Implementing an Adjunct Training and Development Model to Increase Student Success

A Mixed Method Study

By:
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Applied Doctoral Project in Partial Fulfillment
of the Requirements for the Degree of
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ADP Committee Approval

We the Undersigned members of the Committee Have Approved This Applied Doctoral Project
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Abstract

Institutions of higher education have a primary concern regarding the success and attrition rates of the students. When these items begin to decline, it becomes necessary to ask why. This study looks at one identified element which is the increased role of adjunct faculty. The study specifically addresses the adjunct faculty training and development opportunities which are lacking in comparison to their full-time faculty colleagues. The study looks specifically at one institution, Oakdale Technical Institute. This institution, like many others, has come to rely heavily on adjunct faculty. It is the responsibility of the institute to provide the training and development model and additional support systems that meet the needs of the adjunct faculty. When the adjunct faculty is fully trained and onboarded with the same skills, knowledge, and values as the full-time faculty, the students should see no differences in their experiences. When the students have the same experiences with full-time and adjunct faculty, that will then eliminate one of the elements and lead to better student success and attrition rates. The purpose of this mixed-method analysis: case study project is to outline the elements that will be include in a new adjunct training and development model at Oakdale Institute of Technology which will lead to greater student success in the classroom and improved retention. The study was conducted during the January 2020 quarter. Quantitative data was used to evaluate the retention statistics and qualitive researched was used to evaluate current and proposed training programs. The findings of this study identified seven areas of best and promising practices for training and development models for adjunct faculty. Through the focused qualitive research with the individuals directly affected, the study recommends the continuation of or implementation of the following six practices: orientations, formal in-service, mentoring, advanced technical training, supervisory and peer observations, and professional learning community.

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Last, but certainly not least, I wish to express my thankfulness and gratefulness to our college President Dr. Alicia Harvey-Smith. Her encouragement, guidance, and overriding permission to conduct this study has afforded me such an incredible learning experience and an opportunity to help the students at our college.

Table of Contents

List of Tables

List of Figures

PHASE 1: The Project Justification

Introduction to the Study

A primary concern for institutions of higher education is student success (Burke, 2019). One of the most commonly used and measurable statistics of student success is that of retention rate, which is a critical measure due to the highest attrition levels are between the first and second years of attendance at an institution (Burke, 2019). Many schools are dependent upon tuition to drive the revenue flow, which makes achieving the highest possible retention rates even more crucial to the overall success of the institution (Burke, 2019). Institutions are continually reviewing and evaluating the significant reasons that cause a student to leave are.

Institutions of higher education are service businesses, and the students are the customer (Sahney, 2015). Although it is tough to create a universal definition of quality in education, it can generally be agreed upon that customer satisfaction is a crucial element (Sahney, 2015). With the expanded use of adjunct instructors as Oakdale Institute of Technology (OIT),[1] students have expressed, through course evaluation and open dialogue, concern over the quality of the teaching. Some have even revealed this as their reason for leaving the institution.

The use of adjunct instructors has become a vital component within higher education for a multitude of reasons, such as financial considerations and utilizing subject matter experts (Guthrie, Wyrick, & Navarrete, 2019). There is much literature that discusses this matter. The concern for this study came out of necessity. OIT must discover why the students perceive that they are receiving a lesser quality of education when an adjunct instructor teaches a class. The second concern to be addressed by this study is that adjunct instructors have not always been afforded the same training and development opportunities. By combining the students'

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[1] The use of the name Oakdale Institute of Technology and the acronym OIT are pseudonyms for the institution where the research study is being conducted.

perceptions of missing elements along with the adjunct instructors missing processes, this study aims to provide suggested processed for implementation into the adjunct training and development model at OIT to ensure both student and adjunct success.

Background of the Problem

For over 70 years, OIT has been providing career-based education. Programs include certificates, associate degrees, and bachelor's degrees in over 30 programs of study in both an on-ground brick and mortar setting and through online classes. As programs and degrees have changed and expanded, the need for adjunct instructors has grown at OIT, as it has at all institutions. "Adjunct faculty make up the majority of the teaching staff for many institutions, and almost every CE department. It's critical to allow them to develop their teaching skills to match their industry expertise" (Cassidy, 2019, p. 1).

Students are intuitive; they are aware of who are full-time instructors versus the adjunct instructors and have been quite vocal about the different learning environments that they are experiencing between the two groups. A trend has become apparent that students are feeling less valued when they are taught by a majority of adjunct instructors (LaFave, 2016). Students do not think they are getting the same quality instruction and feel that the service provided to them is reduced (LaFave, 2016). Customer satisfaction is essential. Many of the students will acknowledge that the adjunct instructors are intelligent people who know their subject matter but cannot teach in a manner to which they have become accustomed. Many of the students that come to OIT choose the school due to the open enrollment policy. They do not have to take the SAT or ACT to be enrolled in the certificate or associate programs. Many of the students have individual learning requirements. Over time, the full-time instructors have learned to tailor the

classroom strategies to meet these needs. The adjuncts have not been involved enough in the classroom to pick up on the nuanced differences needed by OIT students.

Over time, the onboarding processes and continuing education requirements for adjuncts have changed. The changes have occurred due to personnel changes, time restrictions, monetary concerns, and online structures. Adjuncts used to all teach on campus. They were required to attend pre-work training sessions and quarterly Saturday adjunct workshops. Now that OIT offers online programs, some instructors are hundreds of miles from the school. Time and distance have made traditional training programs challenging. However, a program needs to be implemented that all adjuncts can participate in if OIT is going to provide best-practice educational services to the students. The goal of all instructors within OIT should be on preparing the students for career success. OIT has always been a student-focused institution, so this project will be to explore and develop an adjunct training model to support instructor development to enhance student learning and improve retention.

The Problem

With the expanded use of adjunct instructors at OIT, students have expressed, through course evaluation and through open dialogue, concern over the quality of the teaching. Additionally, retention rates have continued to deteriorate as students are upset with the quality of the education that they are receiving and leaving the institution. It has genuinely been agreed that adjuncts are necessary (Guthrie et al., 2019). They are qualified academically, as well as being subject matter experts (Guthrie et al., 2019). The concern is that they do not always come to OIT with an educational experience and, therefore, are lacking tools necessary for all stakeholders to experience success. There is a need for an effective onboarding and training

program for adjunct instructors to provide them with the tools needed to become effective instructors and add to the overall quality of education at OIT.

Definition of Terms

Adjunct faculty. "Professors who are not on the tenure track. Adjunct faculty teach courses just like tenure-track professors do, but they are exempt from some of the responsibilities of fully employed university instructors" (Bates, 2019, p. 1).

Andragogy. The method and practice of teaching adult learners (Loeng, 2018)

Associate's degree. A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least two years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program (McFarland et al., 2019).

Attrition. Attrition is when a student drops out or withdrawals from school before the completion of their degree of study (Burke, 2019).

Bachelor's degree. A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least four years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program (McFarland et al., 2019).

Certificate. "A formal award certifying the satisfactory completion of a post-secondary education program. Certificates can be awarded at any level of post-secondary education and include awards below the associate's degree level" (McFarland et al., 2019, p. 343).

Full-time faculty. This is teaching at the post-secondary education level that not only includes teaching but also requires the faculty member to do administrative tasks, conduct research, and writes (Meier, 2020).

Leaning Management System (LMS). Within the educational industry, this is a software application that institutions use many purposes including: administration, documentation, tracking, reporting, and delivery courses, programs, or development programs to students and faculty (Rahman, Daud, & Ensimau, 2019).

Pedagogy. Pedagogy is a general term used to define the methods (art and science) of teaching mainly to children (Knowles, Holton III, & Swanson, 2005).

Private non-profit institutions. "An institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent non-profit institutions and those affiliated with a religious organization" (McFarland et al., 2019, p. 352).

Retention rate.

A measure of the rate at which students persist in their educational program at an
institution, expressed as a percentage. For four-year institutions, this is the percentage of
first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall
who are again enrolled in the current fall. For all other institutions, this is the percentage
of first-time degree/ certificate-seeking students from the previous fall who either re-
enrolled or successfully completed their program by the current fall. (McFarland et al.,
2019, p. 353)

Project Statement

The researcher sought to explore and develop an adjunct training model to support instructor development to enhance student learning and improved retention in a college setting. This mixed-method analysis/case study product is a three-stage study. The first step explored and assessed the current adjunct training program to identify strengths and areas for

improvement. The second stage entailed an examination and research of existing models of best and promising practices in this area, to include a review of other institutions. This stage included the utilization of focus groups with instructors; current and former adjuncts as well as former adjuncts who now serve as full-time faculty. Students were interviewed about their needs. Department leaders were consulted to ensure that various stakeholder needs are net through the proposed model. The final stage was to prepare an outline of practices to be included in a new model that will be recommended to the leadership team for implementation. The proposed model is intended to provide a robust guideline that will be beneficial to the adjunct instructors, the students, and help the institution achieve success goals.

Purpose Statement

The purpose of the project was to conduct research related to the current adjunct training and onboarding program for adjunct instructors at Oakdale Institute of Technology. An evaluation of the program was conducted to gain an understanding of the various strengths and needs for improvement. Through the process, the fundamental needs of multiple groups were assessed. The three groups that are directly impacted by adjunct instructors include the students, the adjuncts, and the institution. Since all three are directly affected, this study focused on the various needs of each stakeholder group. To facilitate the process, this research utilized a qualitative approach to implementing focus groups as the primary exploratory research technique.

The effectiveness of instructors has a direct impact on an institution in many facets. Students need to feel that they are receiving the absolute best education provided by highly qualified individuals. Without students, educational institutions have no purpose and no source of revenue. Services must be ensured that meet the customer needs, and in higher education, the

customer is the student (Sahney, 2015); when students are not satisfied, they leave an institution. Higher education is a highly competitive market, and student retention is essential for meeting student and institutional needs and expectations (Burke, 2019). The inclusion of department heads was not only to represent the institutional needs but the needs of the various stakeholder groups which have been identified.

Adjunct instructors can provide significant value to an institution (McGhee, 2015). Many educational institutions are non-profit and adhering to a prescribed budget is essential. The use of the part-time adjunct instructors allows an institution to bring in subject matter experts to enhance the student learning experiences while allowing the institution to remain within a budgeted structure for payroll expenses (McGhee, 2015). Many adjunct instructors have chosen to teach in order to share their knowledge, experience, expertise, and passion for their content area (Guthrie et al., 2019). They have the necessary academic credentials to meet accreditation standards and have the industry expertise that is essential to achieving the educational outcomes of the students (Guthrie et al., 2019). What most are lacking is training in the field of education, which would assist them in the transfer of knowledge. Through the research and development of a comprehensive adjunct onboarding and training program at OIT, the adjunct instructors will be provided with the tools necessary for the implementation of effective teaching and a greater understanding of pedagogy and andragogy methodologies.

Approach

The approach to this was a mixed-method analysis: case study project which will take place in three stages.

Stage One. The first step explored and assessed the current adjunct training program to identify strengths and areas for improvement. Working directly with the Center for Teaching

and Learning, which currently conducts the new hire training programs, and the human resource department, this study will look at the current program for adjunct training. An in-depth evaluation and analysis of the current training program will take place. The research took the various elements in the program and compare them with current industry practices, which have been identified in the literature review. By using comparative analysis, the research will be able to identify processes that have proven to be successful over time at OIT and within the educational community. Such practices will be the cornerstone for the new adjunct training and development model. The research then looked for proven best practices utilized by other higher educational institutions that are not currently being utilized at OIT. Methods that fell under this category were explored future with the focus groups for potential implementation into the new adjunct training and development model. The goal was to prepare a product that will lead to overall improvement.

