

PARTICIPANT-CENTERED ADJUNCT FACULTY DEVELOPMENT: A CASE STUDY USING THE GREAT TEACHERS MODEL

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Abstract: *Adjunct instructors represent upwards of 70% of college and university faculty in the United States, yet they often lack the resources and training to assist them in promoting student success. This study describes the implementation and perceived impact of a participant-based faculty development model adapted for use with adjunct faculty. The model focused specifically on teaching innovations and challenges. This study examined an institutional-level faculty development initiative based on the use of the Great Teachers Movement paradigm. This participant-based model provided opportunities for teachers engage in highly interactive discussions where they shared teaching innovations and sought solutions to teaching problems and challenges. Quantitative and qualitative data from 31 adjunct faculty participants provided the sources for data analysis. Results showed that adjunct instructors preferred the participant-based model over traditional presenter-based models of faculty development.*

Keywords: adjunct professors, Great Teachers Movement/Model, professional development, participant-based

Note: For this study, adjunct faculty are defined as those faculty members who have “a temporary affiliation with an institution in performing a duty or service in an auxiliary capacity” (National Center for Educational Statistics, p. D-3). Part time, contingent, and auxiliary faculty are other terms that have been used to describe these instructors. Adjunct faculty members teach part-time and are not on a tenure-track appointment at the institution. The adjunct instructors in this study have other full-time jobs either at the institution or at other organizations not directly affiliated with the campus. Some were also retired from other organizations. (For a more detailed typology of adjunct instructors in general, see Gappa & Leslie, 1993).

Introduction

Over the last several decades, the use of adjunct faculty has grown to the point where

adjuncts play a major role in the success colleges in the United States (US). Rising instructional costs and increased student enrollments have led to a steady increase in the numbers of courses taught by adjunct faculty members in colleges and universities throughout the US (Leslie & Gappa, 2002; Lyons & Burstad, 2007). With this increase in adjunct faculty comes the challenge of meeting and supporting their professional development needs.

This case study examined the use of a participant-based faculty development model to train adjunct instructors in pedagogical strategies while providing opportunities for them to network and connect with other colleagues. It is hoped that this case study will provide details about and insights into a faculty development model that can be used to enhance the training of adjunct instructors.

Literature Review

Adjunct faculty are becoming more integral in helping universities pursue their institutional missions (Leslie & Gappa, 2002; Lyons & Burstad, 2007) representing upwards of 70% of post-secondary faculty in the United States (U.S. Department of Education, 2013). Stakeholders in higher education such as state legislatures, business leaders, and others have challenged institutions to serve a growing student population. Institutions have met this challenge through increased use of adjunct instructors who provide a flexible and affordable way for institutions to achieve their instructional goals. Additionally, adjunct faculty are crucial in meeting course demands.

Wallin (2010) suggested that colleges could not survive without adjunct instructors due to the economical, professional, and instructional benefits they provide to the institution. Financial estimates show that adjunct faculty cost a university approximately 33%–40% of a full-time faculty member's salary to teach the same classes, primarily because of the cost of employee benefits are not afforded to adjunct instructors (Forbes, Hickey, & White, 2010; Schneider, 2004). As a result of this financial benefit, many institutions are able to meet course demand using adjunct faculty to teach classes that would otherwise cost too much to be consistently offered to students. Adjunct faculty also benefit higher education institutions professionally. Often, adjunct faculty have career positions and experience in industry beyond the academic setting. They bring a plethora of professional experiences from business and industry to the classroom that students are seldom exposed to with full-time faculty members (Wallin, 2010). This professional expertise and workplace experience can be invaluable to

students as they prepare to enter career areas similar to their adjunct instructors. Thus, adjunct faculty serve as a professional “link between the community and the college” (Wallin, 2010, p. 377). Finally, adjunct faculty offer instructional benefits to students and the institution. Many adjunct faculty express their excitement for teaching because of the opportunity to share their professional competencies and interact with students. Their professional experience often adds a unique dimension to the instruction they provide. Phillippe (2000) argued that adjunct faculty are often hired for technical expertise they can impart to students through instruction.

