

Engaging Adjunct Faculty to Better Serve the Entire Academic Community

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Agenda

- **Overview of the DeVille School of Business (DSoB) at Walsh University**
- **Highlights from the Literature**
- **How we Integrate Adjunct Faculty with Full-Time Faculty and the Broader University Community**
 - Discussion of Activities that Make Many of our Adjunct Faculty “Participating Faculty”
 - Areas of Professional Development, Program Reform, and Assessment
 - Specific Examples of How Some of our Adjunct Faculty Serve the DSoB Beyond Classroom Instruction
- **Innovative Teaching Strategies to Connect with Adult Learners**
 - Creating a Learning Environment Conducive to Open Dialogue and Real-World Application
 - Tales from the Non-Traditional Classroom



Overview of the DSoB

- Spring 2016 Undergraduate Profile:
 - 258 Main Campus Traditional Undergraduate Students
 - 182 Male, 76 Female
 - 236 Nontraditional Degree Completion Undergraduate Students
 - 136 MBA Program Students
- Four Undergraduate Majors:
 - Accounting, Marketing, Management, and Finance
- 15 Full-Time Faculty
- Pursuit of AACSB Accreditation



Highlights from the Literature

- From 1993-2013, the number of full-time faculty in degree-granting postsecondary institutions increased by 45 percent, while the number of part-time faculty increased by 104 percent (National Center for Education Statistics, 2015).
- Today, part-time instructional faculty account for more than half of all instructional staff (NCES, 2015).
- Levin and Hernandez (2014) have pointed out using culture theory and professional identity theory, many adjunct faculty have divided senses of identity: (1) they are professionals with a commitment to teaching; and (2) they struggle with the ambiguity of their status in the context of their institution's department.



Highlights from the Literature

- Vital to engage, develop, and train these instructors so that:
 - The adjunct faculty fully understand the mission, curriculum, and assessment (Kanuka, 2011);
 - The institution can assure consistent delivery of content throughout all forms of delivery and to all types of students;
 - The adjunct faculty can bring real-world practice to the classroom and build useful community partnerships with the institution (Webb, Wong, & Hubball, 2013).
- Call in the literature to support part-time faculty with professional development, participation in governance, and recognition for accomplishments (Petersen, 2015).
- Engagement in the scholarship of teaching and learning is key to developing responsive and integrative curricula and internalizing theory and practice (Webb, Wong, & Hubball, 2013; Cousin, 2009; Minotta, 2010).



Criteria for Adjunct Faculty Participation

CURRICULUM AND INSTRUCTION

- Advisory Committee:
 - Undergraduate Core or Major Curriculum
 - MBA Core or Specialization Curriculum
 - DSoB Advisory Board
- Adjunct Faculty Advisory Committee
- Assessment Process for adjunct candidates
- Faculty Search Committee
- Syllabus/Course Development Consultant
- Professor for a Day Program
- Student Academic Advisor
- Kick Start Program Participant
- Assurance of Learning (AoL): assess student artifacts, develop rubrics, offer remediation suggestions.

CO-CURRICULAR ACTIVITIES

- American Marketing Association, Student Chapter
- Institute for Management Accountants, Student Chapter
- Business Club
- Student Managed Investment Portfolio
- Collegiate Entrepreneurial Organization
- Pre-Law Club
- Case Competition Coach or Judge



Criteria for Adjunct Faculty Participation

STUDENT DEVELOPMENT

Undergraduate Program

- Mentoring Program
- Resume Coach or Job Coach
- Mock Interview
- Creation of a Student Scholarship

MBA Program

- Leadership Coach
- Facilitate Leadership Simulation
- Job Coach

FACULTY DEVELOPMENT

- Plan, attend, present at Annual Adjunct Faculty Workshop
- May Days Presenter
- Mentor new Adjunct Faculty
- Facilitate Development Workshop Presenter related to discipline

INTELLECTUAL CONTRIBUTIONS

- Authoring an Article
- Presenting at a Professional Conference



Innovative Teaching Strategies to Connect with Adult Learners

- Creating a Learning Environment Conducive to Open Dialogue and Real-World Application
- Tales from the Non-Traditional Classroom
 - Undergraduate Strategy Capstone Course
 - Negotiations Course
 - Managerial and Cost Accounting Courses



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