the Campus reception desk or with the security officer.
- B. Corporation Campus locations. Attendance may be submitted to [institution name] Administration by:

Phone [phone number],  
Fax [fax number] or  
E-mail [e-mail address]

Please forward the original copy of the attendance roster in the envelope to be provided.

**Time Changes**—Class meeting times and locations, including Saturdays, may not be changed without confirming with, and approval by, the Faculty Services office at [phone number]. Please note on your attendance sheet any agreed change of days.

**Teaching environment**—Where applicable, please return all furniture to its original position at the end of class and keep the classroom area clean.

**ATTACHMENT A**  
**[Institution Name] Fee Schedule**

<b>Classroom 3-credit course</b>	1-4 students*	5-10 students	11-30 students	31+
<b>Assistant Professor</b>				
<b>Associate Professor</b>				
<b>Professor</b>				
<b>Classroom 1-credit course</b>				
<b>Assistant Professor</b>				
<b>Associate Professor</b>				
<b>Professor</b>				

\*If there are still only 1-4 students in the class at the end of week 2, this class becomes a Directed Study. The registrar will send you instructions and new attendance forms.

**Sample Faculty Contract #2**

**[INSTITUTION NAME]**  
**LETTER OF APPOINTMENT**  
**ADJUNCT FACULTY POSITION**

[Date]

Dear [Faculty Name],

The [institution name] invites you to accept an appointment as a part-time instructor for the period designated below. In order to encourage excellence in our faculty, to clarify mutual goals of the institution and its faculty, and to comply with institutional obligations to our students, our accrediting commission and our fiscal responsibility, the following information and guidelines have been developed to help you understand this appointment.



DETC OCCASIONAL PAPER TWENTY FOUR

---

1. You will be paid the specified amount per course according to the schedule indicated in Exhibit #1. As an adjunct faculty member your teaching hours will be counted in Pension hours toward the 900 required for vesting. Your online teaching hours at no time will change your eligibility for signature benefits. In other words, if you are not otherwise eligible for full time benefits, teaching online will not make you eligible.
2. The period of appointment and class(es) you will be teaching are as follows and is contingent upon your successful completion of the facilitator training course and subsequent recommendation from the training instructor:

**First Session:** [date] – [date]

[Course #]	[Course name]
------------	---------------

**Second Session:** [date] – [date]

[Course #]	[Course name]
------------	---------------

3. You agree to teach the course as it has been developed by [institution name]. This includes the syllabus, assignments, lectures, study/discussion questions, and assessments.
4. You are responsible for conducting each class for the six-week session of the quarter. You are to log online daily to address student questions and provide meaningful feedback to support student-learning outcomes. In addition, you are also responsible for all other professional obligations of an instructor. Other duties may include but are not limited to advising/ tutoring students in response to students' questions, out-of-class preparation and grading of assignments, exams, and projects; meetings and professional development; attendance at new faculty orientation and software orientation during your first quarter of teaching; and performing administrative functions such as timely submission and posting of syllabi, lectures, assignments; the timely evaluation of student work, taking daily attendance; and the timely reporting of interim and final grades. The faculty Handbook, the Faculty Job Description, and the Faculty Development Plan include more detailed explanation of the professional

obligations of faculty. Should you fail to adhere to the responsibilities outlined above, [institution name] reserves the right to replace you to ensure that students' needs are met in the online environment.

5. It is the intention of [institution name] to continue your employment from quarter to quarter pending satisfactory job performance and course availability. In the event of an enrollment shortfall that requires a reduction in staffing, retention of faculty will be based on a combination of teaching effectiveness, professional expertise, credentials appropriate to respective curricular areas, [institution name]'s assessment of job performance and the length of service. The determination will be at the discretion of [institution name]. It will not be based on the publication of your name as a faculty member assigned to a particular course or class schedule.
6. If there are not sufficient enrollments to warrant a schedule for you at the beginning of the quarter and the class is cancelled, you will receive no payment for this class. If for any reason one or more of your classes is cancelled within the first week due to low enrollments, you will receive a pro-rated portion of pay for the sessions you have taught. Such last minute cancellations are highly unusual.
7. You acknowledge and agree that (1) the course(s) and all materials relating thereto, in whatever form, that you are being engaged to teach under this Agreement are and shall remain the sole and exclusive property of [institution name]; and (2) all models, curricula, programs, materials and systems designed or developed by you under this Agreement in connection with the teaching of such course(s) shall be and remain the sole and exclusive property of [institution name]. You also hereby grant to [institution name] an unlimited license to use any content that you create as part of teaching this course, such content to be provided in a form satisfactory to [institution name] that can be archived and that may be used by [institution name] in any future [institution name] courses.
8. You are responsible for the purchase and maintenance of all hardware and software used in delivering the online course, with the exception of the learning platform software on which the course is delivered. [Institution