In sum, adjuncts can be a valuable economical, professional, and instructional resource for higher education institutions. Yet, if institutions want to increase the likelihood of realizing these benefits, it is imperative to provide professional development opportunities and institutional support to meet the needs and increase retention of this particular group of faculty. As Diegl (2013) argued, “adjunct faculty have a significant presence in higher education institutions and need opportunities available to them, so they feel like an important part of academic culture and prepared to teach” (p. 596).

Adjunct faculty have many of the same professional development needs as full-time faculty, yet they rarely receive the opportunities available to tenured and tenure-track colleagues. Wallin (2010) called for a “concerted effort to offer professional development and growth opportunities” (p. 390) in order to demonstrate the institution's commitment to its adjunct faculty. Professional development represents an investment in the capabilities of adjunct instructors. Providing professional development opportunities to adjunct faculty

is an indication of their import to institutions of higher education, especially in undergraduate settings (Roueche, Roueche, & Milliron, 1995). Additionally, Jaschik (2010) suggested that support for adjunct faculty development is likely to promote student success in terms of retention, which is a primary concern in today's institutions of higher education.

Orientations to university practices are designed to assist adjunct faculty in learning institutional and departmental policies and procedures (Kelly, 1990; Lyons & Kysilka, 2000). Recent studies have explored the use of digitally-based faculty development resources including video, modules, digital courseware, discussion boards, and video-conferencing as means to provide an orientation to the institution. Additionally, digital resources make possible the training and involvement of adjunct faculty at off-campus and satellite sites (Maldonado & Riman, 2009). Instructional designers and content experts develop the content and methods of delivery for these digital programs. Although the digital content may be convenient in terms of access, the digital resources focus mostly on institutional information and content delivery, not teaching and learning.

Many adjunct faculty lack pedagogical knowledge, especially in new techniques such as evidence-based learning (Major, Harris, & Zakrajsek, 2016), high-impact practices (Kuh, 2008), teaching with technology (Bates & Poole, 2003), flipped classrooms (Gilboy, Heinerichs, & Pazzaglia, 2015), and so forth. As such, the fundamental processes of teaching and classroom management strategies should be an integral part of adjunct faculty development. Wallin (2010) suggested that any training session for adjunct faculty should demonstrate the use of teaching techniques that they can adapt and

integrate into their own courses. Programs that address teaching-related content within their adjunct faculty development efforts suggested instruction in syllabus writing, lecturing, leading discussions, designing individualized learning experiences, designing and evaluating tests, and teaching adult learners (Forbes et al, 2010; Kelly, 1990). Lyons and Kysilka (2000) described a teaching methods course (taught in four sessions for four hours on Saturday mornings) mandated for all new adjunct faculty. In addition to the information presented above, the course also included instruction in planning resources, professionalism, managing class time effectively, and various teaching techniques. A growing body of literature addresses online professional development for online adjunct instructors (see Shattuck, Dubins, & Zilberman, 2019) with the assumption that adjunct faculty who teach online should experience and learn about online teaching and learning in an online format.

A third area of focus for adjunct faculty development is creating a sense of connection to the institution and assimilating adjuncts into the broader academic community (Bethke & Nelson, 1994; Gappa & Leslie, 1993). The primary means of accomplishing this objective is to facilitate interaction between adjunct faculty and other members of the university community (Dolan, 2011; Fagan-Wilen, Springer, Ambrosino, & White, 2006). To illustrate, Fagan-Wilen et al. (2006) suggested that at least one staff member of a teaching and learning center be present at every professional development event involving adjuncts in order to cultivate, maintain, and support relationships with them. Making connections with colleagues and the institution is often accomplished through peer support and dialogue (Kemery & Serembus, 2019). These connections are

often facilitated through one-on-one, personalized programs of adjunct faculty development through peer-mentoring (Kelly, 1990; Kemery & Serembus, 2019; Luna, 1990; Lyons & Kysilka, 2000), team-teaching with full-time faculty members (Leitzel, 1990), and one-on-one coaching with more established faculty members, whether they be full time or adjunct faculty (Palacio, Vargas, & Taborda, 2019).