Stage Two. The second stage entailed an examination and research of current models of best and promising practices in this area, which included a review of other institutions through the use of literature review and online sources and publications. This stage also included the utilization of focus groups with instructors, current and former adjuncts as well as former adjuncts who now serve as full-time faculty. Students were interviewed about their needs and department leaders to ensure that various stakeholder needs are met through the proposed model.

This stage involved a literary review of both current adjunct training programs at other institutions and best-practice pedagogy and andragogy methodologies used within higher education. The data obtained in the research stage was used as a basis for the creation of the new model. In this evaluation stage, a successful practice that has proven to provide value, if implemented, was cataloged and noted, areas were also found that should be avoided. A

emphasis was placed upon the how and why the processes were developed and took a contemporary approach to further meeting student success needs as well as meeting minimum requirements for the adjuncts to begin teaching the students.

The case study continued through the utilization of focus groups and questionnaires. The group breaks down were be current adjuncts, former adjuncts, current full-time instructors who started as adjuncts, students, and department leaders.

A focus group is a group of people (typically 6 to 10 participants), led by a trained moderator, who meet for 90 minutes to 2 hours. The facilitator or moderator uses group dynamics principles to focus or guide the group in an exchange of ideas, feelings, and experiences on a specific topic. (Cooper & Schindler, 2014, p. 133)

The topical objectives of the groups and direct questions varied. Still, the primary output of all was to compile a list of onboarding and training processes that will be included in the model for implementation. The qualitative data that was obtained via the groups was used to enrich the overall model and make the teaching experience improved and valuable for the various stakeholders. The use of focus groups proved to be appropriate for this particular project because it allowed members of the analogous population group to participate in a focused discussion to explore the various training needs.

Current adjuncts were asked questions related to what training techniques were helpful, what was missing, and what they still need to learn about teaching at OIT, explicitly incorporating the findings on best practices and the needs of the student population. Additionally, this group was questioned about working with other institutions and specific training techniques that have worked at other places that would be valuable to OIT. This group

was also be asked about their understanding of the college mission and vision, particularly as it relates to OIT being a student-focused institution.

Former adjuncts had questions regarding why they choose to work for OIT and why they left OIT specifically related to the training process. This group was also be questioned about their understanding of the mission and how OIT is a student-focused institution.

Questioning the current full-time faculty that began their career with OIT as an adjunct instructor provided additional insight into a new model. Many of these individuals began their careers when the institution was completely on ground. They were part of the group that had a reasonably structured process in place. This group was questioned regarding what training they received when an adjunct, how much value the training provided, what was missing from the training, and recommendations for the new model.

Students are vital stakeholders in the process, and their needs were addressed as well. Students were questioned regarding what appears to be missing in courses that they have had an adjunct instructor in comparison to those taught by full-time instructors. Students were asked about why they chose to attend OIT and if they are satisfied with the learning experience. The students are the customers, and all businesses must focus on customer needs, comparing their perceived differences to what is learned from other areas.

Additionally, department leaders, such as program coordinators, department directors, department chairs, and deans, were consulted. These individuals have been an integral part of the training process, having conducted portions of the training as new hires have come on board. Each school of study withing OIT has specific needs as well. This particular segment group was asked many of the same general processes questions as the other groups, but additional focus was placed on the results of the other four groups. The leadership was questioned last. This input

becomes a part of the general model. Additional needs and concerns that are addressed

regarding specific department needs will be discussed in further sections. This group was also

asked to express what they have seen work in the past, what has changed for the good, what has

gone away that needs to come back, and new processed that are necessary from a leadership

perspective.

The responsibly for the task of facilitator/moderator of the focus groups was administered

by the researcher. The intention was to guide the discussions to obtain the pertinent information

necessary to make an informed decision and bring about and an outcome from the data.

Specifically, the researcher needed to:

- Outline the topics.

- Design the questions.

- Control the interviews and discussions taking place during the group sessions.

- Start with broad issues explaining the overall scope of the project and purpose.

- Gradually narrow the discussion to specific group needs and outcomes.

It was intended that the process was to utilize a semi-structured interview technique. The

discussions within the focus groups began with specific questions. Still, it was expected that the

group may take the topic and direction to issues that are of importance to them that had not

envisioned. As the researcher guided the discussions and probed more profoundly, the goal was

to obtain comprehensive ideas that will become the crux of the adjunct training model.

Additionally, the original premise is to conduct the focus groups in a face-to-face setting.

For many of the stakeholder groups in question, this was be possible. There may be groups such

as the former adjuncts who will not be quite as accessible. For these groups, a remote process

was implemented. Several other groups used a questionnaire as a substitute to gather valuable data.

Stage Three. The final stage was to prepare the outline of the model that will be recommended to the leadership team for implementation. In the third stage of this case study, the information that was gathered in stage one and stage two will be organized and broken down in its various stages of onboarding and continued training techniques. An outline of practices to be included in the new model was written and will be presented to the leadership team for implementation.

Nature of the Study

Research method. This study will be utilized a mixed-method case study approach. Traditionally researches have based their research on either the quantitative or qualitative approaches (Şahin & Ozturk, 2019). Starting within the 1990s, the third basis of research methodology appeared, which is the mixed method applying elements of both within a single study as a particular problem requires (Şahin & Ozturk, 2019). Additionally, many researchers that have studied the use of the blended approach have agreed that for educational research, these multiple perspectives can provide a distinct advantage over the use of a singular design (Şahin & Ozturk, 2019).

> The majority of this research was based on qualitative research,
>
> Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From this data, the researcher interprets the meaning of the information, drawing on personal reflections and

past research. The final structure of the final report is flexible, and it displays the

researcher's biases and thoughts. (Creswell & Gutterman, 2019, p. 627)

Within the qualitative research component, focus groups will be utilized. A focus group allows

an interviewer to interact directly with the research participants within small group settings to

ask general questions related to a study and elicit responses (Creswell & Guetterman, 2019).

Quantitative research, which used data gathered to analyze and answer questions

(Creswell & Guetterman, 2019), will also be used.

Lastly, the case study approach was implemented. "A case study is a variation of an

ethnoFigurey in that the researcher provides an in-depth exploration of a bounded system (e.g.,

an activity, an event, a process, or an individual) based on extensive data collection" (Creswell &

Guetterman, 2019, p. 620).

Purposive and convenience sampling. For this study, the samplings selected for the

focus groups is very purposeful and convenient. This study is specifically looking at students

and adjunct faculty at OIT. Therefore, the participants have been selected for meeting specific

criteria of the focus group. They have been invited to participate and are located conveniently in

the same building as the researcher. Purposeful sampling is based on the researcher intentionally

selecting participants to learn and understand the specific phenomenon that is central to the study

(Creswell & Guetterman, 2019).

Researcher's Role and Expertise

This project has become significant in the researcher's workplace. The researcher has

been working as a faculty member at OTI since January 2010. During my first two years, the

researcher was a part-time adjunct faculty member. The researcher has also worked as an

adjunct instructor at another local institution. Having strived for excellence in the classroom, the

researcher has received several educational awards; Excellence in Education award and a finalist for the Excellence in Education award, which is both institutional awards. Additionally, the researcher has been named a recipient of the Dale P. Parnell Distinguished Faculty Award by the American Association of Community Colleges.

The researcher works closely with my students inside and outside the classroom and serves as the advisor for our Collegiate DECA chapter. The interactions the researcher has had with students has led to this study. The researcher sees not only bright students but talented adjunct educators. The researcher has been one of them and know the struggles. The researcher wants to use my knowledge of the organization to bridge the gap between the students and the adjunct instructors to ensure that the institution is satisfying the students' needs by providing excellent education no matter who steps into the classroom, be it on ground or online.

The researcher's role will be to facilitate focus groups of students and peers to use qualitative research techniques to find what tools may be missing in the adjunct training and development model. Once the missing elements are identified, the researcher will take the results to leadership, and a new action plan can be put into place that will allow for a better-quality experience for all parties.

Organization of the Remainder of the Study

The first phase of this project serves as an introduction to the project, providing some necessary information about some circumstances within higher education, adjunct instructors, and student needs. The crux of the study was presented along with background, serving as the fundamental premise, and justifying a resolution. The project statement provides you with the road map of what will follow and the path that this case study will take. The purpose statement offers details about why this project is necessary and who will benefit from its outcomes. The

approach allows for the opportunity to guide the reader through the stages that the researcher will take to complete this project successfully. The last component of the introduction is the nature of the study, which briefly describes the research methods and specific techniques that will be used, which will be expanded upon in later sections.

The remainder of this study is composed of three additional phases. Phase two is a review of the literature, previous studies that relate to the problem are evaluated with the use of critical analysis and synthesis to help demonstrate that the project had a place in current educational and business debates. It is broken down into the three stated areas of the problem. In phase three, the project approach that was briefly discussed in the introduction will be expanded upon detailing the steps that will be taken with regards to the methodologies and project design. The fourth and final phase of this project presents the findings and evaluations of this study. It details the elements of an adjunct training and development model that would prove to benefit the educational community at OIT. It is concluded with recommendations for future studies on this topic.

PHASE 2: Literature Review

Introduction to the Literature Review

The review of literature has focused on three central areas: (a) the problem related to this study and the need for creating a sound adjunct training and development model at OIT to ensure effective onboarding of new adjunct instructors; (b) best practices that should be included in the new model, and; (c) review of currently applied theories within higher education that can be implemented within the model to guide the adjunct instructors to provide the best learning environment possible.

Problem

The problem associated with the increased use of adjunct instructors at Oakdale Institute of Technology has been evidenced by students expressing concern over the quality of their education and by retention rates continuing to decline.

Define the use and expectations of adjunct faculty. As with many other educational institutions, OIT employs adjunct faculty for the purpose of fulfilling the educational mission of the institution (Guthrie et al., 2019), while staying within the confines of specified budgetary constraints. Other institutions have experienced similar effects such as lower graduation rates and an increase in the dropout rates as the use of adjunct faculty increased (Guthrie et al., 2019). In addition, many studies have indicated that the increase in the use of adjunct instructors over full-time has led to changes in student outcomes (McGhee, 2015). It is imperative to know how these changes in student outcomes impacts both long-term retention and student success in order to create a level of accountability and provide the best value to all stakeholders within the education system. The adjunct instructors must be provided with the tools necessary to succeed (Garcia, 2015), and this process needs to begin with onboarding. Many schools have

implemented student success initiatives, but such efforts have not been included in adjunct training models (Guthrie et al., 2019).

Across the nation, there has been an increase in the use of adjunct faculty. "Adjunct faculty now make up the majority of instructors in higher education institutions nationwide" (Bates, 2019, p. 10). However, the 2019 Condition of Education prepared by the National Center for Educational statistics shows a change in this trend,

> From fall 1999 to fall 2017, the number of faculty in degree-granting postsecondary institutions increased by 49 percent (from 1.0 to 1.5 million). While the number of full-time faculty increased by 38 percent over this period, the number of part-time faculty increased by 72 percent between 1999 and 2011 and then decreased by 5 percent between 2011 and 2017. (McFarland, 2019, p. 180)

Professors who take on the adjunct roles will do so with a limited contractual position. They have many of the same responsibilities as full-time faculty with regards to the classroom or online instruction, but other duties will vary per institution (Lawhorn, 2008). Some institutions require the course and curriculum development to be done by the adjunct while at other institutions such development is handled by the full-time department members (learn.org). Unlike their full-time counterparts they are not expected to participate in research activities, are not subject to the publication requirements, and do not participate in other departmental meetings and obligations (Bates, 2019). For the most part adjuncts are contracted with for their subject matter expertise, teaching part-time while maintaining a full-time position within that industry specialty (Bates, 2019).

