



## **OBTC 2016 at Walsh University June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

### **Submission Template**

#### **SUBMISSION GUIDANCE**

*\* Remove all identifying properties from this document \**

*\* All files must be saved in PDF format \**

*\*Please include ALL supplementary text at the end of this document\**

*\*Only one document should be submitted\**

## Submission Template for the 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

Title: Engaging Adjunct Faculty to Better Serve the Entire Academic Community

Abstract: We have made a conscious effort to integrate adjunct faculty with full-time faculty and the broader University community. Higher education relies on qualified part-time instructors that bring real-world practice to the classroom. In this session, we will present our methods to advance and engage our adjunct faculty, developing them into participating faculty pursuant to AACSB standards. We will also highlight ways in which our adjunct faculty have connected with adult learners to create a learning environment conducive to open dialogue and real-world application. We invite participants to share techniques to create a repository of best practices.

Keywords: adjunct faculty, engagement, adult learner

### 2) Format

- ☐ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☒ General discussion session

#### 2a) For activities and exercises only, is yours best suited for

- ☐ A traditional classroom
- ☐ An online class
- ☐ Either

#### 2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☐ Either

### 3) Time Requested:

- ☐ 30 Minutes
- ☒ 60 Minutes (*Roundtables must select 60 minutes*)
- ☐ 90 Minutes

#### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

We have no particular requirements for space or materials.

#### 5) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

#### **Learning Objectives**

Upon leaving this session, participants will:

- Synthesize various methods of engaging an institution's adjunct faculty pool;
- Evaluate their home institution's engagement of adjunct faculty and facilitate internal dialogue at their home institution on how to better equip adjunct faculty with the tools they need to be successful in the classroom;
- Share best practices in engaging adjunct faculty, particularly in the areas of professional development, program reform, and assessment; and
- Recognize new and innovative ways to engage adult learners in and out of the classroom.

#### **Management and/or Teaching Topics**

Over the last several years, we have made a conscious effort at our home institution to better integrate adjunct faculty with traditional, full-time faculty and the broader University community. While traditional, full-time faculty take great pride in their school's curriculum and course development, the fact is that these full-time faculty cannot teach all of the courses offered by the institution. Higher education must rely on a team of qualified part-time instructors that bring real-world application and practice to the classroom. In fact, in 2011, according to the National Center for Education Statistics (NCES), part-time instructional faculty exceeded full-time faculty members and accounts for approximately 50 percent of all instructional staff (National Center for Education Statistics [NCES], 2012). As Levin and Hernandez (2014, pp. 531-35) have pointed out with using culture theory and professional identity theory, many adjunct faculty have divided senses of identity; they perceive themselves as professionals with a commitment to teaching but also reflect on the ambiguity of their status in the context of their institution's department. This is why it is vital to engage, develop, and train these instructors so that they fully understand the institution's mission, curriculum, and the importance of consistent delivery of content throughout all forms of delivery and to all types of students, traditional and non-traditional alike. A team of dedicated adjunct faculty are essential to any institution, as they are engaged in real-world practice, offer

great insight from the field, and build useful community partnerships with the institution (Webb, Wong, & Hubball, 2013).

In this session, we plan to present the methods by which we have taken an active role in developing and engaging our team of qualified adjunct instructors. These methods are grounded in educational theory and practice, and attentive to preparing the faculty for understanding curriculum redesign, assessment, and the scholarship of teaching and learning (Kanuka, 2011; Webb, Wong, & Hubball, 2013). There has been a call in the literature to support part-time faculty, including but not limited to, providing professional development, participation in governance, and recognition for accomplishments (Petersen, 2015).

We will highlight a number of practices that we have adopted to involve our adjunct faculty to the fullest extent possible. These include such activities as course and syllabi development as well as the development of activities best suited for traditional students versus adult learners, assessment of student artifacts, training in the use of grading rubrics, and soliciting feedback from facilitators through a course evaluation form in which the faculty have the opportunity to voice their concerns and opinions on a particular course. When it comes to professional development, we hold an annual adjunct workshop in which the faculty participate in an interactive session on best practices for teaching and learning and are trained in new School of Business policies and procedures. We meet regularly with our part-time faculty, particularly those that require some mentoring, to not only enhance their teaching style and delivery, but also to make for a better student learning environment. Our adjunct faculty are provided the opportunity to shadow seasoned adjunct and full-time faculty, mentor junior adjunct faculty, as well as assess faculty as they progress through the hiring process. Further, we provide adjunct faculty with the opportunity to learn more about our institution and its dedication to service. As a result, our adjunct faculty serve our institution and its students through involvement in student organizations and clubs, Professor for a Day, and serving on adjunct faculty advisory committees and as career coaches, to name a few.