Ongoing professional development for adjunct faculty is difficult given the multiple barriers they face such as distance, variable teaching schedules, working outside the institution, and so forth (Brannagan & Oriol, 2014; Fura & Symanski, 2014). Yet, many institutions offer ongoing professional development opportunities including *brown bag* workshops, teaching newsletters, online teaching tips, faculty learning communities, and resource centers (Kemery & Serembus, 2019) to name a few. With the possible exception of faculty learning communities, the reviewed literature suggested that these initiatives were created and presented by teaching and learning center professional staff and/or academic department chairs and faculty.

Finally, adjunct faculty also have professional development needs for recognition. Recognition can come in many forms: Receiving verbal or written praise from supervisors, department chairs and/or students; being recognized for years of service at the institution; compensation for professional development efforts; public recognition through institutional media outlets, both print and digital; and the ability to participate in professional development offerings (Dolan, 2011). Lack of recognition can negatively impact adjunct motivation and institutional loyalty. Student retention can also suffer. Research indicates that meaningful recognition and “strong

incentives for instructors” improves adjunct faculty motivation and helps “build and maintain a positive experience...for students” (Dolan, 2011, p. 65).

Adjunct faculty development efforts vary across institutions. Many institutions offered face-to-face sessions, while others offered alternative delivery approaches through online faculty development programs (Maldono & Riman, 2009; Pete, 2016). Some efforts focused on teaching in traditional classrooms and others focused solely on adjunct faculty who taught fully online courses (Kemery & Serembus, 2019; Shattuck et al., 2011). Yet, most of these programs had one common characteristic: A top-down approach in presentation.

For purposes of this study, top-down or presentation-based approaches to educational development are those where participants listen to or watch a presentation with little to no interaction among colleagues. Session content is determined by those presenting to the participants. In contrast, a participant-centered approach focuses on facilitating participant interaction about salient topics. The difference might be compared to the proverbial sage on the stage (presentation-centered) and the guide on the side (participant-centered). Participant-centered models of faculty development are closely akin to high impact practices (Kuh, 2008) in that they foster meaningful interactions, encourage collaboration, and value participant voice and experience.

Few studies described specific participant-centered faculty development initiatives. More specifically, research has not explored initiatives that value the voice of adjunct faculty members, which is often overlooked in higher education (Frederickson, 2015). After researching the needs of adjunct faculty, Dolan (2011) called for professional

development events that privileged peer-to-peer interaction. Regarding adjunct faculty, she stated that “learning from their peers’ knowledge and experiences would provide inspiration that could make them better teachers” and assist them in developing “their skills in a more effective, efficient and inspiring manner” (pp. 72-73). This research is a response to the call for implementing faculty development initiatives that utilize peer-to-peer interaction, in short, a participant-centered approach.

The *Great Teachers Model*, created by Gottshall (1993), privileges participant-centered practices. The National Great Teachers Movement began in 1969 in the US as a result of faculty being experts in their respective disciplines, yet not having extensive training in the art of teaching. Gottshall held that well-facilitated shoptalk was one of the highest forms of professional development. Thus, the Great Teachers Model boasts highly interactive discussions focused on narratives of teaching success, pedagogical practices, and instructional challenges.

Thus, the Great Teachers Model provided the foundation for a new initiative for adjunct faculty development at a large, public university in the western US. Previous adjunct faculty development efforts featured traditional presenter-centered sessions led by an expert presenter who would present a session on what was determined to be a relevant, useful topic for adjunct faculty members. Feedback from these traditional sessions suggested other topic areas, questioned the concepts that were covered, and revealed a desire for more interaction with others in attendance. The initiative described in this study was a response to those criticisms. In essence, the adjunct faculty were ready for a change and for their voices to be heard.

Purpose

Faculty developers at this western university implemented a new initiative for an adjunct faculty retreat based on the Great Teachers Model with the ultimate goal of training and retaining a cadre of qualified adjunct faculty. The seminar format provided opportunities for faculty to collaborate and connect through highly interactive discussions where participants shared teaching innovations and sought solutions to their problems and challenges in university teaching. As such, this model was adapted for use in an adjunct faculty professional development retreat.