"The U.S. Bureau of Labor Statistics (BLS) reports that the employment of postsecondary teachers is expected to rise 11% between 2018 and 2028, which is much faster

than the national average for all occupations" retrieved from (www.bls.gov). As institutions are experiencing budget cuts it has become necessary to reduce the number of tenure-track professorships, creating a void that can then be filled by employing prospects seeking adjunct positions. This seems to become the most favored approach in the academic fields of health specialties, business, and biological science because the job openings for such fields are expected to increase the most over the 2018-2028 decade retrieved from (learn.org). Additionally, the use of adjuncts helps schools maintain a level of flexibility and increase the competitiveness by offering current and relevant course offerings that current full-time staff are unable to teach (Martinez & Martinez, 2019). The institution also benefits by having a pool of trained part-time faculty to use for courses on an as needed basis (Cottom, Atwell, & Ombres, 2018). Institutions also justify the use of adjuncts because of the benefit they provide to higher education with the subject matter expertise they bring with them to the classroom, since many of the adjunct instructors are still employed within the field in which they teach and this allows for expanded student learning with regards to practical industry knowledge (Cottom et al., 2018).

Since it has been addressed that the adjunct are typically brought in to cover subject matters that the tenured faculty are not subject matter experts, it is important to understand why the individual would choose to work on a contractual basis instead of seeking a tenured position. One notable adjunct professor is Steve Wozniak. Mr. Woznick is employed at the University of Technology Sydney (UTS) (King, 2014). Consider that most institutions have a contractual rate between $26 to $96 per course hour for adjunct positions, while the salaries paid to full-time faculty tend to vary by the type of institution as well as by faculty rank (Bates, 2019). For example, "the average salary for a full professor at a private-independent doctoral university is nearly $196,000, while an assistant professor at a religiously affiliated baccalaureate college is

paid about $61,000, on average" retrieved from (2018-19 Faculty Compensation Survey

Results). Many industry experts will not forgo their full-time salaries in industry to accept a full-

time faculty position. While it is a credit to the institution to get prominent industry experts as

members of the faculty for notoriety sake, what are the true advantages and disadvantages to the

value of the education for the students. Having an expert teach material is an acknowledgement

to the institution's desire to provide students with the best education possible. This is especially

true when they get the right adjunct onboard that loves teaching, sharing a passion for the

industry and course content, and can serve as a mentor to the students (Zweifler, 2013). Other

individuals are working as adjuncts because it is the only opportunity for them. In some

circumstances, the individuals that take on the adjunct roles are not eligible for full-time faculty

positions due to academic credentials; they may be using the adjunct position as a stepping stone

to a full-time position, the individual maybe retired from industry and looking for part-time

retirement income, and others are full-time faculty at other institutions looking for additional

compensation (Baldwin & Wawrzynski, 2011).

In today's complicated higher-education arena, it has been said that it will be difficult of

an institution to fully function without reliance upon adjunct faculty (Bates, 2019). The overall

efficiency and effectiveness of colleges and universities would suffer because they have become

dependent on adjuncts role in the educational delivery system (Brown, 2010). Lyons (2007)

wrote,

> Adjunct faculty provide expertise in critical courses that perhaps no full-time member on
>
> staff possesses; their evening and weekend availability enable institutions to expand class
>
> schedules to serve the evermore time- and place challenged students; their passion for
>
> sharing their expertise enables students to achieve more effective real-world perspectives;

and they do it for often embarrassingly modest remuneration and with a shameful lack of support. (p. 1)

Level of quality of teaching. The first of two concerns at OIT is that the students are concerned with the quality of teaching provided by adjunct instructors. Students will generally be looking at the adjunct instructors in two significant ways; their personal traits and instructional skills. As other studies have evaluated; personal skills include the means in which the faculty interact with the students and include such areas as optimistic, accessibility, approachability, entertainment, generosity, and intellectual capacity in subject matter (Brown, 2010). Some would categorize this as rapport. Rapport is the focus of how instructors personal behaviors allow them to interact with students when supporting the learning process and includes such topics as being available, concerned, patient and professional (LaFave, 2016). The instructional skills, which are the teaching techniques and strategies that are applied within the classroom on in the online environment, that are of greatest concern to students include: quality of instructional delivery, use of instructional models, innovative techniques, teaching style, evidence of preparation, and degree of participation and interaction (Brown, 2010). Another area that cannot be overlooked when discussion the quality of teaching is the ability of the instructor to adapt teaching methodologies to diverse populations of students (Jenkins, 2009). These characteristics are looked at to assess that educators are able to demonstrate as a means of enhancing the quality of education provided to the student, few papers have researched and linked the correlation between faculty characteristics and student outcomes leaving a gap for further study (Bettinger & Long, 2005). A later study did begin to investigate the correlation between characteristics that could be presented during professional development training sessions and outcomes. In this study, the researchers found that when effective, professional

development opportunities were not available to adjunct instructors the quality of education provided to students is jeopardized (Cottom et al., 2018).

Defining quality is important because many individuals coming into higher education will state that value means something significantly different to them individually. Some will say that quality is based on how an instructor interacts and meets standard behavioral and instructional standards while others will base the quality of the education on their grade in a course or the job they obtain after graduation (Brown, 2010). There are common definitions of quality. Some feel that it is synonymous with excellence while others would define it within the confines of meeting conformance requirements, avoiding the creation of a defect or meeting the expectations of one's customers (Sahney, Banwet, & Karunes, 2004). In making a transfer of the definition to higher education one must look at the student as the customer and how institutions are meeting their needs and creating a level of satisfaction for them. Quality in education thus has varying conceptualizations and this poses problems in formulating a single, comprehensive definition. Sahney et al. (2004) concluded and defined total quality management (TQM) in education as follows:

> Total quality management in education is multi-faceted...It includes within its ambit the quality of inputs in the form of students, faculty, support staff and infrastructure; the quality of processes in the form of the learning and teaching activity; and the quality of outputs in the form of the enlightened students that move out of the system. (Sahney et. al., 2004, p 146).

Before delving into specific needs and concerns of the OIT student, it is valuable to gain an understanding of the quality levels and concerns that have been voiced by students at other institutions. Although the differences in diverse populations will be addressed, there are many

factors that are consistent across the entire higher educational community. In her article, *How to Become an Adjunct Professor: Job, Education, Salary*, Alisa Bates (2019) listed several factors that lead one to become an effective adjunct faculty member:

> a clear communicator, able to teach with ample real-world experience, able to show confidence teaching and presenting to a class, technologically savvy: can utilize email, different online learning systems, and other ways to communicate with students, passionate about specific academic fields and education in general, and clearly understands curriculum design, pedagogy, and learning outcome alignment. (p. 4)

Categories of quality that most students are looking for in an instructor include the following traits. Competence or the ability of the faculty member to translate their content knowledge to the student in a means that the student can identify that the instructor is both a subject matter expert and a skilled teacher (Sahney, 2016). The instructor's attitude which include many of the personal attributes such as willingness to help, politeness, courtesy, demonstration of effective problem solving, and creating a healthy learning environment (Sahney, 2016). An important consideration is the content. Considerations to be made when students evaluate the instructors quality based on content can include how they demonstrate the topic to be learned and how to apply it, how clearly the course objectives are stated, is the course content or curriculum relevant to the future career goals, and can the information be conveyed be utilized across other disciplines (Sahney, 2016). An area of great importance to students is the delivery of the course material. They may not have a choice if the course is presented in an on ground traditional brick-and-mortar setting or within the online environment with the use of a Learning Management System (LMS), but once they know the practical setting certain expectations need to be met regarding the delivery. Delivery does not just include the actual act

of the teacher presenting a given lesson to the class. When students look at quality of delivery, they are looking at the overall ease of contact or access to the instructors, how effectively the classroom or LMS is managed, are the procedures adequate and appropriate, is the instructor responsive, is there a reward and recognition structure in place, and how the performance or grading record keeping is maintained (Sahney, 2016). An additional area is that of reliability. Students have a need for consistence and reliability. Faculty need to be consistence in their classroom practices so that students see that policies and guidelines are not only specified but enforced, that course objectives are adhered to and met, values and aims of the course are clearly specified, and that the instructor follows rules and regulations of the institution (Sahney, 2016).

Evaluation of what students' value is also a good way to gauge if they are perceiving quality of education in the classroom. As previously addressed, educators strive for quality in the classroom by addressing the needs of the students who are the customers of the education system (Sahney, 2016). By evaluating and ensuring that the areas of greatest importance to the customer are met with positive results, schools should be conducting and reviewing the results via achievement scores on quality surveys and student evaluations (LaFave, 2016). One survey evaluated 14 different behaviors displayed by their instructors. These behaviors were: rapport, interest, course disclosure, expressiveness, interaction, organization, speech clarity, media use, emphasis, mannerisms, rule enforcement, vocabulary, and others (LaFave, 2016). Each of these behaviors tends to correlate directly to the level of engagement that the student has with the instructor (LaFave, 2016). For the purpose of this project, the question becomes are students at other institutions expressing levels of concern for quality of education with adjunct instructors? Little research has been conducted regarding student perceptions of quality provided by adjuncts leaving a gap in the literature. While there is extensive literature regarding adjunct instructors it

is primarily focused on the advantages and disadvantages to the faculty member and that of the institution. Most student evaluations surveys do not publicize that this is an adjunct instructor, so the data is not there to make a clear determination. What has been discovered through several studies is that students are suffering. Adjunct instructors are part-time and are not as available to the students. This has created a lack of availability to assist the students when help is needed with the course material and when students are looking for mentorship and academic or career advice (Ayala, 2009). Such services tend to be a student expectation from full-time faculty (Ayala, 2009).

Studies have shown that one aspect may have been overlooked; that is the pattern of enrollment which could specifically address student choices for courses (Rossol-Allison & Beyers, 2011). Many students entering disciplines that have higher entry requirements or specific disciplines are selecting courses that are taught by full-time faculty (Rossol-Allison & Beyers, 2011). There has been mixed reporting of what level of courses adjunct faculty is best suited to teach. With the overall goal to provide the best quality of education to the students, it has been indicated that part-time (adjunct) faculty may be best utilized for the teaching of the lower level or introductory courses (Rossol-Allison & Beyers, 2011). It is essential be emphasized that the use of adjuncts can be effective in teaching very industry specific courses which few have expertise and experience. Some schools have found that students perceived the quality of education received from experts, such as individuals have worked in and are now retired executives from large companies, currently working professionals such as doctors, lawyers, judges, and CPA's, individuals with government agency experiences, successful entrepreneurs and business owners, published poets and authors, and working professionals within almost any industry, as superior (Rossol-Allison & Beyers, 2011). With such a laundry list of presumed

quality in the adjunct pool, why is it so often asked why there is a lower quality of education provided by the adjunct faculty.

For institutions looking to increase the overall quality of the education by hiring individuals with the greatest content knowledge, adjuncts can fill the need since these industry specialists bring with them experience that reflects the most current trends of the prescribes field of study (Baldwin & Wawrzynski, 2011). However, that is often where the quality benefit ends. Most adjuncts are not available to interact with the students, spend less time preparing for courses, and they do not tend to utilize student-centered teaching methods all of which has shown that when students are places in a higher number of courses that are taught by adjunct instructors persistence ratings have diminished (Baldwin & Wawrzynski 2011). Quality, which leads to student success as measured by retention and graduation rates, needs to take place in all courses including gatekeeper courses that traditionally had high adjunct instructor rates and high levels of failure (Guthrie et al., 2019).

Declining retention rates. The second of the two concerns to be addressed at OIT is the declining retention rates. As student express discontent with the quality of the education they are receiving, they are choosing to leave the institution for others where they believe they will receive a higher quality of education or leave higher education all together. This effects not only the retention rates but also morale of the entire educational community and the future cash flows to ensure economic feasibility for the future. The students have expressed their concerns verbally to various staff, faculty and members of leadership as well as though written comments in course evaluations and in withdrawal documentation.

