

Engaging Adjunct Faculty:

The Role of Leadership in Faculty Development Initiatives

Presented by

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**EDUCATIONAL DEVELOPMENT
PROFESSIONALS CONFERENCE**



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Introduction -

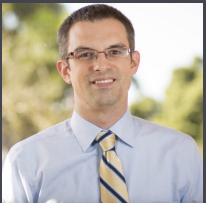
“Research has demonstrated that the relationship between students and adjuncts does not differ between the relationships between full-time faculty and students” (Mathieu-Frasier, 2021).

About ourselves



Dr. Ellen Ramsey

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Mathieu-Frasier, L. (2021, December 3). An outsider looking in:
Advocating a sense of community for adjunct faculty. *Faculty Focus*.

Goals for the session

- Share several forms of engagement for adjunct faculty
- Describe our experiences
- Help attendees develop a proposal for new engagement
- Share and learn from each other



Group introductions -



- Please share (if you would like):
- Name, institution, and role
- Connection to adjunct faculty engagement
- Interests or questions



Statistics and background -

- Adjunct faculty: fastest growing in higher education
 - 48% of faculty in US higher education are employed part-time (Colby, 2023)
- Sense of community study – how online adjuncts feel:
 - Invited and included within faculty activities
 - Frequent communication and transparency by leadership
 - Recognition; Appreciation (Olson, 2021)
- Teaching Excellence Committee – task force for adjunct orientation

Colby, G. (2023, March). Data snapshot: Tenure and contingency in US higher education. American Association of University Professors. www.aaup.org

Olson, M. I. (2021). A sense of community, job satisfaction, and job retention among online adjunct faculty: A qualitative multiple case study. Dissertation.



Forms of engagement

1. Administrative structures
2. Website / online training course
3. Orientation session
4. Course leads / mentors
5. Faculty development sessions
6. Other ideas...



Administrative structures

- Who helps to hire, train, and support adjuncts?
- Academic Administrator for Adjuncts role
- Other structures (deans, chairs, etc.)
- Pros and cons: a dedicated position vs. involvement of multiple areas



Adjunct Administrator initiatives: Inaugural monthly newsletter -




Newsletter -

Emphasizing important due dates and reminders

MARCH 2023 *Adjunct Faculty Newsletter* VOL 1 ISSUE 3

COLLEGE OF BUSINESS AND MANAGEMENT, LYNN UNIVERSITY




Happy March!

Welcome to our third issue of the Adjunct Faculty Newsletter designed especially for our professional adjunct colleagues to connect and feel part of our College of Business community!

If you are just joining us as faculty for the upcoming Spring II or Block C term, please note that you can find past issues of our newsletter uploaded to your COBM Adjunct Virtual Guidebook.

What do you think of in the month of March? Along with our university's Spring Break, March 6th-10th, it is also Women's History Month as well as Women's International Day celebrated on March 8, 2023.

This is a time that many celebrate the achievements of women and their significant contributions to society, such as scientists, activists, artists, and leaders. It's also a time to celebrate women's diverse experiences highlighting their contributions from different cultures, ethnicities, and backgrounds.




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Mandatory:
 Visit the COBM Adjunct Virtual Guidebook for any updates and handy information to support your instructional journey!

The link to self-enroll in the Canvas course will give access to the content that can be placed on your Canvas Dashboard for easy navigation.

<https://lynn.instructure.com/enroll/BCBNWY>



If you have any tips or best practices for your courses that you'd like to share to be highlighted in the next issue of our newsletter, please contact me as I'd be happy to include a quarterly section which can be continued monthly or it may also be a nice way to learn of similar hobbies or pastimes that your professional adjunct colleagues might share!

I hope you can sense the feeling of community and support, which is the main goal of this newsletter.

To start this feature off, I heard from Dr. Judy Shoemaker, one of our adjunct professional faculty and data analytics instructors. After her classroom tips, please see her bio on the next page.



"I send a detailed announcement every week with links to the important tasks embedded within the announcement. I find that that helps students a great deal because they do not have the excuse that they cannot find the assignment, quiz, or other tasks that are due that week. I also try to highlight the main teaching point for the week with a "mini-lecture" in the announcement including a graphic or link to a web-based source that may be helpful in explaining a particularly difficult or confusing concept."

"I also keep an excel spreadsheet gradebook that is color-coded so I can have a quick reference for who has turned in work, who is late, who has an "excuse" for being late, who is chronically late, etc. so I can keep on top of course attendance and then send reminders through canvas. I have been doing this online stuff a LONG time so I have a lot of stuff in my bag of tricks."



UPCOMING EVENTS

1. March 21 - Business Career Fair
2. March 24 - Womens' Business Luncheon @ 10:00am
3. March 28 - TEDx Lynn University @ 1:00pm in AG Theater
4. March 28 - CEO Speaker Andres Barry, JetBlue Travel Products @ 6:00pm



Reminders:

Undergraduate Spring Session B
 Undergraduate Spring I
 Graduate Spring I

all terms
 end March 4th.

**Final Grades Due March 8th
 by 5:00pm!**

Unassigned Assignments

- If you created more assignments than you ended up giving, delete the unused assignments. Ungraded items become zeros when the final grade is computed.

Excused Students

- If you excused a student from an assignment, you must enter EX as their grade. Blanks and dashes do not work - they become zeros.

Muted Assignments

- If you Muted anything, please Un-Mute it. A Muted assignment has a bell with a line through it next to the assignment's title. Muted grades do not make it over to Jenzabar.