The content of the retreat was determined by the participants themselves. Prior to coming to the retreat, participants prepared a handout that informed the focus of the day’s sessions. The handout included information that would be discussed in small groups including a teaching success story, a favorite pedagogical practice, an unresolved teaching problem, an object lesson, device or activity, and a book, article, or quote that had helped the participant in their work as an instructor. This information was shared during the retreat in highly interactive discussions in small group settings with facilitators who provided structure and guidelines to assure effective use of time. This exposure to and experience with instructional strategies was designed to build pedagogical confidence and competence within participants.

The retreat was also designed to integrate ice-breaker activities where participants would introduce each other, followed by participant interaction in new groups during each session. Additionally, meals provided opportunities for participants to interact with each other on a more informal basis, with an overarching outcome of creating stronger connections among the adjunct teaching community.

In summary, the retreat was designed to meet the goals of providing training in instructional strategies and developing connections with other adjuncts, full-time faculty and staff through the use of a participant-based instructional model. Thus, the purpose of the retreat was two-fold: First, to provide access to practical, evidence-based teaching strategies that participants could immediately integrate into their teaching, and second, to provide opportunities for participants to connect with other members of the campus community. At the completion of the event, it was hoped that participants would be able to (a) identify at least two strategies for effective undergraduate education that could be integrated into their own teaching, and (b) connect with at least one other participant with whom they could share teaching ideas and concerns related to being an adjunct instructor. Thus, this study proposed the following hypotheses:

H1: Participant-centered models of faculty development provide adjunct faculty with instructional strategies that can be easily used in a classroom.

H2: Participant-centered models of faculty development create connections among participants.

H3: Adjunct faculty perceive participant-centered models of faculty development as more favorable than traditional, presenter-centered models of faculty development.

Method

One goal of a case study is to lay a foundation for understanding broader trends and issues that can be applied to similar circumstances (Yin, 2018). This research utilized a case study approach to explore the impact of a participant-centered model for adjunct

faculty development, namely the Great Teacher's Model. The study focused on a typical event that many institutions could use as means of adjunct faculty development. The shift in focus from a presenter-centered model to a participant-centered model illuminates a new way of thinking about adjunct faculty development - one that privileges adjunct faculty voice throughout the event.

The university's teaching and learning center hosted the annual adjunct faculty retreat focused on the sharing and development of instructional strategies. Being sensitive to adjunct faculty schedules, the retreat was held on a satellite campus on a Saturday to allow adjunct faculty the opportunity to attend without having to take time away from their full-time employment. Each adjunct faculty member participated in the day-long training session.

Participants

Participants in this study included 31 adjunct instructors at a 4-year, large, public university in the western United States. Teaching experience ranged from one semester to 22 years. The highest number of participants were from the College of Arts and Humanities (14); with 4 each from the College of Science and the School of Business; 3 each from the Social Science and Engineering Colleges; 2 from the College of Education; and 1 from the College of Health Professions. Of the 31 participants, 22 had attended previous adjunct faculty retreats that had used presenter-centered formats with formal presentations, sessions, and workshops.

Data Collection and Analysis

Quantitative and qualitative data from 31 adjunct faculty participants were aggregated for the purpose of analyzing faculty perceptions of the model overall including its impact on increasing awareness of instructional strategies and facilitating a sense of community with other campus entities. At the completion of the retreat, participants completed a feedback survey that measured adjunct faculty attitudes across three areas: (a) instructional strategies; (b) creating connections; and (c) retreat format. Survey questions were developed for each construct in a collaboration between the Director of the institution's teaching and learning center and the Director of Academic Analytics. Eleven questions focused on pedagogy; five questions focused on connections; and six questions focused on the overall format (see Appendix A). The quantitative data were analyzed using simple descriptive statistics. Three open-ended questions focused on retreat strengths, areas for improvement, and additional adjunct support needs. Qualitative data were analyzed using a deductive thematic analysis, analyzing patterns across the data set (Huberman & Miles, 2000). Thematic analysis was chosen because it is not associated with a specific epistemological

perspective, which makes it a flexible method of analysis, especially in the context of teaching and learning research (Clarke & Braun, 2013; Maguire & Delahunt, 2017).