When retention in higher education is defined, the tendency to use the standard definition that retention is when a student continues to be enrolled in an institution or field of study from

year one year into the second year (Burke, 2019). Another important measure for institutions is the persistence, which is generally the measure of students remaining with the institution from the second year of enrollment through graduation (Burke, 2019). As presented at the beginning of this section, retention and persistence impact educational institutions in many ways from academic and social to the overall economics of the institution as many find that they are tuition and fees driven because other revenues streams have become more difficult to secure (Burke, 2019). As institutions evaluate retention rates, they often break the segments down by demoFigureics to look for specific trends that can then be addressed and corrected. Several common segments include age, race, gender, and socioeconomic class (Burke, 2019). Today other factors are included such as on ground classes versus online, traditional versus nontraditional students, and full-time faculty ratio to adjunct ratio.

In one study in the state of Ohio, two important results were reported, when students have more adjunct instructors in the first semester there is a higher dropout rate, and even with effective teaching in place by the adjunct faculty, the adjuncts are not able to assist the students with their integration into higher education (Bettinger & Long, 2005). This may be a result of the adjuncts having less interaction and spending less time on campus to engage in personal interactions with the students and others in the educational community.

However, not all studies have found that adjunct faculty create a negative impact. As colleges moved out of cost cutting modality into student success initiatives they needed to determine if there was a need to return to a primary base of full-time faculty over the now abundant use of adjuncts (Guthrie et al., 2019). Part of the study on retention needs to see where there is the highest level of student impact. Many institutions have implemented practices which include freshmen or first year experience courses, writing experience courses, and undergraduate

research courses with the intention of providing tools to improve retentions rates (Guthrie et al., 2019). Adjuncts tend to use less student-centered teaching methods, since they have not been trained on such techniques (Guthrie et al., 2019). Many of the above-mentioned practices are conducted by the tenured faculty which indicates that when courses do get passed on to adjunct instructors it has a negative impact on the retention (Guthrie et al., 2019). Another study presented data on freshman. This study collected data showing that at a school 73% of first-time freshmen were in coursed that were taught by 75% adjunct faculty which resulted in a higher level of non-persistence the next term for the higher adjunct classes over the full-time instructor taught courses (Guthrie et al., 2019). Through the studies conducted at California State Polytechnic University, Pomona (Cal Poly Pomona), they realized that the full value of adjunct professors was not being utilized because they were not provided with the tools necessary to help bring about student success (Guthrie et al., 2019). Cal Poly Pomona believed that the adjuncts were subject matter experts and would be able to be provided great overall value to the student experience once they were given the tools to excel (Guthrie et al., 2019). By providing the adjunct faculty with the same tools that full-time faculty receive with regards to student success initiatives the use of adjuncts should actually provide a positive result when evaluating both retention and graduation rates (Guthrie et al., 2019). The blame should not be placed solely on the adjunct faculty. Studies have shown that adjunct faculty have not been adequately trained, provided with the tools necessary to succeed, lack effective guidance, and are not often included in student-success initiatives (Guthrie et al., 2019).

Since different institutions have differing opinions and assumptions regarding the actual retention, at this point it is best to look at statistical data and studies that have actually looked at a correlation of the retention rates and evaluate if there is a greater dropout rate for students taught

by adjunct instructors. A study at a state community college conducted by, Cheryl C. Hyland found that there was "no significant difference in the fall-to-fall retention rate for first-time, full-time students between those taught by adjunct faculty and those taught by full-time faculty" (Hyland, 2016, p. 71). In a similar study conducted by Sheryl K. Ayala at midwest liberal arts college, Ayala (2009) also found that there was not statistical relationship indicating that the retention rates were affected by the full-time versus adjunct status of the faculty. OIT grants both bachelor's degrees and associate degrees. According to the National Center for Educational statistics,

> About 60 percent of students who began seeking a bachelor's degree at a 4-year institution in fall 2011 completed that degree at the same institution within 6 years; the 6-year graduation rate was higher for females than for males (63 vs. 57 percent). (McFarland et al., 2019, p. 196).

"At 2-year degree-granting institutions in 2016, the overall retention rate for first-time, full-time degree-seeking undergraduate students was 62 percent" (McFarland et al., 2019, p. 197).

As Adam Burke reviewed in his article, Student Retention Models in Higher Education: A Literature Review, there are many popular models which have been utilized by institutions to measure retention and attrition. It is also worth noting that many studies have been conducted to not only measure but to understand why students do not persist which have been both qualitative and quantitative in nature (2019). While it is not the researcher's goal to provide research on retention measurement theories, any project that addresses student retention would not be complete without the mention of the most empirical studies in the field. The three that are highlighted are: *The Undergraduate Dropout Process Model (Spady 1970, 1971), Institutional Departure Model (Tinto 1975, 1993), and Student Attrition Model (Bean 1980, 1982)* (Burke,

2019). All three commonly agree that there are two overriding factors, academic and social, that

contribute to the retention and that the use of adjunct faculty falls within the study of the

academic factors (Burke, 2019). While all academics agree that measurement is difficult, due to

the number of variables involved, all agree it is necessary (Burke, 2019). This leads to the

implication that to improve retention rates institutions will need to address social and academic

systems, the latter includes investment in staff to include professional development (Burke,

2019).

   Best practices for adjunct training modules. There is a vast volume of literature

written with regards to best practices for adjunct training. This is the crux of this research

project. The researchers second phase of this study entails an examination and research of

current models of best and promising practices for adjunct training and development and

includes a review of other institutions through this literature review including online sources and

publications. Sifting through this information has been a daunting task but has led to the

identification of six areas which keep appearing in many best practice models. These six areas

are: orientations, convocations, formalized in-service/professional development courses,

mentoring/support system, technology training, and supervisory and peer observations. This

research is to see what tools need to be implemented in an adjunct training model to bring about

student success. For the quality of the education provided by the adjunct faculty to improve and

lead to the said goal, the adjunct faculty member must overcome some current perceptions within

the industry. Since adjuncts are a critical component of higher education the adjuncts need to

feel that their efforts are part of the plan. Adjuncts are looking for a sense of affiliation to

replace the current sense of disconnect in order to create a feeling of loyalty to the school and a

desire to serve the student (Hux et al., 2018).

The main issues of concern to adjunct faculty were (a) inadequate frequency and depth of communication, regardless of the means used, whether online or face-to-face; (b) lack of recognition of instructors' value to the institution; and (c) lack of opportunities for skill development. (Hux et al., 2018, p. 10)

These three issues will be integrated into the six areas identified as the best practice model for the institution.

The researcher would also like to note that the best practices addressed in this section are for events that take place after the new hires have gone through the institutional and legal paperwork that is required for the onboarding of new faculty in their given institutions. In addition, the study will not address initial onboarding with computer systems which would be an essential part of the meeting with IT department members. This research is covering what happens once the initial "paperwork" is completed.

Orientation. One of the first things that an institution can do to acclimate new hires is conduct an orientation session. Vance (2018) stated:

Establishing an orientation process for newcomers helps to ensure that new members are better able to navigate uncertain occupational conditions, new cultural contexts, and new role expectations. For new adjunct faculty joining community colleges, a robust orientation process and effective self-directed orientation strategies may promote a greater sense of inclusion, role clarity, and alignment with institutional initiatives and practices. (p. 1)

The value of the orientation session is quite formative. A complete orientation program will allow for the new instructors to gain an understanding of policies, processes, procedures, organizational structure and student population (Vance, 2018). Adjunct instructors have less

time on campus, so orientations are a great opportunity for them to make professional contacts (Vance, 2018). With that in mind the orientation process is impactful for new hires to became acquainted with the job and coworkers as well as gaining valuable information about the organizations mission, vision, culture, and general processes (Vance, 2018).

The orientation must be purposeful. One purpose of orientation for adjuncts is to help eliminate the feeling of detachment form the institution (Hux et al., 2018). During the orientation session many of the internal support services can be presented as well as how to implement methodologies which in turn should have a cyclical effect on a more satisfied adjunct providing a better quality education which will lead to a better experience for the student (Hux et al., 2018). The orientation session should include many items and can be conducted in various means. Hux recommended three general areas of coverage to include theoretical, applied, and institutional (Hux et al., 2018). The theoretical coverage will need to include a general understanding learning theory and trends that are occurring in higher education; generally ensuring that the new adjunct understands what is necessary for postsecondary teaching (Hux et al., 2018). The applied learning component of orientation should delve deeper into coverage of pedagogy and andragogy while the last section, the institution, will provide presentations or sessions specifically about the institution and the internal initiatives and policies (Hux et al., 2018). During the orientation multiple workshops will need to be conducted to meet the new hire needs in the various areas and be formal and standardize as well as being a required element for all faculty (Hux et al., 2018). Hux also suggested that specific sessions need to be conducted for instructors that are teaching courses in an online format to ensure they have additional tools to navigate the technological nuances of learning management systems (LMS). The orientation sessions can be hosted on campus in a multiday or weekend or as some schools do, host an

online orientation (Hux et al., 2018). Several of the most important components to be covered in an orientation include academic and student policies (including cheating and evaluation), teaching procedures, course content, syllabus contents, grading including the use of rubrics, feedback and interaction expectations, meeting standards, efficacy issues, LMS integration and technical support, and other support services available to the faculty and students (Hux et al., 2018).

Institutions are always looking for means to enhance scholarly approaches to teaching and learning practices, adjunct instructors are often left out of the process (Cottom, Atwell, & Ombres, 2018) which could be solved by including them in the orientation. Many institutions only conduct one general orientation a year at the begging of the fall term. A problem that exists particularly with the use of adjuncts is that they are called upon at the last minute to teach one class and have little time or information to be prepared for what is truly expected upon them (Cottom et al., 2018). A suggested solution for this particular issue regarding orientation is to create a permanent online tool for faculty that is used to host an online orientation at any time of the year (Cottom et al., 2018). This will not bridge the lack of community felt by the adjunct, but it should put the tools necessary to be successful and answer the million questions that they would have otherwise struggled to find answers for (Cottom et al., 2018).

Convocations. Expanding beyond orientation, which is generally for new hires, and taking place before the traditional in-service, the adjunct faculty convocation provides a unique opportunity for adjunct faculty to congregate. "The definition of a convocation is a formal gathering of people who have been asked to come together, or a formal ceremony at a college or university where awards are given" (Convocation Dhaka International University, n.d., para. 1). Convocations are typically gatherings that occur at the beginning of the college year for the

college leadership to welcome in new students. This is an area where little literature has been

written, but many institutions have invitations to the day long or evening long events. One

institution listed the program and invitation to attend this daylong event providing meals and

leaning events for both new and prior adjuncts giving them an opportunity to have a time for

leaning socialization and congregating as an adjunct group and meet with deans, faculty

coordinators and the technical support teams (Adjunct Spring Convocation, 2020). As defined

above, many times awards are presented at the adjunct convocation session. Many find that the

convocation at the beginning of the academic year is a welcoming, either for the incoming

freshman or in the case of the adjunct faculty convocation (Gavazzi, 2012). Welcoming them

back for the new academic year, celebrating their accomplishments, and recognizing the

important scholarly circle of life (Gavazzi, 2012).

In service/professional development courses. Research related to in service or

continuing professional development related to adjunct instructors falls into one of two general

categories. The first belief is that yes, adjunct faculty need to have professional development

opportunities the same as full-time faculty (Cottom et al., 2018). The second is that there is a

consensus on the belief that currently little opportunities are available for adjuncts to obtain

continuing professional development through their institutions (McGhee, 2015). Adjunct faculty

need to have opportunities that will allow them to connect with others within the institution and

continuing professional development courses facilitate these needs (Dailey-Hebert, Norris,

Mandernach, & Donnelli-Sallee, 2014). Additionally, such programs have been utilized as an

economically viable means to improve student outcomes which helps to maintain the integrity of

the organization (McGhee, 2015).