name] will provide technology specifications to you. You are also responsible for maintaining an Internet Service Provider (ISP) connection.

9. You are responsible for submitting a personal annual Faculty Development Plan, completed in conjunction with the Dean of Education or the Academic Director. The Plan lists all courses you are credentialed to teach as defined by [institution name]. The Plan will outline your strategy for remaining current and/or upgrading academic and professional credentials and plans for continued education in technology and pedagogy.
10. Your employment relationship with [institution name] is in accordance with this letter of appointment and with the policies and practices outlined in the Employee Handbook and Faculty Handbook of [institution name].
11. [Institution name] will assign a mentor to your class if you are a first time instructor for [institution name] and reserve the right to assign a mentor for additional courses, as it deems necessary.

If these terms are satisfactory to you, please indicate by signing and dating and return this letter of appointment to me within seven days of receipt.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Instructor

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
[Officer name],

[Institution Name] \_\_\_\_\_

**EXHIBIT # 1**  
**PAYMENT SCHEDULE FOR ONLINE COURSES**

You will be paid \$[amount] per course in three equal installments of \$[amount] during the period of the scheduled course.

As an example: A first session course runs from July 5th to August 16th. The three installments will be paid on the three payroll pay dates within that period which would be July 15th, July 31st and August 15th.

**[INSTITUTION NAME]**

**POSITION DESCRIPTION**

**TITLE:** Online Faculty

Department: [institution name] - Education Administration

Reports to: Academic Department Director, Dean of the School of, OR Dean of Education

**POSITION SUMMARY:**

Instruct and facilitate meaningful learning of the course competencies in the curriculum and proactively support all facets of the online learning environment. Provide career education through learner-centered instruction that will enable graduates to fulfill the evolving needs of the marketplace. Encourage a culture of learning that values mutual responsibility, life-long learning, diversity, and ethics as well as personal and professional development.

**KEY JOB ELEMENTS:**

1. Provides competency-based education
2. Designs lesson plans for online class instruction to support the [institution name] approved online course
3. Enables student exit competencies
4. Delivers learner-centered instruction through distance delivery mechanisms
5. Encourages student success
6. Manages the online class environment
7. Contributes to a culture of learning
8. Relates industry experience to learning

**ORGANIZATIONAL RELATIONSHIPS:**

Reports to: Academic Department Director, Dean of the School of, or Dean of Education

Collaborates with: [institution name] Education Department  
Other [institution name] functional areas  
[Institution name] Curriculum Task Forces

**POSITION REQUIREMENTS:**

Credentials and work-place experience directly related to the online course and consistent with regulatory requirements of institution from which course is being offered;

At least one year on-ground teaching experience at an [similar type of school], community college, or technical college;

Successful completion of [institution name]'s Online Faculty Development course recommendation of online trainer;

Excellent oral and written communication skills;

Excellent critical thinking and decision-making skills;

Excellent teaching skills as evidenced in prior teaching evaluations;

Willingness to work in an accelerated learning format and to work online with students on a daily basis 5 of 7 days per week; and

Access to computer (specifications to be provided) and phone line at home.

