Adjunct Faculty Orientation

Jackson State University
August 22, 2016

"...[M]any adjuncts teach only because they like to teach (AFT Higher Education, 2010). For the student, **the teacher who actually enjoys the work is always a blessing**, whether that teacher is a full-time faculty member or an adjunct."

- Stenerson, Loren Blanchard, Michael Fassiotto, Mark Hernandez, and Ann Muth. "The Role of Adjuncts in the Professoriate." *Peer Review* 12.3 (2010). American Association of Colleges & Universities.

Introduction

- 9,802 students enrolled for Fall 2015. This continues a trend of growing enrollment.

- For Fall 2015, adjunct faculty accounted for 36% of all faculty at JSU.

  - 26.0% in the College of Business

  - 50.4% in the College of Education & Human Development

  - 37.6% College of Liberal Arts

  - 47.7% College of Public Service

  - 24.1% College of Science, Engineering & Technology

  - 30.0% School of Public Health Initiative

- JSU commits to supporting all faculty to ensure instructional excellence and optimal learning experiences for all students.

Student Profile, Fall 2015
Enrollment = 9,802

Level

- Undergraduate - 7,475
- Graduate - 2,327

Status

- Full-time - 77.00%
- Part-time - 33.00%

Permanent Residence

- In-State - 79.38% (39.86% Hinds County)
- Out of State - 17.67%
- International 2.95%

Gender

- Male - 34.82%
- Female - 65.18%

Ethnicity

- Black - 90.39%
- White - 6.46%
- Hispanic - 0.62%
- Asian - 1.05%
- American Indian/Alaskan Native - 0.33%
- Multi-racial - 1.14%
- Pacific Islander - 0.01%

Mission

The University produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems, and compete effectively.

Vision

Building on its historic mission of empowering diverse students to become leaders, Jackson State University will become recognized as a challenging, yet nurturing, state-of-the-art, technologically infused intellectual community. Students and faculty will engage in creative research, participate in interdisciplinary and multi-instructional/ organizational collaborative learning teams, and serve the global community.
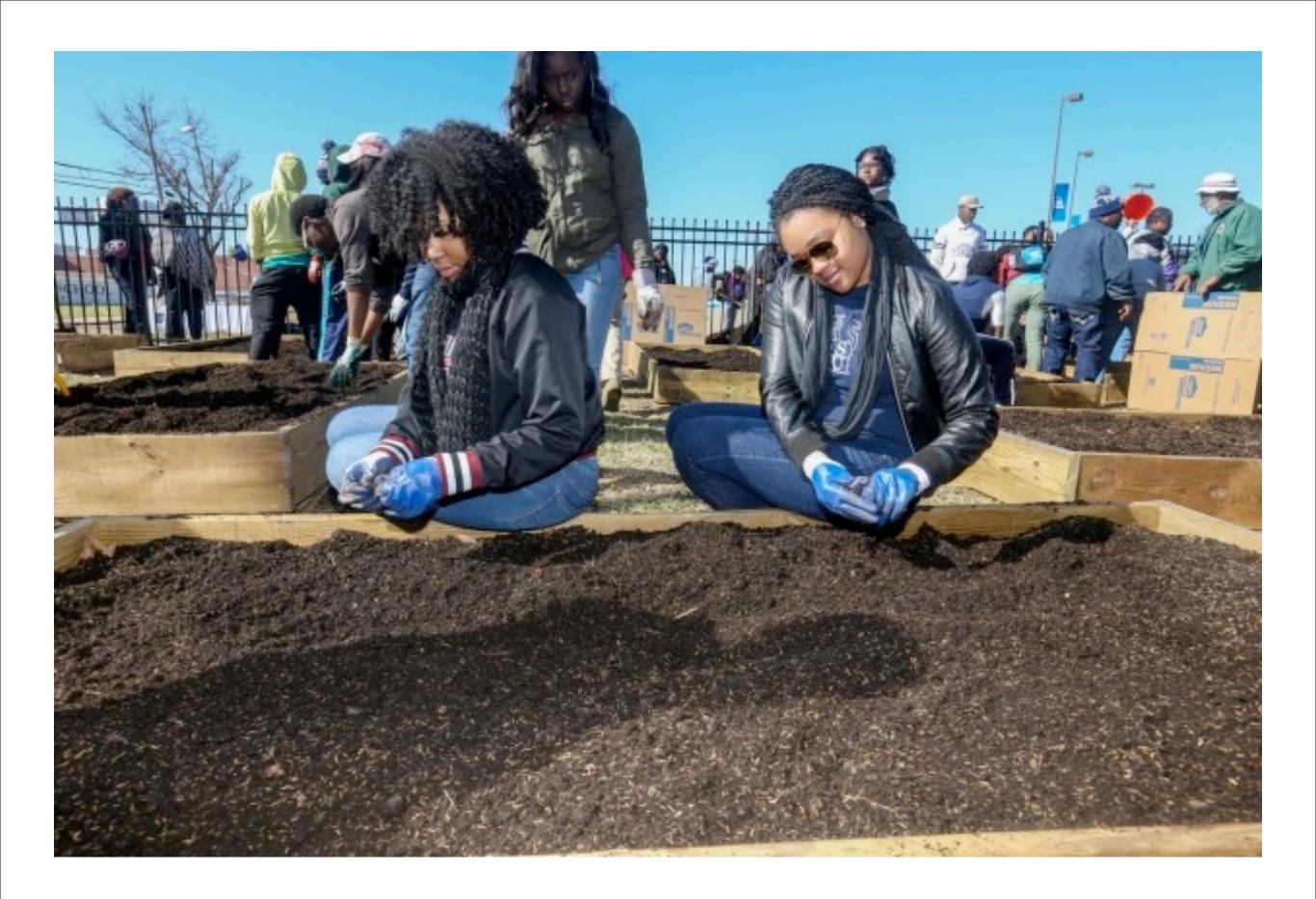
Operational Principles