Institutions realize that the benefits of faculty development are numerous and include fostering the learning of new skills and knowledge, enhancing the skill set of the faculty, presenting faculty with the opportunity to collaborate and supporting innovation in teaching methods (Cottom et al., 2018). This equates to overall institutional effectiveness (Cottom et al., 2018). At her school, Cottom (2018) stated that the adjunct faculty must complete the developmental course to be eligible to teach.

After the initial orientation and onboarding programs, the participation of adjuncts in structured in-service programs varies per institution (Cottom et al., 2018). Programs that are available vary. Some institutions utilize short monthly webinars while others offer face to face courses offered by in house faculty development teams. One school refers to the center as the Center for Teaching and Learning Excellence (Cottom et al., 2018), Center for Academic Excellence (West, 2010), and others use the Center for Teaching and Learning. Such centers prepare various leaning programs which are intended to improve faculty skills and performance in the classroom (McGhee, 2015). Adjuncts are contractual employees hired on a semester-by-semester basis and show a level of commitment by coming back to the same institution each semester for years at a time (Cottom et al., 2018). The institution has a huge benefit since repeat adjunct faculty members already know the culture and policies of the school and have already participated in the orientation trainings (Cottom et al., 2018). The institutions should be following suit with a reciprocal level of commitment to the adjunct by providing the ability to obtain the professional development needed and not just focusing on the adjunct as person to fill an opening (Cottom et al., 2018). The adjuncts with teaching experience are generally happy in their position but have at times expressed a disconnect from the full campus experience particularly during collaborative events such as in-service days and professional development

opportunities (Cottom et al., 2018). Others have found that offering in-service opportunities specifically designed for adjunct faculty allows them to engage and connect with other adjunct peers to share similar experiences (Cottom et al., 2018).

Research has already proven that adjuncts are a growing portion of the overall faculty. The adjuncts are coming to the institution from all different backgrounds and current full-time employment situations leaving a concern for the institutions as to the practical implantation of in-service opportunities for the adjuncts who are already facing time challenges (McGhee, 2015). In addition, many are not compensated for the additional time spent in training (McGhee, 2015). To help ensure that the overall student learning outcomes are achieved it is becoming essential that providing professional development to the adjuncts is necessary (McGhee, 2015). Using professional development and in-service opportunities will allow the institution to provide the adjunct with the tools needed to successfully perform the responsibilities of the position (McGhee, 2015). When surveyed after development session are completed, many indicate that even though they are often voluntary in nature, the find the sessions to be quite beneficial and worth the time commitment that was made (West, 2010).

Additionally, higher education is at a point that all faculty, full-time and adjunct, need professional development plans in place that will allow them to gain valuable knowledge of the changing trends of the industry (McGhee, 2015). Faculty need new tools to deal with the everchanging diversity within the student body which brings forth varied expectations, learning styles and service preferences, the threats of new competition in higher education, the implementation of technological developments into the classroom and in online platforms, and the sifts that are occurring within government entities effecting education (McGhee, 2015).

Mentoring/support system. A time honored tradition in higher education has been the mentoring programs that are implemented between a senior faculty member and a new faculty member to help the beginning faculty member become a part of the community creating a sense of collegiality (Lyons, 2007). Mentorship programs create a relationship in which a more experienced colleague takes on a leadership role to assists a less experienced or new hire of the organization acclimate to the position and or industry (Carreau, 2016). A mentor can further be defined as role of taking a new colleague under their wing to provide guidance and assistance to the newer individual and allow the mentor to instruct as well as assist them with a respectful view as a role-model (Albert, 2009). Unfortunately, such a tradition is not typically transferred to a connection between a full-time faculty and a newly onboarded adjunct faculty member (Lyons, 2007). At one university faculty are able to discuss the role of teaching while servicing as a faculty mentor to new instructors as Elizabeth Ann Reed does at her institution.

> A mentoring program provides opportunities for young and old, new and full-fledged teachers to observe master teachers in action. "This was a great lesson I just gave," with a feeling of pride and a sense of longing to share the positive outcome with colleagues. A mentoring program allows you to share these successes and provides a platform for experienced teachers to pass along their acquired knowledge and inspire younger teachers. (Reed, 2019, p. 28)

Research has shown the need to develop student retention models and strategies, additional research has now indicated that institutions should also become engaged in faculty retention programs (Sutton-Haywood, Dawkins, & Richard, 2007). At Johnson C. Smith University, the role of the mentor is one of the four keys purposed of the faculty development program (Sutton-Haywood et al., 2007). The use of the mentorship program allows senior

faculty members to provide support for new hires in a noninvasive or supervisory manner (Sutton-Haywood et al., 2007). The goal of many mentoring programs is to help improve job satisfaction, increase faculty retention, and improve the quality of teaching both for the mentor and the proteges (Lunsford, Baker, & Meghan, 2018). Many mentoring relationships are strong on the onset but not maintain the bond throughout a teaching career (Lunsford et al., 2018). Some programs have been designed as an introduction to the institution while others go on to allow mentors to share important information with regards to scholarship, classroom management, and balancing teaching and research (Egan, 2019)

Adjunct faculty get even less attention when it comes to the assignment of a mentor. Many schools do not even offer a mentoring program for adjuncts (Egan, 2019). Adjuncts who have been hired specifically for their content experience and expertise have little knowledge or training on teaching pedagogy or andragogy before they begin their teaching assignments (Egan, 2018). As schools explore new faculty mentoring programs, the new adjuncts should not be overlooked as a potential beneficiary for such a program (Egan, 2018). School with structured mentoring programs have found that they will utilize the programs to ensure that new teachers are able to maintain the academic integrity of the course or program that they are teaching, implement effective teaching strategies, allow the mentor and mentee to collaborate professionally and learn about institutional policies and procedures and bring the adjunct into the institutional community (Egan, 2019). However, the mentorship bond needs to be a bit more, it should also allow for the team to develop a personal bond which many adjuncts seem to lack and greatly need (Egan, 2018). Another key benefit that is accomplished as a result of mentorship relationships is that the adjunct faculty begin to feel they are a part of the social climate if the institution leading to greater benefits for all stakeholders (Egan, 2019).

Technology training. What can seem daunting to some is navigating the technology that is currently used not only in the classroom but in the entirety of education from electronic textbooks to online learning platforms. For those new to education, learning the technology is a feat unto itself. It has been said that many institutions have an unreasonable belief that all students enter their post-secondary careers with a decent amount of computer skills (Garcia, 2015). "In addition, it is not only incoming students who are struggling to become and stay technologically apt. It is also many members of the faculty who face the challenge and the pressure to be technologically proficient with the resources at their disposal" (Garcia, 2015, p. 2). According to Hux (2018), technology education needs to be an integral part of the orientation process where the faculty need to learn not about online education but also the technology used online and, in the classroom, and the institutions policies about the use of technology. A growing trend is that the institutions are placing a focus on an increased reliance on technological modalities, and this has become disproportionate to the past dependence on the faculty's teaching skills (Martinez & Martinez, 2019). At this point many are trying to find the necessary balance.

As generations progress through the education system newer learners are coming to the classroom with greater technological experiences and reliance upon these devices as a tool in the learning process (Garcia, 2015). Educators who traditionally taught the way that they had learned and were comfortable presenting the material now need to learn and adapt to the more visual learning style of the technology generation (Garcia, 2015). This can be even more of a problem for the adjunct instructor who has little input into the selection of course materials, technological options, and the classroom facilities (Garcia, 2015). Since the use of technology is everywhere in our daily lives, it only makes sense that it is integrated within the classroom

(Garcia, 2015). The task at hand is how to best include the adjunct instructors in this integration process.

The first barrier to overcome is the lack of training (Garcia, 2015), as adjuncts are hesitant to implement what they themselves do not know. The second barrier tends to be the instructor's personal belief structure and confidence in the use of new technology (Garcia, 2015). "The older the teacher, the less inclined that teacher is to adapt to technology in the classroom" (Garcia, 2015, p. 20). The goal of education is to provide a quality education to the students and research has shown that when faculty incorporate more technology into the classroom, with the use of hands-on learning strategies, the students respond better (Garcia, 2015). One of the best laid plans will be to continue to utilize traditional teaching methods while incorporating technological tools into the process (Garcia, 2015).

Some of the most common tools that are considered technological classroom aides include computers, laptops, projectors, cell phones, social media and networks, software applications, and the Internet (Burch & Mohammed, 2019). Other tools that are regularly used to help improve learning include smart whiteboards and the audience response system tools such as clickers, video-based learning (VBL) multimedia instructional tools and social media tools which are all focused on increasing the students classroom engagement (Burch & Mohammed, 2019). It is the institutions responsibility to ensure that the adjunct instructor is provided with the training on the use of and implementation into the classroom setting.

Supervisory and peer observations. Providing teachers with performance feedback is an integral part of the development process within education (Withers, 2017). It is generally accepted that educational leaders, who are responsible for the effectiveness of the students learning, conduct various performance measure tsk of the faculty including the classroom

observation (Withers, 2017). "Further, the practice of providing teachers with performance feedback, as is done in class observation, is reported as an effective evidence-based practice for improving teaching" (Withers, 2017, p. 1). The institution needs tools in place that will assist in the measurement of faculty performance as it relates to lifting student outcomes, which includes student surveys and the classroom observation (Withers, 2017). The use of the classroom observation and report back has long been utilized as a common tool for faculty development (Withers, 2017).

Several key factors related to the supervisory observation have been noted in research. First, the faculty being observed tends to become nervous about the process and does not always conduct the best classroom session of their career (Withers, 2017). The timing of the observations have an effect of the overall development and it is suggested that over a period of several semesters observations are used to verify that changes are implemented that suggest that the faculty member has taken steps to improve the course and or teaching strategies (Withers, 2017). One additional thought on supervisory observations is that the observations are often used as an inspection or evaluation tool instead of as tool for intervention or improvement, which also can have a positive impact on the performance of the faculty member (Withers, 2017).

An alternative or additional layer that can be added to the observations would be the use of a peer observer. The goal of peer reviews and observation is to assist in the development of teaching and effectiveness for the faculty member being observed (Crabtree, Scott, & Kuo, 2016). In one survey, respondent faculty stated that 69% of their departments conduct peer-teaching observations (Banasik, & Dean, 2016). Faculty were then able to use the feedback that they received from the peers to make changes to their teaching (Banasik et al., 2016). Many faculty members want and indicate a need for constructive peer observations to help improve or

have simple confirmation that the strategies they are applying are effective and often seek feedback from colleagues (Banasik, 2016). Peer observations are perceived to be of high value to the faculty, many have used the feedback provided to make changes in their teaching practices, and others would like to see formalize systems that provide feedback that contains a higher degree of constructive criticism (Banasik, 2016).

As faculty look for ways to improve their teaching strategies, peer-to-peer feedback can initiate an increased discussion on teaching topics (Egan, 2019). Research has demonstrated that a formalized systematic approach to the observation is useful to both parties and a four-part process of initial discussion, observation, provide feedback, and a report back proves to be quite useful (Egan, 2019). Additionally, the online teaching community should not be left out of this process, as many adjunct faculty are engaged in online teaching. With the growth on online education, institutions are expanding the assessment of online teaching and learning and creating designs to measure teacher effectiveness (Donnelli-Sallee & Autry, 2018). As the online programs expand, institutions that engage in online learning may wish to consider using a peer review system. Such programs are designed to serve as an effective and efficient way for peers to review the adjunct faculty's online course and provide constructive feedback for the improvement of student outcomes (Donnelli-Sallee & Autry, 2018).