**ACCOUNTABILITIES:**

Key Job Element

ACCOUNTABILITY PERFORMANCE EXPECTATION

Provides Competency-Based Education

Graduate Outcomes

Persistence Rate

Employment Rate

Starting Salaries

Facilitates learning experiences that create the opportunity for the student to achieve outcomes

Integrates career-focused education into course materials

Designs Online Class Instruction

Syllabus

Lesson Plans

Learning Assessment

Utilizes the [institution name]-approved course

Develops lesson plans and activities to meet course competencies

Utilizes diverse tools in planning and facilitating instruction

Enables Exit Competencies

Student Achievement

Evaluation of Learning

Facilitates learning that fosters student achievement of identified exit competencies

Establishes student performance criteria and evaluation based on exit competencies

Delivers Learner-Centered Instruction

Active Learning

Establishes an online environment conducive to collaborative learning and active student involvement

Utilizes faculty and student real-world experiences in achieving learning outcomes

Encourages Student Success

Course Completion

Views the online classroom daily (minimum 5 of 7 days)

Identifies resources to direct and assist students

Communicates constructive feedback to students on a prompt basis

Assists students in solving problems that may impede successful course completion through advising and/or referrals

Manages the Online Classroom Environment

External/Internal Audits

Keeps accurate records

Submits grades and other reports on time

Enforces institute academic and attendance policies

Contributes to a Culture of Learning

Professional Development including Online Faculty Development course and other faculty development opportunities

Holds appropriate academic credentials  
Participates in the online facilitator/course conversion process  
Participates in the faculty development process  
Continues to develop professional and technical skills

Relates Industry Experience to Learning Market Place  
Knowledge  
Maintains computer literacy  
Continues to develop technical skills  
Maintains an awareness of the market place  
Introduces industry perspectives into courses

### Sample Faculty Contract #3

#### [Institution Name] Adjunct Instructor Agreement

This is an EMPLOYMENT AGREEMENT made between [institution name], a [state] corporation, (hereinafter referred to as the employer) and the party listed below (hereinafter referred to as the employee) and shall be effective on the date of the signature below. All the terms and conditions of employment are clearly stated herein. No other assumptions or inferences should be made concerning this relationship.

The EMPLOYER agrees as follows:

1. To employ the employee for the purpose of instruction in any area for which he/she is qualified, as the employer may determine and as may be assigned at the employer's discretion, for a period of **one class for one quarter**. Commencement and termination of this agreement are specified below.
2. The compensation for this employment shall be as specified below. Salary shall be prorated and paid biweekly, or at such other times as employer may determine, during the term of this agreement. Compensation shall be

deemed to be paid in [state] unless the employee has filed an exemption from [state] state tax because of residency in another state.

3. The employer will provide to the employee air transportation tickets and/or ground transportation, hotel accommodations and reimbursement for reasonable expenses incurred in the performance of this agreement whenever appropriate as approved by the employer.

The EMPLOYEE agrees as follows:

1. To perform services in accordance with the teaching standards of [institution name] presently in effect or as may be amended.
2. Not to, either during the term of employment or thereafter, disclose any information concerning the business of the employer which was acquired because of employment of the employee, for his/her own benefit or to the detriment of the employer.
3. To arbitrate any dispute, claim or controversy between employee and employer arising out of the employment or termination of employment of employee, including but not limited to any claims involving wrongful termination, discrimination or breach of agreement. This agreement to arbitrate is a condition precedent to any right of action that may be brought. Further it is agreed that a judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction.
4. To contact the College at [phone number] with questions, concerns, for help in obtaining transportation (where needed), or in the case of any situation requiring special expense or delay in arrival or delivery of the specified course.

#### Mutual Agreements

1. In the event that the employer makes an administrative determination to cancel a class, this agreement shall terminate.
2. Notwithstanding anything else to the contrary, the employer may terminate this agreement if the services are not satisfactory to the



employer and the employer shall be the sole judge of such satisfaction.  
The compensation sum shall be reduced on a pro rata basis.

3. Employer and employee shall work together on any employee discipline problems and determine the best policy for the benefit of the College.
4. This agreement shall be interpreted and enforced in accordance with the laws of the State of [state].
5. This agreement contains all the terms and conditions agreed on by the parties hereto, and no other agreements, oral or otherwise, regarding the subject matter of this agreement, shall be deemed to exist or bind any of the parties hereto.