Results

Results supported all three hypotheses with positive feedback in each construct. Most participants (88.79%) learned new instructional strategies that they could use in the classroom. Participants either agreed or strongly agreed that they learned new skills to improve their teaching, which was one of the major purposes of the retreat. In terms of making connections, 87.1% of participants indicated that the retreat offered them opportunities to make connections with either other adjunct faculty, full-time faculty, and/or the institution as a whole. All but one participant felt like they were part of a teaching community as a result of participating in the retreat. The participant-based format of adjuncts interacting with each other and facilitators was preferred over the presentation-centered format of keynote speakers with breakout sessions by 81.7% of those participants who had attended presenter-centered retreats in the past. Figure 1 shows the frequency distribution of responses across constructs.

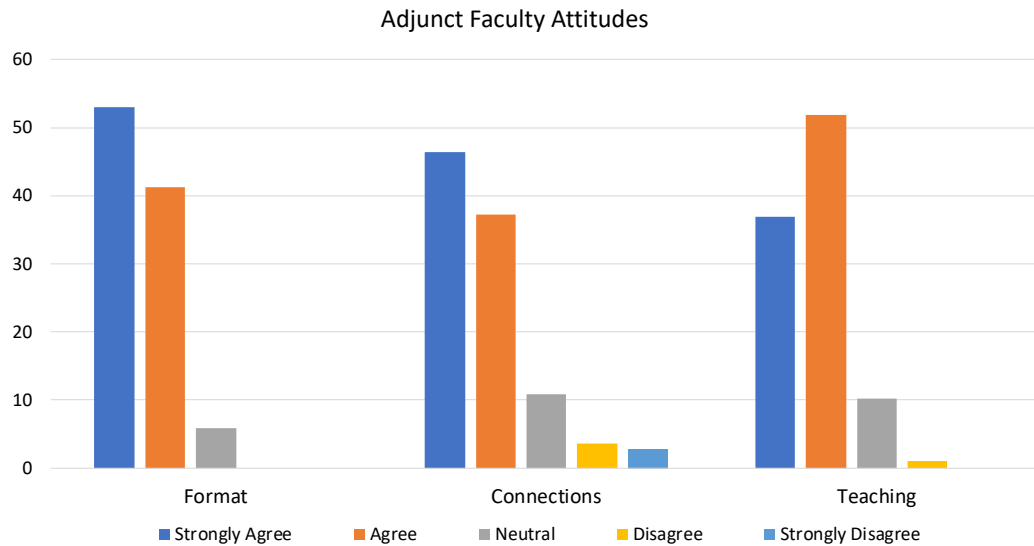


Figure 1. Frequency distribution of responses across constructs

Participants also provided feedback regarding their best experiences at the event. The two specific areas of strength that emerged from the data were in line with the two foci of the retreat: learning new teaching strategies and connecting with other faculty members. One participant said that “[I] enjoyed listening to different pedagogical activities that can be implemented into a teaching moment.” Faculty enjoyed engaging in “shop talk” with others because of the variety of perspectives they were able to experience. The homework handouts were appreciated as well. One participant indicated that the “assignment in advance (referring to the handout) helped prepare for the retreat better than in previous years.” Another shared similar sentiments: “I liked the handouts” because “I could refer to them when I needed to.”

The second emergent theme from the data focused on connecting with the campus learning community. The opportunity to interact and network with other adjuncts and full-time faculty was mentioned throughout the data. Participants appreciated the

interaction because their teaching and classroom concerns were addressed by others, and they realized that there were other “*teachers who are in the same boat as me* (sic).” The format also minimized socially constructed professional barriers to the point that “*formal titles and individual experiences took a back seat to collaboration and discussion.*”

A thematic content analysis of qualitative data focused on improving the event revealed two major themes: (a) more disciplinary discussions and (b) more involvement from full-time faculty. Participants felt that they benefitted from discussing specific teaching ideas with faculty from the same or similar disciplines. Said one participant, “*I liked being able to learn from different groups of people, but I think the object lesson would be better shared with similar disciplines.*” Another shared a similar view: “*Maybe have one section where teachers from similar disciplines can interact. The final application discussion with similar disciplines.*” Other participants shared their desire for more full-time faculty participation. One particular

quote captured that idea, *“It might really be helpful to have a few more full-time faculty participate. More regular faculty would be useful.”* These findings provide a useful point of departure from which to explore improvements in using the model for future adjunct faculty development efforts.