Currently Applied Theories

In this final section of the literature review the research is choosing to review currently applied theories within higher education that can be implemented within the model to guide the adjunct instructors to provide the best learning environment possible. The two methodologies that are referred to in education are pedagogy and andragogy. "By the most basic definition, teaching is an established doctrine by which educators, through prearranged action, exercises his

or her will, experiences, and expertise over another individual for the purpose of instruction and training (Compayré, 1900)." (Allen & Withey, 2017, p. 10). Pedagogy is the method of teaching, during the early origins (childhood) of educational curriculum development, would consist of three categories, including intellectual education, moral education, and physical education (Compayré, 1900). Andragogy was a later theory presented by educational theorists to address the needs of the emerging populations of adult learners (Allen & Withey, 2017). Another way to approach this is that pedagogy is a learning theory in which the student is reliant upon the teacher for providing the knowledge while andragogy places the learner at the center and the teacher is more of a facilitator (Cochran, 2015). This research will focus on andragogy since the purpose of this research is to develop a module for use in higher education and throughout what is applied within, it should indicate learning strategies to teach the adjunct faculty members who are adults. The second theory that will be addressed with be professional learning communities (PLC) because it will be helpful to the adjunct faculty members to know they are part of a larger community and not left out on their own.

  Andragogy. Malcolm Knowles is generally referred to as the father of modern andragogy and he used a fairly straight forward definition of andragogy as "the art and science of helping adults learn" (Loeng, 2018, p. 10). At the higher education level, the adjunct instructors are expected to teach adult learners. However, many come to the classroom with little or no formal teacher training (Hanson, Savitz, Savitz, & Rauscher, 2018). The adjunct instructor is therefore still responsible for the use of traditional learning theories such as andragogy and fulfilling the basic learning strategies when understanding the curriculum, the students' learning needs, in general course preparation and instructional presentation (Hanson et al., 2018). It does not matter if full-time or adjunct, the instructor working in higher education has a responsibility

to meet student needs and expectations by learning teaching techniques and principles (Hanson et al., 2018). Higher education institutions are challenged by the use of adjunct faculty for several reasons; students are generally not told that the class is going to be taught by and adjunct instructor, results are often lower than expected depending on the adjuncts prior knowledge of effective teaching practices such as andragogy, and adjunct instructors generally have less opportunity to participate in professional development courses that teach them such effective teaching tools (Hanson et al., 2018).

Higher education institutions will not expecting the faculty to rely on traditional pedagogical theory to teach the adult learners who have come to the institution with a wide variety of life experiences so using andragogy techniques has shown to bring about greater success (Cochran, 2015). A big adjustment that must be made on the part of the student is that they must be guided to be an active participant in the learning process (Cochran, 2015). The student will not be taught to but will be an active participant in the learning process. This process allows for the instructor to take on the role of facilitator with the expectation the adult learner will be actively engaged in the process and able to take responsibility for their own learning (Cochran, 2015). In order to fully understand how to implement andragogy into practice, adjunct instructors should know the six assumptions that Knowles has outlined. Assumption 1 states that the learners need to know why they need to learn something (Knowles et al., 2005). Assumption is that the learner needs to have a self-concept (Knowles et al., 2005). The third assumption acknowledges that the learner will be coming to the classroom with prior experiences (Knowles et al., 2005). The fourth assumes that the learner has come to the table ready to learn (Knowles et al., 2005). The fifth assumption is that the learner has a specific orientation to learning which is generally process based over content based (Knowles et al.,

2005). The sixth assumption that is approached is that the learner comes to the institution motivates and the faculty member should provide an environment that stimulates that (Knowles et al., 2005). When college courses are developed based on traditional pedagogical principles instead of andragogy, students are not as successful (Conaway & Zorn-Arnold, 2015). The realization that the adjunct is teaching to an adult should be evident in the classroom interactions, relevant homework assignments, and worthwhile assessments (Conaway & Zorn-Arnold, 2015).

Professional Learning Communities (PLC)*.* Another tool that institutions can provide to the adjunct faculty to help them develop and become effective teachers is the use of cohort-based faculty learning communities (Banasik & Dean, 2015). The purpose of the faculty learning communities is both professional and social with a goal of enhancing working conditions, bringing about better teacher performance, and ultimately better quality of education for the student (Banasik & Dean, 2015). Another name for the faculty learning community is a professional learning community (PLC) which will be used going forward.

Relatively new to education, PLC provide a model that can allow specific faculty groups, in this case adjunct, to come together with their peers for a multitude of purposed (Banasik & Dean, 2015). The PLC can allow for exploration of new teaching techniques, provide an opportunity for the members to reflect on learning and classroom strategies, and even work with peers to develop new projects (Banasik & Dean, 2015). These groups allow for an opportunity for adjunct faculty who tend to be isolated from their full-time colleagues to gather at times other than regularly scheduled professional development workshops for the entire faculty but to have a community that is encouraging interaction (Banasik & Dean, 2015). The PLC's have become a topic of much research as of late. The efforts of the PLC's are being guided to increase adjunct faculty interest in education, encourage collaboration across disciplines, present greater prestige

and reward of excellent teaching, explore topics such as assessment and online teaching, provide necessary information on accessibility, and introduce new trends such as service learning (Banasik & Dean, 2015).

As educational focus shifted towards accountability, PLCs were able to assist in meeting the needs of teacher collaboration and efficacy (Sai & Siraj, 2015). Collaboration helps to create and effective school workplace allowing teachers to work together by sharing and analyzing each other's work and ideas and openly discussion institutional practices which will lead to the overall improvement of the educational quality of instruction (Sai & Siraj, 2015). Studies have shown that when teachers work in isolation where they feel they have no ability to change (Sai & Siraj, 2015). When teachers are able to work in collaborative groups, they share goals and focus on improving learning and teaching strategies which leads to a positive enrichment of the school (Sai & Siraj, 2015). "The study found that this sort of collaboration among the teachers led to increased level of teacher efficacy and commitment which resulted in increased student achievement" (Sai & Siraj, 2015, p. 66).

> The professional learning community (PLC) approach to teaching shifted the focus from an isolated teacher-centered approach to instruction to a student-centered approach where teachers work interdependently and collaboratively and focus on a shared mission of collective capacity building, identify learning gaps and develop effective institutional practices to fulfill the needs of all students. (Sai & Siraj, 2015, p. 67)

Another important component of the PLC is that the school leadership is taking notice that the PLCs are creating an environment that is enabling the teachers, both adjunct and full-time, to take a collective responsibility for student teaching and learning (Bush, 2019). To have an institution of higher learning that is effective, leadership cannot be a solo activity, PLCs

acknowledge that in order for instructional leadership to be effective it must be comprises of a collaboration and collective actions (Bush, 2019). Allowing adjunct faculty to participate in PLCs brings them into the greater educational community. Many PLCs are grouped by the subject matter that the instructors teach or by specific research groups (Bush, 2019), while another break out could be adjunct versus full-time. While the ultimate goal of the groups is to collectively focus on student learning and reflective dialogue in a collaborative setting, it should be noted that mandated structures do not always succeed (Bush., 2019).

PHASE 3: The Project Approach

Introduction

This mixed-method case study will ultimately lead to suggested stages to implement into a training and development model that will be utilized at OIT for adjunct instructors. The goal had been to provide adjunct instructors with the necessary pre-work training through a thorough and complete orientation, formal in-service opportunities to offer continuing professional development opportunities and innovative instruction tools, and other best practices utilized in higher education to allow adjunct to learn and grow professionally to best serve the students and institutional needs and goals. Phase 3 outlines the methodologies that are utilized to collect and analyze the data and is focused on the following areas: problem statement, research questions, research methodology, research design; populations and sampling procedures, data collection procedure, data analysis procedures, validity, reliability ethical considerations, and summary of phase 3.

Statement of the Problem

The problem at OIT is that the students have expressed, through course evaluation and through open dialogue, concern over the quality of the teaching by adjuncts. Retention rates have continued to fall as students are upset with the quality of the education that they are receiving and leaving the institution. Through the literature review it was discovered that OIT is not in a unique situation. Most institutions of higher education have been experiencing the expanded use of adjunct instructors similar to OIT. The purpose is not to challenge the need of such a valuable resource to the educational community but to find a way to prepare the adjunct instructors to best serve the needs of the customer, the students. The concern that is being addressed is many adjuncts do not come to OIT with an educational experience and, therefore,

may be lacking tools necessary for all stakeholders to experience success. This study will be

evaluating the need for an effective onboarding and training program for adjunct instructors.

The purpose is to outline the tools that should be implemented into an innovative training and

development model that will provide adjunct instructors with the tools needed to become

effective instructors and add to the overall quality of education at OIT.

Research Questions

The approach to this will be a mixed-method analysis: case study project which will take

place in three stages.

Stage One. The first step will explore and assess the current adjunct training program to

identify strengths and areas for improvement.

Stage Two. The second stage will entail an examination and research of current models

of best and promising practices in this area, to include a review of other institutions through the

use of literature review and online sources and publications. This stage will also include the

utilization of focus groups with instructors; current and former adjuncts as well as former

adjuncts who now serve as full-time faculty. Students will be interviewed about their

experiences and needs, and department leaders will be interviewed to ensure that various

stakeholder needs are met through the proposed model.

Stage Three. The final stage will be to prepare a framework to be used in the creation of a new

adjunct training and development model that will be recommended to the leadership team for

implementation. The following questions were utilized in developing the core focus of this study

to evaluate the training and development tools that would best serve all the population.

Question 1: What are the current practices in place at OIT and are they effective?

1a. Includes a review of the current adjunct training policy manual to see the exact processes that are currently in place.

1b. Students are surveyed though focus groups to state if they feel the required training translated to the use of standard teaching methodologies.

1c. Adjunct instructors are surveyed through focus groups to determine what levels of training they received, the completeness of stated training and the effectiveness of the training.

1d. Department leaders are surveyed though focus groups to evaluate the adjunct on the level of performance after initial training.

Question 2: What industry best and promising practices are being implemented by other institutions? What industry best and promising practices would increase the level of excellence and accountability for the adjunct instructors if they were to be implemented at OIT?

2a. Through literature research, identify best and promising industry practices for adjunct training and development programs being implemented by other institutions.

2b. The adjunct instructors will be surveyed though focus groups to discuss: the best and promising practices they are familiar with; indicate what is currently included in the OIT program; and share which of the practices they feel will be most beneficial in a new model.

2c. Department leaders will be asked in focus groups about the current practices and how they believe the implementation of a new best practice program will impact the institution.

Research Method

Due to the complexity of the issue, a mixed-method research design is being implemented. This process will allow both quantitative and qualitative processes and analysis techniques to be implemented. The surveying process used during the focus groups will allow for both quantitative analysis and opened ended qualitative data to be collected and evaluated. The statistical information relating to the number of adjunct instructors being utilized in relationship to the retention rate declines which is an important premise for the statement of problem will utilize quantitative techniques. The evaluation of the current training policy will require analysis, evaluation, and comparison with best and promising practices that have been uncovered during the review of literature stage of this project.

Traditionally, researchers have based their research on either the quantitative or qualitative approaches (Şahin & Ozturk, 2019). Researchers that have studied the use of the blended approach have agreed that for educational research, these multiple perspectives can provide a distinct advantage over the use of a singular design (Şahin & Ozturk, 2019). This study is a business management study of a company in the higher education industry, so the choice of the mixed method seemed most appropriate.

