

Adjunct Hiring Process from the Dean's Office- 9/29/20
For Discussion at the Executive Committee Meeting

Approved by the executive committee by e-mail following the 9/29/2020 Meeting

Overview

Adjunct faculty are an important part of the CBS community. They teach some of the most highly rated and popular courses in our curriculum and, collectively, teach a significant portion of our course sections. Adjunct faculty often teach courses that require deep practitioner experience. They are also used to extend the School's teaching capacity when there are teaching needs unmet by fulltime faculty.

This document is intended to create a systematic process to identify, recruit and retain outstanding as well as diverse adjuncts. The need for diversity is highlighted by the fact that currently just 15% of our adjunct faculty are female and only 2% are members of an underrepresented minority group.

Adjunct Faculty Diversity Goals

CBS is committed to continuous improvement of the quality and diversity of its adjunct faculty. The following statements aim to help make this goal concrete and actionable.

- We see improving the diversity of our faculty, including adjunct faculty, as an important goal in achieving our educational mission of educating and developing leaders and builders of enterprises who create value for their stakeholders and society at large.
- In staffing existing courses or developing new courses to be taught by adjunct faculty, it is important that we identify a set of potential candidates that includes diverse candidates whenever possible.
- In order to improve the diversity of our adjunct faculty, the School and divisions need to set short- and long-term targets and carefully monitor progress toward these targets. Over the next two years (by AY 22-23), our School-wide targets are to diversify our adjunct faculty to match the gender diversity of the untenured full-time faculty, 30% female, and to reach at least 5% underrepresented minority (URM). By AY 24-25, our School-wide targets are to expand the diversity of the adjunct faculty to match that of our student population, 40% female and 13% URM. These targets are not intended as hard constraints.

In the year 2019-2020, our records indicate that the School had 147 adjunct faculty who taught 244 sections in aggregate. Of the 147 adjunct faculty, 23 were female. In order to achieve our short-term goal of 30% female, the School would need 44 female adjunct faculty, keeping the

total number of adjunct faculty constant. Of the 147 adjunct faculty, 4 are URM. To get to 5% URM in the short run, the School would need 4 more URM adjunct faculty, keeping the total number of adjunct faculty constant. Note that calculations can also be made based on the percentage of *classes taught* by female and URM adjunct faculty rather than the percentage of adjuncts who are female or URM.

Each division should make similar calculations and work towards these targets.

Proposed Process

- During Spring course planning, together with the teaching plan for the year, the divisions will provide a short justification for the adjunct faculty plan for the upcoming academic year. Both senior vice deans as well as the Vice Dean, DEI will attend the meeting where adjunct teaching is discussed. The plan should include:
 - courses to be taught by adjunct faculty (what courses, why, and how they complement other standing courses)
 - justification for the planned renewal of existing adjunct faculty
 - requests to hire new adjunct faculty and their CBS-related experience (e.g., as guest speakers) or to have existing adjuncts teach courses they have not taught before
 - a description of the process the division uses to identify potential diversity candidates
 - YoY tracking and plan to expand the diversity of the divisional adjunct faculty in future years (beyond the upcoming academic year)
 - tentative divisional plans for the year following the upcoming academic year (possible new courses, replacement hiring opportunities, concerns, etc.)
- The Curriculum and Instruction Committee (CIC) composed of faculty across divisions and chaired by the Senior Vice Dean for Curriculum and Programs reviews the teaching evaluations of courses and may cancel a course that is rated poorly after three iterations. The updated CIC guidelines state that the CIC will conduct more rigorous reviews going forward, in terms of reviewing the workload and pace of the courses as well as teaching evaluations.
- Adjunct faculty will be reviewed by the CIC in a meeting(s) scheduled in the Spring Semester of each AY, with participation of the Vice Dean of DEI and the Director of Samberg. CIC may also delegate this responsibility to a rotating subcommittee. The CIC (sub)committee will prepare a short report for each division for use by the division in developing their teaching plan for the subsequent year.
- Divisional adjunct faculty statistics will be reviewed annually by the Executive Committee.

Recommendations to Divisions

Each division structures its course planning and course staffing to deliver a set of excellent and appropriate courses to students. Divisions are to review the existing adjunct portfolio and look to replace adjuncts that are low performing or even mediocre; the standard for adjunct teaching should be high given their instructional focus and the annual nature of adjunct contracts. Adjunct taught courses should have excellent course evaluations, substantial student demand, and sufficiently high workload and rigor. When replacing adjuncts who fall below this standard, divisions should develop practices to help them identify a set of possible replacements that includes diverse candidates whenever possible. Similarly, in considering new course offerings to be taught by adjunct faculty (e.g., material that is important to our students but not covered by our current faculty), divisions should identify a set of potential candidates that includes diverse candidates whenever possible. Course proposals submitted (blind submissions) by practitioners wanting to be adjunct faculty do not need to be considered by the division chair unless they fit with the division's strategic curriculum plan.

Acknowledging that each division is different, here are some recommended potential strategies to diversify adjunct faculty. These are only suggestions, and divisions should use any best practices they identify to achieve a more diverse and high-quality adjunct pool.

- Have a divisional brainstorming session to identify potential diverse adjunct faculty.
- Work with External Relations and the Vice Dean—DEI to identify diverse guest lecturers for classes. Particularly successful guest lecturers with interest in serving as adjuncts could then be recruited to teach appropriate courses.
- Work with the Samberg Institute as well as the CBS Career Management Center to identify experts on specific topics/industries as potential speakers.
- Contact professional organizations and alumni who are members of professional organizations (e.g., [CBS alums](#) who were former Toigo Foundation fellows) in order to help identify guest lecturers, other speakers, and adjunct faculty. (Divisions should work with External Relations when contacting alumni.)