Discussion

This study explored adjunct faculty perceptions of a participant-centered model of professional development and its impact on their pedagogy and ability to connect with others in the university community. Findings indicated that adjunct faculty preferred the participant-centered model over the traditional presenter-centered format so commonly used for professional development events. Preference for the participant-centered format validates research calling for face-to-face, peer-driven interaction (Dolan, 2011) in adjunct faculty development efforts. The opportunity to interact with peers brings multiple benefits to the professional development experience and allows participants to develop their skills through learning from each other. Although research identifies five components of a comprehensive program for adjunct faculty development, this study focused on the two components that emerged specifically from the data, namely teaching and connection.

A primary benefit of this participant-based model is that adjunct faculty learned teaching techniques that could be easily adapted for immediate use in their own classrooms. Yet, there is no guarantee that adjunct faculty will become familiar with new techniques such as evidence-based learning (Major et al., 2016) or high impact practices (Kuh, 2008) unless participants choose to share these types of teaching techniques with their peers. Because participants share their own tried-and-true teaching ideas and experiences, the lack of

exposure to new teaching strategies may prove to be a potential drawback to a participant-based model. As such, anyone using this model should provide a general definition and/or explanation of new, innovative teaching strategies and encourage participants to share strategies that fall within that purview. Doing so will increase the likelihood that participants will become exposed to and familiar with current teaching strategies that can be integrated into their own classrooms.

Another primary benefit of using a participant-based model was the sense of connection created among participants. This entire model was predicated upon peer-to-peer interactions where participants shared their teaching ideas and challenges with each other. Because the adjunct faculty voices were an integral component of this professional development experience, participants were able to network and make connections with other adjunct and full-time faculty while learning new instructional strategies that they could use immediately in their classrooms. Based on existing research (Dolan, 2011; Fagan-Wilen et al., 2006), it stands to reason that adjunct faculty would identify networking and making connections with their peers a valuable part of the experience as interaction is the means by which creating a sense of community occurs. An advantage to the participant-based model described in this case study is that multiple connections can be facilitated at once, perhaps an improvement over (or a precursor to) individualized peer-to-peer programs described earlier (see Kemery & Serembus, 2019). These connections can occur within and across disciplines because participants engage with new groups for different purposes throughout the event.

Participants also indicated that they would like more full-time faculty involvement,

although they did not indicate why. Yet, one can assume, that if adjuncts had a desire to assimilate into the broader academic community, then it stands to reason that interaction with more full-time faculty would be viewed as advantageous. Networking with other adjuncts was found useful, but adjuncts may view full-time faculty as being more knowledgeable about campus culture, pedagogical strategies, and thus, more likely to assist them in becoming part of an academic community.

Thematic content analysis of qualitative data revealed that participants had positive perceptions about exposure to new teaching strategies and feeling as if they were part of an academic team. On the surface, these findings suggest validation and support for using the Great Teachers Model. Yet, priming (see Meyer & Schvaneveldt, 1974) may have been a factor in participant comments within the qualitative portion of the retreat evaluation and survey because the quantitative questions focused on teaching strategies and making connections. Priming suggests that exposure to one stimulus will influence the response to another stimulus (Bargh & Chartrand, 2000). Participants had responded to multiple questions regarding both areas in the quantitative portion of the evaluation survey. Thus, they may have been primed to focus on those areas during the qualitative portion of the study. Future studies should be sensitive to priming effects to determine if participants address these categories on their own without previous exposure to the topics. If participants identified these areas without the influence of priming, findings may reflect stronger agreement among participants.

As with any study, this one is not without its limitations. A significant limitation is the reliance of self-report data immediately following the event. Because findings are

based on faculty self-reports, the reported outcomes of learning new pedagogical strategies may not be occurring in actual classroom practice. Observing classroom practice is a logical follow-up and next step in this research. Exploring the impact of the event on classroom teaching behaviors would provide stronger evidence to either support or rethink the retreat framework. This assessment could be accomplished through direct observation of classroom teaching by teaching and learning center staff, video self-monitoring, and/or teacher reflection by the adjunct faculty themselves. In the future, rubrics may provide a more standardized, valid manner of receiving feedback on innovative teaching strategies.