Course Name&Section Number of Course to be Taught: [course title and name]

Payment for Course to be Taught: \$[amount]

Course Start Date:[date] Course End Date:[date]

I am also scheduled to teach [number] courses at another [institution name] location.

**Instructor's Name:** [name]\_\_\_\_\_

Last 4 Digits of SS#: \_\_\_\_\_ Date:\_\_\_\_\_

---

#### Sample Faculty Contract #4

[Institution Name] Online[Address]

[Name of Instructor] [Address] [Date]

Welcome to [institution name]. We are pleased that you have agreed to join our

team and look forward to your contributions to further empower our students to reach their goals.

This letter confirms our agreement regarding your teaching assignment as an Adjunct Instructor for the [name/date] session. Please review the following details, sign and return one copy of this agreement to the Dean of Instruction for your program. A copy will be maintained in your official file at [institution name].

**Course Title**

[course name]]

**Code**

[course number]

**Term Dates:** [date] – [date]

**Compensation:** Your compensation will be \$[amount] payable in two installments through our regular payroll. This payment will be reduced by the appropriate amount for any missed chats, office hours or other scheduled responsibilities. Final grades and all course obligations must be completed appropriately before the adjunct assignment is satisfactorily fulfilled.

If, in the judgment of [institution name], the class does not have enough students to warrant conducting the class, this agreement becomes null and void and no payment will be made. If for some reason the class is discontinued after the start of the term, a pro-rated payment will be made.

**Instructional Support:** Standard course syllabi are provided on the [site location] prior to the first day of class. You are expected to start and end your chat sessions and office hours at the prescribed times. You are also expected to be present during the prescribed hours of your chat sessions and office hours. Instructors can also expect to be observed each session by the Dean of Instruction and may be mentored by another experienced [institution name] Online Instructor. Grading policies and expectations should be clearly defined in the announcement section of each course taught.

Adjunct Instructors need to be available to their students, before or after class, or by appointment, with posted office hours of at least one hour per week per class. You are expected to promptly identify “at-risk” students and refer these

students for appropriate assistance. Our goal at [institution name] is to help each and every student achieve his/her potential.

**Administrative Concerns:** Students are required to participate in their online courses each week. Course participation is maintained through the [online resource]. Grade books are due within 72 hours of the designated assignment due date and also after the last class session.

**Professional Development:** Individual faculty members must take the initiative in promoting their own professional growth. Activities are scheduled throughout the quarter to assist you in achieving this expectation.

In-service programs are scheduled during a quarter break week. Faculty are required to submit an annual development plan with subsequent report of activities each quarter. The plan is based off the first week of your hire date and due by the end of the current session. Adjunct faculty must complete at least two in-service programs during the calendar year.

All faculty members are required to complete new faculty orientation, and attend scheduled faculty meetings during the contract period.

This is an at-will agreement and does not imply continued employment. You understand that you are being retained only for the purposes and to the extent set forth in this agreement that your relationship to [institution name] is that of a part-time employee. With the exception of the stock purchase plan, you are not entitled to any bonus, health, tuition, or other benefits, available to regular full-time employees. You will be expected to comply fully with all policies, practices and procedure of [institution name] as outlined in the [institution name] faculty handbook, catalog and procedures manuals. This agreement constitutes the entire agreement between parties and any prior offer letter, discussion, agreement, whether oral or written. Any revision must be in writing to be enforced and signed by both parties. This agreement is contingent upon the receipt of all appropriate faculty credentials. These include official higher education transcripts for all institutions that you attended, current curriculum vitae, and all official licensures and certifications that are required to teach in specific content areas.

DETC OCCASIONAL PAPER TWENTY FOUR

---

We are pleased and excited that you have accepted this assignment. We look forward to your contribution of teaching talent here at [institution name]. Please call us at [phone number] if we can be of any assistance.