Perhaps the best evidence of professional development is with our adjunct faculty's involvement with the scholarship of teaching and learning. This proposal is co-authored by a full-time faculty member in the School of Business and two adjunct faculty. While it is our hope that this proposal is accepted so that we may present our methods of engaging our faculty, we also hope to be accepted so that the adjunct faculty can attend the many informative sessions at OBTC to learn innovative teaching and learning methods. After all, engagement in scholarship, particularly 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).

Further, some of our faculty's most effective teaching methods have originated with our adjunct faculty, specifically with our non-traditional degree completion program. As many

of the students in this program are working adults, our adjunct faculty have found many useful ways in helping the students connect theory with practice. In this session, we plan to highlight some of the ways in which our adjunct faculty have been able to connect with our adult learners and create a learning environment that is conducive to open dialogue and real-world application.

For example, our adjunct faculty will highlight how they get to know the students and about their professional lives in an effort to get ideas on how to work them into the lessons. With both the capstone and negotiations classes, our faculty develop situations tailored to their experiences that give the session meaning. Asking them to explain why their firms chose certain courses of action, in light of what is being taught, often provides a different point of view invisible to them from their position. Further, our instructors make concerted efforts to get to know what motivates these adult learners. For example, the first assignment for the capstone class refers to strategic decisions and the consequences of not making them in a timely fashion. It is meant to refer to a company, but the instructor has them apply it to their decision to finish their degrees at our institution. We truly admire adults who come back to school so many years after they started and many are the first members of their families to receive a college education. We believe we have had success because we make attempts to take the lessons beyond the book and apply it to the students' lives.

Finally, our adjunct faculty are also innovative in our quantitative courses. In this session, we will also present how one of our part-time faculty members addresses how to perform accounting functions without the use of costly accounting software, highlighting how she relates the accounting field to the students' workplace and real-world experiences.

## 6) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

We have requested 60 minutes as we feel that is the optimal time frame to execute our session plan. In the first 5 minutes, we plan to provide the audience with a general overview of our institution and situation, particularly our School of Business, our degree completion program, and where we are in our pursuit of AACSB accreditation. During the next 10 minutes, we plan to discuss the ways in which we engage our adjunct faculty, as noted above. The next 20 minutes will be set aside for open discussion amongst session participants about the challenges they have faced in engaging adjunct faculty. While we will present the tools that we have used to involve our faculty, we will

tailor those tools to the session participants' specific needs so that they can best apply these methods to their home institutions.

All tools and resources used and mentioned in the session will be collected and placed in an online repository open to all session participants and also to those unable to attend the session. It is our hope that this repository becomes an organically-growing collection of resources that serves as a best practices site for engaging and developing adjunct faculty.

In the next 10 minutes, we plan to present some of our adjunct faculty's innovative methods of teaching and their application to adult learners in a non-traditional format. The final 20 minutes will be reserved for open discussion amongst session participants about methods in which they have used to engage non-traditional students, specifically adult learners.

## 7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

In this session, we will present how we have built a community of dedicated adjunct faculty and describe the opportunities for advancement and development that we provide for those faculty. As the call for papers states, OBTC is looking for ways in which we unite "together to support ourselves and our colleagues as we progress through different career stages" as well as unite and serve "students who are in non-traditional educational models." This session serves this dual purpose as we will highlight those ways in which we involve our adjunct faculty in everything from course development to new adjunct assessment, as well as having some of our best and brightest adjunct faculty highlight ways in which they engage students in their classrooms, particularly non-traditional adult learners. Ultimately, in this session, we plan to demonstrate how our full-time and adjunct faculty serve our entire academic community.

## 8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

We have not presented this work previously, nor have we, or will we, submit this proposal elsewhere prior to OBTC 2016.

## 9) References:

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