Un-submitted Work

- It is not apparent to a student that un-submitted work translates to a zero when they look at their grade. The student view defaults to Current Grade, which shows how they are doing based only on graded items.
- Ungraded items do not count. If a student deserves a zero on an assignment, please enter 0 in as their grade. That way the student sees an accurate record of how they are doing.

Fill in every column in gradebook

- Please have a grade in every column of the course gradebook, before automatic upload to avoid the grade change process which can become tedious and time consuming.



DON'T FORGET!

Interactive engaging items: Virtual Guidebook -

The screenshot shows a Canvas LMS course page for 'COBM New Faculty Virtual Guidebook'. The page is titled 'College of Business and Management Online, Adjunct, and Full-time Instructor Guide Book'. The left sidebar contains navigation links: Account, Admin, Dashboard, Courses, Groups, Calendar, Inbox (262), History, Commons, and Studio. The main content area features a large image of a modern glass building with palm trees. Below the image is a section titled 'Virtual Guidebook Modules' with the text: 'This guidebook is constructed using topical modules. Everything you need is in one place! Begin with the Welcome Introduction. The tabs are designed to flow left to right. The selected title button will turn light gray, and all module content will display underneath.' The right sidebar shows 'Course Status' with 'Unpublish' and 'Published' buttons, and a list of actions: Import Existing Content, Import from Commons, Choose Home Page, View Course Stream, New Announcement, New Analytics, and View Course Notifications. A 'Coming Up' section indicates 'Nothing for the next week'.

COBM New Faculty Virtual Guidebook [Edit] [More]

College of Business and Management
Online, Adjunct, and Full-time Instructor Guide Book

Virtual Guidebook Modules

This guidebook is constructed using topical modules. Everything you need is in one place! Begin with the Welcome Introduction. The tabs are designed to flow left to right. The selected title button will turn light gray, and all module content will display underneath.

Course Status
Unpublish Published

Import Existing Content
Import from Commons
Choose Home Page
View Course Stream
New Announcement
New Analytics
View Course Notifications

Coming Up [View Calendar]
Nothing for the next week

Website/online training course -

- Public or private website with orientation and FAQs (Chun et al., 2019)
- Canvas onboarding course
- Pros and cons: Flexible for adjuncts that onboard throughout the year, less personal connection than a live session



Chun, H., Richardson, B., & Iwamoto, D. (2019). Higher education support for adjunct faculty on institutional websites. *Journal of Higher Education Theory and Practice* 19(3): 24-32.

Menu and module from onboarding course

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Teaching in Canvas | <input checked="" type="checkbox"/> 2. Course Guidelines and Policies |
| <input checked="" type="checkbox"/> 3. Reporting Procedures and Academic Integrity | <input checked="" type="checkbox"/> 4. ADA Guidelines |
| <input checked="" type="checkbox"/> 5. IT Resources | <input checked="" type="checkbox"/> 6. Campus Resources |
| <input checked="" type="checkbox"/> 7. Full-Time Faculty [adjunct faculty, please SKIP this module] | <input checked="" type="checkbox"/> 8. College of Aeronautics [other colleges, please SKIP] |
| <input checked="" type="checkbox"/> 9. College of Arts & Sciences [other colleges, please SKIP] | <input checked="" type="checkbox"/> 10. College of Business and Management [other colleges, please SKIP] |
| <input checked="" type="checkbox"/> 11. College of Communication and Design [other colleges, please SKIP] | <input checked="" type="checkbox"/> 12. College of Education [other colleges, please SKIP] |

Teaching in Canvas		
	Setting up your Canvas course	<input checked="" type="checkbox"/>
	How to give a test or quiz with Lockdown Browser	<input checked="" type="checkbox"/>
	Canvas assignment rubrics	<input checked="" type="checkbox"/>
	Canvas/IT help and troubleshooting	<input checked="" type="checkbox"/>
	Quiz for Teaching in Canvas 5 pts	<input checked="" type="checkbox"/>

Orientation session



- Held at start of the academic year
- Teaching expectations and resources (to balance "rules" with opportunities)
- Pros and cons: In-person or Zoom session fosters a personal connection; not accessible to those who cannot attend



Midpoint discussion

- What is one success you have had in engaging adjunct faculty?
- What is one challenge or desired area for improvement at your college/university?



Faculty development sessions -

- Voluntary for adjunct faculty to attend
- Can include best practices for instruction; university policies and procedures; how to workshops for new software and apps
- Pros/cons - Directing adjunct faculty to relevant sessions



Course leads/mentors



- Mentors for general support
- Course leads for guidance with a specific course
- Self-efficacy and ability to succeed (Reeder, 2020)
- Pros/cons: Scope of what is covered; consistent implementation

Reeder, H. (2020). Commitment among adjunct faculty. *Journal of Applied Research in Higher Education* 12(5): 1209-1220.



Other ideas -

- Surveys about adjunct experience or course improvements
- Assessment to track teaching progress and achievement (Jolley et al., 2014)
- Adjunct appreciation events
- Other ideas?



Jolley, M. R., Cross, E., & Bryant, M. (2014). A critical challenge: The engagement and assessment of contingent, part-time adjunct faculty professors in United States community colleges. *Community College Journal of Research and Practice* 38(2-3): 218-230.

Application activity -



Take 3 minutes to brainstorm:

- What is already in place?
- What new initiatives can be considered for the next 1 to 2 years?
- What steps/people/resources are needed to begin?
- How would they be similar or different to the ideas reviewed?



Conclusion

- The potential of adjunct faculty
- Connection and collaboration
- Thank you for your ideas and attention