Quantitative research, which will use data gathered to analyze and answer questions will also be used (Creswell & Guetterman, 2019). The quantitative method will be applied in the analysis of the statistical data regarding employment trends and retentions rates. It will also be applied with the surveys used in the focus as many of the questions being asked of the participants will be yes/no questions or rating scales which will be evaluated using the Likert-based scale. The Likert-based scale tends to be the most commonly used scaling method

allowing for a six-point scale weighting of the data collected (Feinberg, Kinnear, & Taylor, 2013).

The qualitative research component utilized focus groups. A focus group allows an interviewer to interact directly with the research participants within small group settings to ask general questions related to a study and elicit responses (Creswell & Guetterman, 2019). In this study, several groups were invited to participate in focus groups that allowed the researcher to gather information about the current processes and the evaluation of proposed changes. The participants were surveyed on items that are both qualitative and quantitative. In the qualitative arena, the participants will be asked opened questions. Additionally, they were asked to elaborate on the Likert-based scale questions that fall in the lower end of the ratings.

The original idea was to conduct the focus groups in a face-to-face setting. For many of the stakeholder groups in question, this was possible. The former employee group would not be accessible so they will be surveyed via an email questionnaire. Additionally, last minute changes had to be implemented due to COVID-19 campus evacuations. Focus groups that had to be cancelled switched to remote contact methods. Remote processes included phone interviews utilizing the same questionnaires and emailed questionnaires. These methods are capable of gathering the same valuable data in and alternative setting.

Lastly, the case study approach has been implemented. "A case study is a variation of an ethnoFigurey in that the researcher provides an in-depth exploration of a bounded system (e.g., an activity, an event, a process, or an individual) based on extensive data collection" (Creswell & Guetterman, 2019, p. 620). The case study approach was selected because the goal is to solve a specific problem at OIT. The adjunct instructors are not currently providing the excellent level of customer service that the students of OIT have come to expect. Additionally, the case study

approach allows for the evaluation of a process. The process in question during this study is the adjunct training and development model and what can be done to make improvements.

Research Design, Populations, and Sampling Procedures

Each of the three stages of the project take on a different element of design and will involve varied populations and sampling procedures.

Stage One. Working directly with the Center for Teaching and Learning (CTL), the department at OIT which currently conducts the new hire training programs, and the human resource department, this study will look at the current program for adjunct training. An in-depth evaluation and analysis of the current training program will take place. The research will take the various elements in the program and compare them with current industry practices, which have been identified in the literature review. By using comparative analysis, the research will be able to identify processes that have proven to be successful over time at OIT and within the educational community. Such practices will be the cornerstone for the new adjunct training and development model. The research will then look for proven best practices utilized by other higher educational institutions that are not currently being utilized at OIT. Methods that fall under this category should be explored future with the focus groups for potential implementation into the new adjunct training and development model. The information gathered from the current manual and from the literature review became the questions that are used in stage two for the focus group surveys. The goal is to prepare a product that will lead to overall improvement.

During this stage, a complete copy of the current adjunct orientation manual is obtained and reviewed in detail. Face-to-face meetings are held with the Vice President of Education to discuss the current manual and obtain the statistical information on the populations and withdrawals for students at the institution for the past five fiscal years. A meeting with the

director of human resources was required to obtain the statistical employment data for adjuncts. An additional meeting took place with the instructional technologist in the Center for Teaching and Learning to obtain additional background information and structural procedures for the onboarding and orientation processes. Stage one utilized data and fact collection together with comparative analysis allowing for the identification of the training and development techniques which need to be addressed in the remainder of the study.

   Stage Two. The second stage will pull together the initial data mining into four comprehensive questionnaires to be verbally asked in a surveying manner as they are presented in focus group settings.

> A focus group is a group of people (typically 6 to 10 participants), led by a trained
>
> moderator, who meet for 90 minutes to 2 hours. The facilitator or moderator uses group
>
> dynamics principles to focus or guide the group in an exchange of ideas, feelings, and
>
> experiences on a specific topic. (Cooper & Schindler, 2014, p. 133)

"Questionnaires are forms used in a survey design that participants in a study complete and return to the researcher. Participants mark answers to questions and supply basic, personal, or demoFigureic information about themselves" (Creswell & Guetterman, 2019, p. 627). In this study, the questionnaires that have been designed are being distributed and completed during the focus group so that the facilitator can encourage additional discussion among the participants, provide explanations of unknown best practices, and gather more detailed qualitative data than would otherwise be gathered from a emailed survey of this type. Later groups had to rely solely on the emailed questionnaires and the use of follow up phone calls to provide clarification on the practice due to COVID-19 campus evaluations.

In this examination, the information that was obtained from the internal data and the research of current models of best and promising practices in this area was cataloged and transformed into four distinct questionnaires to be used in each of the focus group settings. The populations included in the focus groups are instructors (current and former adjuncts as well as former adjuncts who now serve as full-time faculty), students, and department leaders. These populations were selected so that all of the stakeholder groups that have a direct impact are included and the specific needs and concerns of each of the population groups can be analyzed and addressed. The goal is to ensure that various stakeholder needs are met through the proposed model. The literary review spans across stage 1 and stage 2 with most of the research being conducted during phase 1 but the implementation of the finding is included in the questionnaires which are implemented in stage 2.

The findings related to current adjunct training programs at other institutions and best-practice pedagogy and andragogy methodologies used within higher education are evaluated by means of a comprehensive comparison and analysis. The data obtained in the research stage will be used as a basis for the creation of the questionnaire. The construction of the questionnaire's purpose was to explore the perceptions, attitudes, and beliefs of each population group regarding various aspects of effects related to the training and development that the adjuncts have received or would like to have included in the implementation of a new training and development model. The focus groups will be key to the collection of data with the designed questionnaires because the basis of the questions need additional explanations. This is a valuable advantage of this qualitative research technique as the interviewer is able to define the meaning of the question so that the most meaningful answer will be given (Creswell & Guetterman, 2019). In the process of selection appropriate questions, a review process will evaluate the various practices currently

being used and those that have been recommend via best practices. A successful practice that

has proven to provide value, if implemented, will be cataloged and added to the questionnaire for

further consideration while areas that do not seem to provide value are noted that avoidance

should be considered in the future. During the focus group meetings, the interviewer will also

provide additional value by explaining how and why the processes have been developed and

explanation of new terms and concepts. The aim is to provide a contemporary approach to

further meeting student success needs as well as meeting minimum requirements for the adjuncts

to begin teaching the students. The five questionnaires used are include (see Appendices A, B, C,

D, & E).

　　　　After the questionnaires have been complied, the focus groups will be conducted. The

populations have been selected but the specific sampling will need to be chosen. The participant

sample group for the sessions will comprise of a selected sampling from each of the population

groups in the study allowing for generalized results from the sample to the population (Creswell

& Guetterman, 2019). The samplings will be broken down into the following: current adjuncts,

former adjuncts, current full-time instructors who started as adjuncts, students, and department

leaders. The setting for this study is OTI. In order to select the members of each sample group

the researcher used convenience and purposive sampling to recruit the participants for each

group. "A convenience sampling is a nonprobability sampling procedure in which the researcher

selects participants because they are willing and available to be studied" (Creswell &

Guetterman, 2019, p. 621). "Purposeful sampling is a qualitative sampling procedure in which

researchers intentionally select individuals and sites to learn or understand the central

phenomenon" (Creswell & Guetterman, 2019, p. 627). The members are selected to provide a

diverse selection within each population group. Students are chosen from various programs of

study as well as from the different degree populations of associate degree and bachelor's degrees. The instructor and department leader samples selection will be selected to ensure that programs that utilize adjunct instructors have representation as well as members from the on ground and online divisions. The topical objectives of the groups and direct questions will vary. Still, the primary output of all will be to compile a list of onboarding and training processes that will be included in the model for implementation. The qualitative data that is obtained via the groups will be used to enrich the overall model and make the teaching experience improved and valuable for the various stakeholders. The use of focus groups will be appropriate for this particular project because it will allow members of the analogous population group to participate in a focused discussion to explore the various training needs.

Each participant was personally asked to participate by the interviewer and schedules were coordinated to find a convenient time for the largest number of participants. Everyone that was invited was then sent an invitation letter via email (see Appendix F). On the day of the focus group, participants were asked to complete an informed consent before the start of the study (see Appendix G). Everyone was ensured that their participation in this study was completely voluntary and that they would be sure that they would remain anonymous and information spoken during the sessions was confidential for the study purpose only.

Current adjuncts will be asked questions related to what training techniques were helpful, what was missing, and what they still need to learn about teaching at OIT, explicitly incorporating the findings on best practices and the needs of the student population. Additionally, this group will be questioned about working with other institutions and specific training techniques that have worked at other places that would be valuable to OIT. This group will also be asked about their understanding of the college mission and vision, particularly as it

relates to OIT being a student-focused institution. The questions that will be posed will include yes/no questions, short answers, and Likert-scale survey questions where they are to respond 0 for a low end and 5 for the high end. Any answer that falls below a 3 will request the respondent to provide an explanation via an open-ended response. Once all standardized questions from the survey has been posed, an open discussion forum for additional responses will be conducted. The evaluation of this data will take on a mixed-method evaluation process.

Former adjuncts will have questions regarding why they choose to work for OIT and why they left OIT specifically related to the training process. This group will also be questioned about their understanding of the mission and how OIT is a student-focused institution. The questions posed to this group will be much shorter and of a yes/no nature with short responses. These responses can be evaluated both quantitatively and qualitatively.

Questioning the current full-time faculty that began their career with OIT as an adjunct instructor should provide additional insight into a new model. When many of these individuals began their careers at OIT the institution only offered classed in the traditional brick and mortar on ground setting. They were employed at a time when very structured training and development process in place and required for the adjunct instructors to be invited back to teach in following quarters. This group will be questioned regarding what training they received when an adjunct, how much value the training provided, what was missing from the training, and recommendations for the new model. The questions that will be posed will include yes/no questions, short answers, and Likert-scale survey questions where they are to respond 0 for a low end and 5 for the high end. Any answer that falls below a 3 will request the respondent to provide an explanation via an open-ended response. Once all standardized questions from the

survey has been posed, an open discussion forum for additional responses will be conducted. The evaluation of this data will take on a mixed-method evaluation process.

Students are vital stakeholders in the process, and their needs will be addressed as well. Students will be questioned regarding what appears to be missing in courses that they have had an adjunct instructor in comparison to those taught by full-time instructors. Students will be asked about why they chose to attend OIT and if they are satisfied with the learning experience. The students are the customers, and all businesses must focus on customer needs, comparing their perceived differences to what is learned from other areas. The questions that will be posed will include yes/no questions, short answers, and Likert-scale survey questions where they are to respond 0 for a low end and 5 for the high end. Any answer that falls below a 3 will request the respondent to provide an explanation via an open-ended response. Once all standardized questions from the survey has been posed, an open discussion forum for additional responses will be conducted. The evaluation of this data will take on a mixed-method evaluation process.

Additionally, department leaders, such as program coordinators, department directors, department chairs, and deans, will be consulted. These individuals have been an integral part of the training process, having conducted portions of the training as new hires have come on board. Each school of study within OIT has specific needs as well. This particular segment group will be asked many of the same general processes questions as the other groups. This input will become a part of the general model. Additional needs and concerns that are addressed regarding specific department needs will be discussed in further sections. This group will also be asked to express what they have seen work in the past, what has changed for the good, what has gone away that needs to come back, and new processed that are necessary from a leadership perspective. This group will be conducted last. The purpose in this will be to evaluate the data

from the other three groups first and then bring the summarized information to this group and ask specific questions about the results. This will also be a mixed method focus group with many quantitative questions being address and the opportunity for open-ended responses which will allow the researcher to conduct qualitative research.

