

# SMC ETHICS

## Continuing a Dialogue on What We Do and How We Do It

### Aiming at Adjuncts:

So the question remains, what actionable steps can we take to close equity gaps that impact our adjunct faculty? How can we establish a robust community that ensures equality? The following are suggested meaningful ways departments can support and value adjunct faculty.

Make resources transparent and accessible by maintaining a folder/online repository such as a folder in Microsoft Teams or a Department Canvas Shell with sample syllabi or other course planning support materials. Ensure new adjunct faculty are aware of the Senate New Faculty committee to help establish community and learn about resources available to them through SMC.

Within each discipline, designate a senior faculty liaison to communicate department information, share resources, and serve as an intermediary for receiving feedback and reporting concerns to department chairs. Provide faculty mentors, prioritizing new adjunct faculty or those teaching a new course. Our adjunct faculty have a wealth of knowledge and experience, so provide opportunities for full time and adjunct faculty interaction to

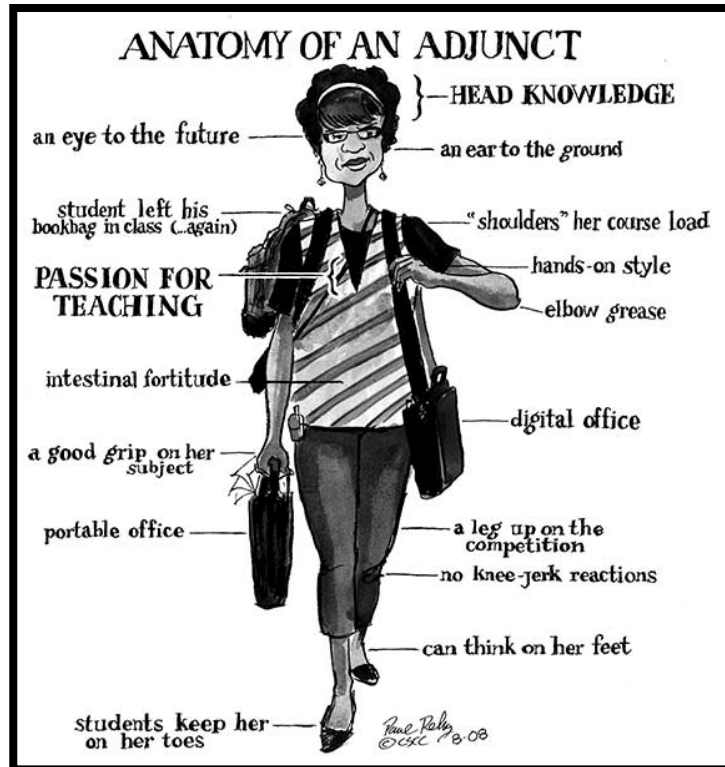


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## Faculty All

An unfortunate, unjust reality of higher education is the division of faculty into roughly two groups: full-time, tenured or tenure-track faculty, and part-time, adjunct faculty. Although SMC's Academic Senate and Faculty Association continuously push for more full-time hiring and greater equity and security for adjuncts, the gap between the two groups remains an omnipresent issue. The faculty contract does strictly determine and control a great deal of the rights and treatment of each group, but within the regulations of that contract, there is always room to improve the ethical treatment of the part-time adjuncts that contribute so much to the college and to student success. In order for SMC to make real progress on college priorities like equity gaps and support our students in excelling as much as

explore collaborations and ideas for course improvement.

Just as SMC is focused on closing equity gaps for our students, it behooves us all to take a closer look at closing equity gaps that exist within the ranks and treatment of our adjunct faculty. After all, adjunct faculty make up the majority of our teaching faculty that serve our students, so it just makes good sense to reflect on our own institutional and departmental practices to close equity gaps across the board. The end goal is the same—to serve our students. The question remains are we currently engaging in the best practices to do so?

### CONTACT US!

If you have any ideas or issues you would like to submit to the Professional Ethics and Responsibilities Committee for future consideration, get in touch with us through the links below.

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possible, it is vital that all faculty feel included, communication and decisions are transparent, and pedagogical innovation involves everyone. We acknowledge that most departments are already engaging in such practices, but a bit of reflection might bring up ways to improve still.

Because adjuncts are part-time and often teach at multiple institutions, they can feel marginalized by the inner circle of full-time faculty. Take a department meeting for example. Each department of course has a series of important issues and decisions to cover. Adjuncts hopefully are already invited to these meetings, but then are they encouraged and given space to speak, and are the issues adjuncts are facing also regularly itemized for discussion during department meetings?

Strong communication is also essential not only for including adjuncts but also for making decisions and developments transparent for them. For example, are emails sent out and Zoom recordings made available to keep all faculty updated in a department, especially for those who cannot attend department meetings or workshops? Moreover, does the rhetoric of those emails make adjuncts feel like they are part of the intended audience and valuable respondents?

SMC's faculty are fantastic at continuously exploring new forms of pedagogy and undergoing professional development to better serve students and eliminate equity gaps. However, without the full participation of all adjunct faculty, any real pedagogical change will end up being quite limited on an institutional scale. Departments might want to routinely reflect on what are the ways that such training is made available for all faculty, and how are the discoveries of that training being transmitted to everyone? But to go even further, are the innovations and achievements of adjuncts being fully valued and brought back to the rest of the faculty through official channels?

There are of course much more radical ideas that might be proposed. The Decolonizing the Academy movement has a lot to argue about the hierarchies and privileges that we continue to reproduce on every level of the institution. Even without changes to the faculty contract, a radically different kind of community can be imagined and perhaps even created.

Finally, there is a delicate line to be walked here: to include and encourage adjuncts as much as possible, all while not demanding unreasonable uncompensated labor. Given the unfairness of the current system there is no perfect solution to be found, but every extra step that can be taken to make all faculty feel like true equals will assist in strengthening our campus community and generating real progress in our students' education.