- **Excellence.** As an academic institution, the University strives to be a center of excellence where teaching, research, and service are of the highest quality informed by the best practices in the academy and civil society.

- **Accountability.** The University believes in the principled exercise of leadership and the sanctity of the public trust.

- **Performance.** Through appropriate policies and opportunities, the University expects that its faculty, staff, administrators, and students adhere to the highest standards of quality in the discharge of their responsibilities.

- **Professionalism.** The University believes in high levels of proficiency, superior service, ethical behavior and readiness to effectively serve its constituency and the public.

Core Values

- **Tradition.** The University believes that its role as a historically black university inspires and exemplifies positive societal change.

- **Learning.** The University believes in an experimentally enhanced learning environment where teaching, research, and service are integrated and mutually reinforcing.

- **Nurturing.** The University is committed to creating a community, which affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their potential.

- **Service.** The University responds to the needs of society to the best of its ability and expects its graduates to do likewise.

- **Responsibility.** The University believes in and accepts its duty to enhance each generation's capacity to improve the human condition.

Academic Policies and Procedures

- **Highlights of Academic Integrity Expectations of Faculty:**

  - To meet classes when scheduled.

  - To make appropriate preparation for classes.

  - To inform students of the time period in which a student may add or drop a course; the general content and objectives of a course; and the methods and standards of evaluation including the importance to be assigned various factors in academic evaluations and, in advance of any evaluation, the permissible materials or references allowed during evaluation.

  - Not to consider in academic evaluation factors such as race, color, religion, sex, sexual orientation, age, national origin, political or cultural affiliation, lifestyle, activities or behavior outside the classroom unrelated to academic achievement.

Academic Policies and Procedures

- **Class Attendance.** Faculty are required to record student attendance for courses, discuss the class attendance policy at the beginning of the course and include the class attendance policy on the syllabus. Students whose unexcused absences exceed the unit value of the course (i.e. 3 absences for a 3 unit course) should be reported to the University College Dean (for freshmen or sophomores) and to the department chair (for juniors and seniors).

- **Reporting and Changing Grades (via JSU PAWS).** Faculty are required to report grades in a timely manner.

- **Textbook Ordering.** Contact Alex Durr at (601) 979-2572. Provide your name and e-mail address and he will send you a link and log-in for the textbook adoption tool.

Academic Policies and Procedures

- **FERPA.** In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), faculty must respect the confidentiality of information regarding a student contained in university records.

- **Accommodations for Students with Disabilities.** Attempts must be made to provide reasonable accommodations for students with documented ability to enhance their learning experience. The ADA Coordinator may request accommodations that include extended time for completion of assignments, consideration for absences, consideration for spelling, alternative test format, alternative textbooks, readers, scribes, note takers, sign language interpreters and accessible classrooms.

- **Planning A Course from Syllabus to Assessment.** Faculty development resources compiled by the Division of Academic and Student Affairs. http://www.jsums.edu/academicaffairs/faculty-development-resources/

- **CyberLearning.** Home of the iPad initiative, the development of iBooks for core courses and JSU's digital intellectual commons (JSU CREATE, JSU INNOVATE and JSU ENGAGE). http://www.jsums.edu/cyberlearning/

- **Student Evaluation Data.** Information for previous courses may be requested from Institutional Research at http://www.jsums.edu/irpe/data-request-form/
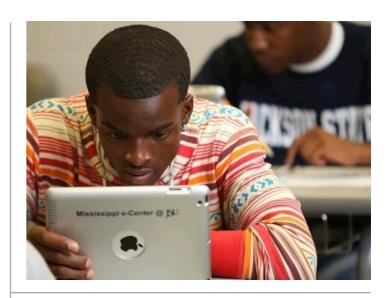
Instructional Support Resources

- **College of Science, Engineering & Technology Student Support Services.** Provider of tutoring, mentoring and professional development for students. http://www.jsums.edu/csetsss or (601) 979-1604

