

WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

West Virginia State University

BOG Policy #9

Title: WVSU Role and Balance of Adjunct Faculty

Section 1. General

1.1 Scope: Policy regarding the role and balance of Adjunct Faculty in the Baccalaureate Programs of West Virginia State University (WVSU).

1.2 Purpose: The West Virginia State University Board of Governors recognizes that significant contributions to the mission of West Virginia State University can be made by highly qualified members of the faculty who fill part-time roles while designated as adjunct faculty.

1.3 Authority: West Virginia Codes §18B-2A-4 and 18B-7-6, HEPC Series 9, and HB 2224.

1.4 Effective Date: June 5, 2003.

Section 2. The Role of Adjunct Faculty in Baccalaureate Programs

The duties of adjunct faculty at West Virginia State University are clearly defined in the Part-Time Faculty Handbook. They allow the University to provide a broader coverage of disciplines in several ways:

2.1 Adjuncts teach some of the introductory level general education courses and help in the demand for such courses;

2.2 They enable tenured faculty to teach a greater variety of upper-division courses;

2.3 They supplement the full-time faculty by teaching a limited number of upper-division courses for which their experience of scholarship especially suits them;

2.4 They provide instructional coverage when full-time faculty are not available;

2.5 They provide specialized instruction in subject matter unavailable from full-time faculty and often their expertise as full-time professionals can expand student knowledge through the application of “real world” experience to the academic courses; and

2.6 They provide flexibility in course offerings for students.

In essence, qualified adjunct faculty members complement the full-time faculty and enrich the overall curricula.

Section 3. Defining an Appropriate Balance Between Full-Time and Adjunct Faculty

Defining an appropriate balance between full-time and adjunct faculty at West Virginia State University is predicated on the basic and important assumption the “faculty responsibilities at an institution are best fulfilled when a core of full-time teaching faculty has as its primary commitment the educational programs provided by the institution. This means full-time rather than part-time employment at the institution.” (Quote by the University’s North Central Accrediting Association.)

3.1 The University believes that two-thirds of the full-time equivalent (FTE) credit hours produced should be from classes taught by full-time faculty; and

3.2 The balance should be based on whether or not there is a viable core of full-time faculty in the University for the purposes of planning, counseling, mentoring, and assessing students.

Determination of the degree of needed support by adjunct faculty will be based upon the number of introductory courses offered, the need for specialized instruction, field-based components and other factors relevant to the complexity of the University.