This case study focused on a specific approach to adjunct faculty development. Additional research could employ the use of focus groups to discuss participant experiences and perceptions, how to improve exposure to new teaching strategies, and institutional connections. Future research could also explore similarities and differences based on faculty demographics (such as new faculty compared to seasoned faculty, gender differences, disciplinary differences, and so forth). These differences may inform and perhaps lead to revisions in how the model might be better adapted to different adjunct faculty groups. Finally, although this is a case study focusing on a specific approach to faculty development for adjunct instructors, more data could be gathered to get a better sense of how the intricacies of the model could be strengthened to promote and facilitate professional development training in multiple contexts, perhaps beyond academia.

Conclusion

As institutions of higher education world-wide continue to weave adjunct faculty into

the fabric of their organizations, the importance of their professional development cannot be overstated. Many courses taught by adjunct faculty are general education and/or introductory courses that include numerous first- and second-year students whose success and retention rely on effective pedagogical practices. In a climate focused on student success, it is imperative that the adjunct faculty who interact with these students understand the teaching and learning process, good teaching practices, and methods to increase student engagement in the classroom. Professional development, in any form, should provide opportunities for and create greater mindfulness of the teaching and learning process, which “helps to create more intentional teaching processes” (Saginaw Valley State University,

2014, p. 1). A participant-centered model based on the Great Teachers approach is one faculty development initiative that provides these experiences in a way that facilitates university teaching success for adjunct faculty.

Adjunct faculty are here to stay, and as such, should be recognized and valued as professional colleagues and integrated into the college community. When adjunct faculty develop stronger instructional competencies and a sense of belonging to a teaching community, they become a capable force in achieving and maintaining the teaching missions and reputations of institutions of higher education world-wide.

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Appendix A: Adjunct Retreat Survey

Demographic Questions

1. How many years have you taught as an adjunct at Western University?
2. Please select the college in which you do the majority of your adjunct teaching.
3. Please list the department(s) for which you do your adjunct teaching.
4. I have attended the adjunct retreat in the past.

Format Questions: Please select the degree to which you agree with the following statements in regard to the new format for the retreat. For the purposes of these questions, the new format refers to adjuncts interacting with each other and with facilitators while the previous format refers to keynote speakers with break-out sessions.

1. This format helped my learning more than the previous format.
2. This format enhanced my teaching effectiveness more than the previous format.
3. This format helped me connect with other adjuncts more than the previous format.
4. This format helped me connect with at least one full-time faculty member more than the previous format.
5. This retreat helped me feel more connected to the Western University community than the previous format.
6. I prefer this format over the previous format.

Connection Questions: Please indicate your level of agreement with the following statements about the impact of the Adjunct Retreat on helping you connect with other faculty.

1. The adjunct retreat provided me with an opportunity to network and connect with other adjunct instructors.
2. The adjunct retreat provided me with an opportunity to network and connect with at least one full –time faculty member.

3. The adjunct retreat strengthened my connections to the institution.
4. As a result of participating in this retreat, I feel like I am part of a teaching community.
5. This retreat helped me feel connected to the Western University community.

Instruction & Pedagogy Questions: Please indicate your level of agreement with the following statements about the impact of the Adjunct Retreat on your pedagogy.

1. I experienced a variety of pedagogical strategies through my participation in today's event.
2. I learned new teaching strategies that I can use immediately in my classroom.
3. I learned new skills that I can use to improve my teaching.
4. At this retreat, I learned strategies to increase student-faculty contact.
5. At this retreat, I learned strategies to increase cooperation among students.
6. At this retreat, I learned strategies to encourage active learning.
7. At this retreat, I learned strategies to implement prompt feedback.
8. At this retreat, I learned strategies to increase student time on task.
9. At this retreat, I learned strategies to communicate high expectations.
10. At this retreat, I learned strategies to respect diverse talents and ways of learning.
11. Identify at least one new strategy that you can use immediately in your teaching as a result of this event.

Additional Open-Ended Questions

1. Tell us about your best experience at this event.
2. What suggestions do you have to improve other events like this in the future?
3. What tools or support do you need to be successful as an adjunct instructor at Western University?