- **Lifelong Learning Academic Support Center.** Guided practice and tutoring sessions by appointment. http://www.jsums.edu/lifelearning/?page_id=173 or (601) 979-3636 or (601) 979-2642

- **Richard Wright Center for Writing, Rhetoric and Research.** Provider of guidance to faculty about assignment design and writing instruction and tutoring for students. http://www.jsums.edu/wrightcenter (601) 979-0694

- **Student Retention Services.** Clearinghouse for information and services geared towards helping first- and second-year students transition to and succeed in college. http://www.jsums.edu/ugstudies/the-office-of-student-retention-services/ (601) 979-1251
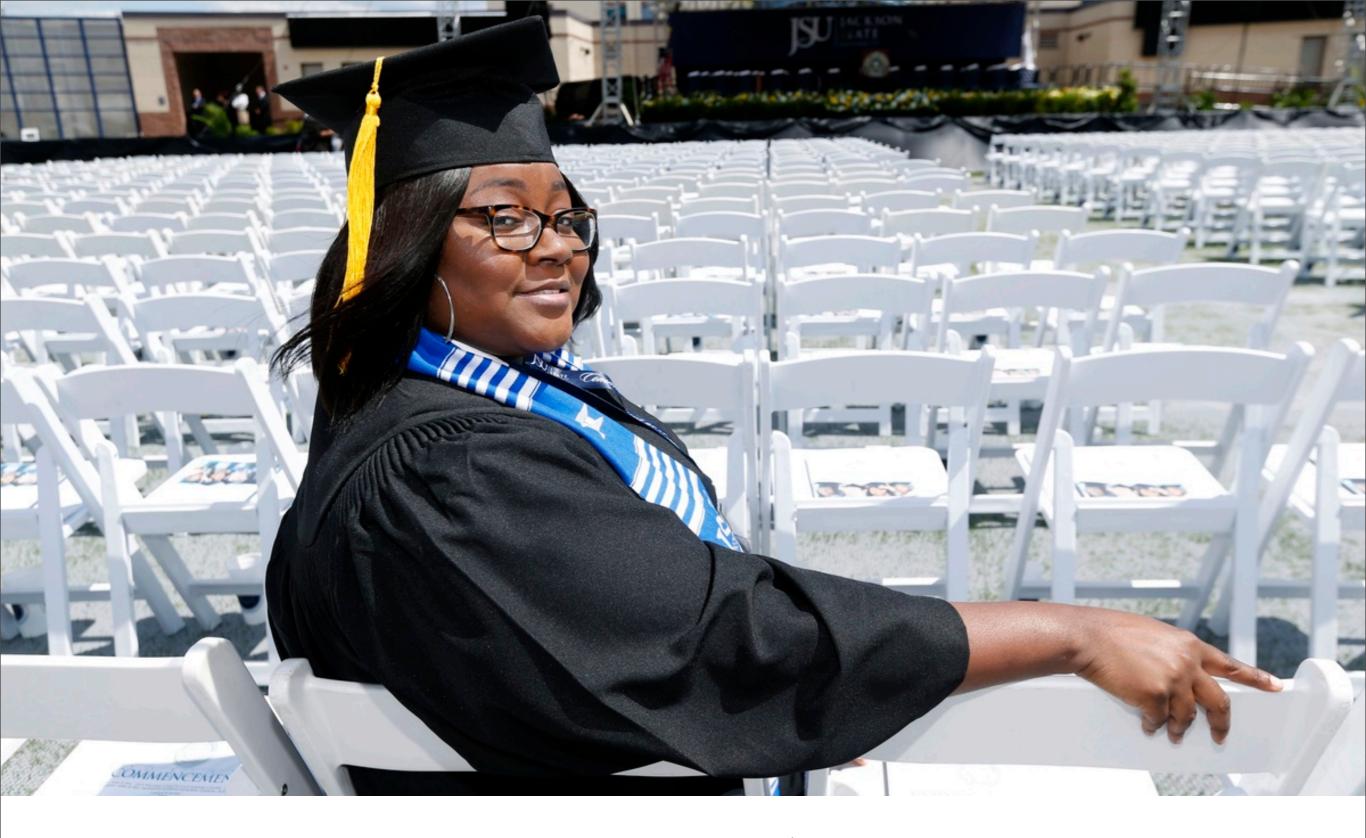

Instructional Support Resources

Workspaces for Adjunct Faculty

- Spaces are provided for adjunct faculty to meet with students. Please consult today's handouts or the Center's website to learn more.

- **JSU INNOVATE.** 1st Floor of the H.T. Sampson Library on the main campus. 8:00 AM - 5:00 PM. *Appropriate for faculty work.*

- **Holden Reading Room.** 4th Floor of the H.T. Sampson Library on the main campus. 8:00 AM - 5:00 PM. *Appropriate for faculty work and meetings with students (upon request).* Center for University Scholars (601) 979-6949

Division of Academic and Student Affairs