Sincerely,

[Name]

AGREED TO AND ACCEPTED BY \_\_\_\_\_ [Faculty name]  
Date \_\_\_\_\_

\_\_\_\_\_ [Institution Officer name] Date \_\_\_\_\_

---

## About the Authors

Ms. **Mary Adams** is the President of the American Graduate School of Management. Prior to joining AGSM in August 2004, Ms. Adams was the President of Aspen University for 16 years. She is one of the founders of the online school and is responsible for developing its original MBA program. Ms. Adams has participated in many accreditation visits for DETC and others, and is currently the Chair of the DETC Research and Educational Standards Committee. She has spoken at many DETC conferences and seminars in the past and delivered a panel presentation on distance education in higher education with Dr. Karen Kershenstein of KWK Enterprises and Jeanne Meister of Corporate University Exchange at the Annual Business meeting of the Accrediting Commission of Career Schools and Colleges of Technology. Ms. Adams received the *DETC Distinguished Service Award* in 1999 and the *DETC Distinguished Recognition Award* in 2003.

Ms. **Kim Dority** is the President of Sentinel University, a unit of the American Graduate School of Management. Prior to joining Sentinel in January 2004, she led G. K. Dority & Associates, Inc., a consulting company that focused on information strategy for profit and non-profit organizations. Ms. Dority created the first virtual library designed specifically for online students, Jones E-Global Library, and has worked extensively with the for-profit education industry, both online and campus-based. She is an adjunct faculty member as well as on the advisory board for the University of Denver graduate Library and Information Sciences program, and the author of a forthcoming book, *Rethinking Information Work*.

## Other Occasional Papers Available

Number 1—*Student Services: Achilles Heel or Crown Jewel?* by Michael P. Lambert, Executive Director, DETC

Number 2—*What Manager Doesn't Study at Home?* by Dr. Gordon Wills, Principal, The International Management Centres

Number 3—*Toward Better Service and Testing* by Dennis Foltz, Vice President of Education and Operations, Gemological Institute of America

Number 4—*Testing Home Study Advertising* by Jack Thompson, Consultant

Number 5—*Conducting Graduate Surveys* by Mary McKeown, Vice President, American School

Number 6—*Enrollment Contracts for Home Study Schools* by William Wright, American School

Number 7—*Evaluating Your School's Worth* by Michael P. Lambert, Executive Director, DETC

Number 8—*Getting the Most PR for Your School* by Sally R. Welch, Assistant Director, DETC

Number 9—*The Effectiveness of the Home Study Method* edited by Sally R. Welch, Assistant Director, DETC

Number 10—*Home Study Academic Transcripts* by Sally R. Welch, Assistant Director, DETC

Number 11—*Admissions Policies: The Key to Success* by Josephine L. Ferguson, Member, DETC Accrediting Commission

DETC OCCASIONAL PAPER TWENTY FOUR

---

Number 12—*How to Write an Analytical Self-Evaluation Report* by Josephine L. Ferguson, Member, Accrediting Commission of the DETC

Number 13—*Building a Distance Education Faculty* by Dr. John E. Jessup, Academic Dean, American Military University

Number 14—*Embracing the Internet* by Carol Oliver and Dr. Gordon Wills, International Management Centres

Number 15—*Strategies for Helping Students Transfer Credits* by Ali Fares, Cleveland Institute of Electronics

Number 16—*How to Develop a Plan of Succession* by Robert McKim Norris, Jr., Andrew Jackson University

Number 17—*How to Assess Experiential Learning* by Lisa J. Davis, California College for Health Sciences

Number 18—*Managing Education Programs in the Information Age* by Tina J. Parscal, ISIM University

Number 19—*Converting Courses to Online* by Dr. Judith M. Smith, SiteTrainer.com.

Number 20—*Confessions of an Early Internet Educator* by Jack R. Goetz, Concord University School of Law

Number 21—*Global Activities of DETC Institutions* by Irving H. Buchen, IMPAC University

Number 22—*International Academic Equivalence: A Primer* by Irving H. Buchen, IMPAC University and David John Le Cornu, St. Clements University

Number 23—*Deferred Revenue Accounting* by Walter Miller, College of the Humanities and Sciences Harrison Middleton University

---

DISTANCE EDUCATION AND TRAINING COUNCIL



1601 18TH STREET, N.W.  
WASHINGTON, D.C. 20009-2529  
(202) 234-5100  
<http://www.detc.org>  
E-Mail: [detc@detc.org](mailto:detc@detc.org)

---