Several changes had to be implemented into the overall process after the COVID-19 campus evacuations. The original idea was to conduct the focus groups in a face-to-face setting. For many of the stakeholder groups in question, this was be possible as the focus groups were conducted prior to the departure. It was also anticipated that the former employee group would be less accessible and would require remote contact. For groups where a remote process was implemented the use of questionnaires becomes vitally important. Telephone contact was provided in some situations to clarify questions that arose from the questionnaires. The same content was on the questionnaires making them capable of gathering the same valuable data in and alternative setting for those that had to be contacted remotely.

Stage Three. The final stage will be to prepare a model that will be recommended to the leadership team for implementation. This stage of the process will be covered in Phase 4 of this report.

Data Collection Procedures

As this is a mixed method study, various methods of data collection were implemented. Each of the focus group sessions were conducted after the participant responded to the invitation letter and signed the informed consent. The focus group protocol was read outlining the major themes of each (see Appendices H and I). The questions were asked allowing the participants to write their responses on the forms and the interviewer made notes on a master copy. When participants had responses to Likert-scale questions below a 3 time was provided for elaboration

and discussion. Many times, new concepts or processes needed to be explained before questions

could be answered correctly. Time was taken through the surveying process for group

interaction to entice and encourage interaction and generate thoughts on the proposed practices.

This allowed for the participants to share experiences. In the end, such interactions created a

larger qualitative data set for the researcher to analyze.

Data Analysis Procedures

The challenge of a mixed method study is to make sense of several large data sets. Since

both quantitative and qualitative data has been gathered it is necessary to merge the two types of

data. This is not simply looking at the two different sets of data and seeing how they relate, it is

a process of connecting and building a complete data set from the two so that you have and

integrated or triangulated set of data to analyze into one decision or conclusion (Creswell &

Guetterman, 2019). "Triangulation is the process of corroborating evidence from different

individuals, types of data, or methods of data in descriptions and themes in qualitative research"

(Creswell & Guetterman, 2019, p. 630). The quantitative process was evaluative in nature

looking as specific data sets and, in some cases, Figureic two data sets such as the adjunct

employment population and the student retention rate to evaluate a correlation. The yes/no

responses from the questionnaire were tabulated and evaluated on a question by question basis

for the specific outcome being addressed. The data from the Likert-scale response were average

per question and the corresponding value is assigned to that question. The hardest to analyze

were the open-ended questions and the elaborations on the low scale questions. A coding

process, "segmenting and labeling text to form descriptions and broad themes in the data" was

implemented to segment the data into student needs, faculty needs, and institutional needs

(Creswell & Guetterman, 2019, p. 243). An additional rationale to the codes was to consider the

severity of issues addressed. This became a particular concern with some of the issues that were

brought up by the student focus group that became priority issues over others.

Research Factors

When conducting research of any fashion there are several important factors for the

researcher to consider and ensure that steps have been taken to ensure these factors have been

addressed. The factors that have been considered and addresses in this study are validity,

reliability, credibility, confirmability, dependability, and transferability.

Validity. "Validity is the development of sound evidence to demonstrate that the

intended test interpretation (of the concept or construct that the test is assumed to measure)

matches the proposed purpose of the test" (Creswell & Guetterman, 2019, p. 630). Taking this

into consideration, within this project the questions designed for the groups so that each question

will provide an important answer to the overriding question of the effectiveness of the current

training program. The design of the questions was set so that the results would draw true

inferences relating to the problem (Creswell & Guetterman, 2019).

Reliability. Many times, test questions can lead to ambiguous answers. The goal of

ensuring reliability is to ensure that the scores gathered in the research process are stable and

consistent (Creswell & Guetterman, 2019). To ensure that there was little ambiguity in the

questions, this research projected utilized the focus group format. This allowed for the

moderator to ask the questions, and interpret the questions when asked, to ensure that there was

no ambiguity. In doing do, the participants had a full understanding of the questions and should

then prove that no matter how many times they would be asked, the results should always prove

to be the same.

Credibility. Credibility is often combined with two other concepts: authenticity and trustworthiness (Creswell & Guetterman, 2019). The three of these together will provide the participant with an understanding that the researcher and the study is able to be trusted. The participants need to feel that they can speak openly and honestly in the focus group setting. The participants need assurance that the researcher is being truthful with them and that the participation will be used for the purpose of the study and that their participation will remain confidential. Multiple actions are taken in this study to assure that credibility is established. First, as participants were invited to the groups, they were first approached personally with a verbal explanation of the project. Those that expressed interest were then sent a written invitation which included an informed consent form. When participants arrived for the focus groups, the focus group protocols were read. All of the above steps have been implemented in the study to put the participants at ease so that they would freely participate with the knowledge that both the study and the researcher were credible.

Confirmability. In a qualitative study it may become necessary to confirm the information provided by the samples studied. This then becomes a purposeful strategy used by the researcher to follow up on specific findings or areas that require further explanations (Creswell & Guetterman, 2019). In the qualitative portion of this study confirmability is addressed as the counterpart to bias (Creswell & Guetterman, 2019), as the researcher does acknowledge that a study of this type with a limited sample set will have limitations. Additionally, individuals within the study were approached afterwards to clarify answers that were provided in order to confirm that what was stated was in fact what they meant to say. Lastly, when results were summarized the group members were asked through the process of member checking to confirm the accuracy of the data (Creswell & Guetterman, 2019).

Dependability. "Dependability (reliability) enables one to repeat a study by using overlapping methods and in-depth methodological descriptions of the procedures (Creswell & Guetterman, 2019, p. 631). In essence, if a study were able to be repeated within the same context and method including the same participants, it could be assumed that similar results would be obtained. To ensure that dependability was taken into consideration for this study, the researcher took many notes and outlined all steps that took place. The steps that were taken in the data gathering and analysis stages of this study would them be able to be repeated if the researcher's procedures were to be followed in a future study.

Transferability. A study of this type could be useful for other institutions of higher education. It was addressed within the literature review that many colleges and universities are having similar experiences with adjunct pools increasing and retention rates declining. This study is addressing needs for action at one institution. The term transferability refers to the ability of others to find the outcome of a research study relevant to their situation (Stringer, 2014). Other institutions many not find the results of this study as an exact fit to theirs, but they may find that this study could provide several key elements that could be utilized or follow this study as a model.

Ethical Considerations

When conducting a study that utilizes qualitative methods, ethical issues become an important consideration. Specific issues that should be addressed are "informing participants of the purpose of the study, refraining from deceptive practices, sharing information with participants (including your role as a researcher), being respectful of the research site, reciprocity, using ethical interview practices, maintaining confidentiality, and collaborating with participants" (Creswell & Guetterman, 2019, p. 622). In addition, it is imperative to keep in

mind that "all stakeholders have the same rights to safety and informed consent" (Stinger, 2014, p. 88). This study took all of these ethical considerations under consideration and took every step to ensure that each and every participant and stakeholder right was protected. The researcher began the practices by securing IRB approval before the process began, provided all participants with written invitations and informed consent forms, and secured all data results off site. Protecting the rights of all involved was key to this project and ensuring that the results are useful to the institution.

Summary

This phase of the project provided detailed information regarding the research process that was employed during this mixed method study and the steps taken to ensure that relevant research factors were implemented. The overall purpose of this study was to outline the processes that should be included in a new adjunct raining and development model at OIT. By the utilization of focus groups that represented the various stakeholders in the final model, this study gathered quite a bit of information about each groups' needs. The selection of the participants was not only purposeful and convenient, but intention was taken to include individuals for all schools of study within the institution. The next phase of this project reposts the results of the data collected which provides an analysis of various tools that should be included in a revised training and development model for adjunct faculty.

PHASE 4: Findings, Evaluation of Findings, and Recommendations

Introduction

The purpose of the mixed-method analysis/case study product was to examine the current adjunct training program at OIT to identify strengths and areas for improvement, research best and promising practices in the area, and make recommendations for a new adjunct training and development model that will lead to student success and improved retention. This final phase summarized the results of this three-stage study. It addresses the currently implement model, summarizes best and promising practices, looks at the needs of all affected stakeholders, and bringst the findings together into suggested recommendations to be included in a new model. The findings are summarized and reflected upon, and recommendations for future studies are presented.

Stage 1

Current Model at OIT. The current training and development program at OIT were evaluated and put through a comparative analysis with research found in literature from other institutions. It was found that the only requirement for adjuncts at OIT was to participate in the orientation program. The orientation program has been divided into two sections: on-ground facilitate training and independent online training. The online training includes OIT Organization, Administrative Information, Technology, Instructor Role, Curriculum Development, Teaching Philosophy, Delivery Techniques, Getting off to the Right Start, and Ongoing Training Preview. The sessions that are facilitated on campus include Blackboard Basic Training, Library Orientation, and Facility Tour.

Utilizing a combination of on-ground and online resources are becoming very common with several institutions using this, and multiple research studies have addressed this method.

Another reason that it is becoming common is that some institutions have hired instructors that are hundreds of miles from campus, making it physically challenging for them to come to campus for facilitated training sessions. The topics covered in the OIT orientation are similar to the issues covered by others. There were some topics that many other institutions outlined that should be taken into consideration: Safety and Security, FERPA Basics, Review of the Employee Manual and Policies with a test, online course delivery consistency, transitioning from industry to teaching, and delivery platforms (which includes publisher LMS).

The most interesting thing about many of the online orientation programs is the level of accountability that is required. Many institutions are requiring the on-ground facilitated elements to be completed before adjunct instructors are permitted to enter the classroom or begin an online class. For institutions that utilize more distant learning, specific parts must be completed before the first class. Additionally, many of the online modules have a review test that must be completed. This provides a level of accountability so that the institution knows that the faculty member has completed the course. Some institutions will put the adjunct faculty on probationary status during the first term of teaching. This allows the faculty member time to complete the online teaching module. However, there is a structure in place which dictates that the teaching of additional courses will not be offered if the training has not been completed.

OIT offers additional training and development opportunities to the adjunct faculty on an entirely voluntary basis. Since the adjunct faculty are strictly paid by a contract rate to teach specified courses, there is no additional compensation for the time while attending these opportunities. This is standard practice. The additional professional development opportunities that are offered and required of full-time faculty include: Classroom Management, Developing Effective Test Questions, and Managing Your Blackboard Course. Full-time faculty are also

required to attend monthly staff meetings, All-Staff day, education planning meetings, and faulty appreciation luncheon. Adjunct faculty are permitted and often encouraged to attend, but no compensation is provided. Full-time faculty are required to obtain a minimum of eight hours of continuing professional development per year, where the adjuncts have no such requirement.

OIT's structure was compared to other institutions, many require ongoing in-service activities that provide continuing development and some are invited to adjunct only in-service opportunities at the beginning of the fall term. Other institutions have their online modules open and available at all times, allowing anyone who has needs or is wanting to utilize them an opportunity for permanent access. Other institutions are taking additional steps to reach out to their adjunct community members to make them feel as if a more integral part of the overall institutional community. The procedures that are being implemented at other institutions include convocations, in-service meetings both on-ground and online opportunities, mentoring programs by either full-time faculty or long-term adjuncts, continuing technical training for changing LMS, observations with guided feedback by both supervisors and peers, and the incorporation of professional learning communities for the adjunct faculty members. Items referred to in this section have been addressed with the participants of the focus groups. The data and analysis of this are covered in sections to follow.

In addition to looking at the current model, stage one looked at quantitative data related to the retention rates, student satisfaction surveys, and the ratio of adjunct faculty to full-time faculty. The retention rates were obtained from Total Population and Withdrawals Report provided directly from the VP of Education, the student satisfaction survey results were provided from two annual surveys as compiled by the Center for Teaching and Learning, and the

personnel data was provided by the human resources department. All data included was provided by OIT with the permission to be included in this study.
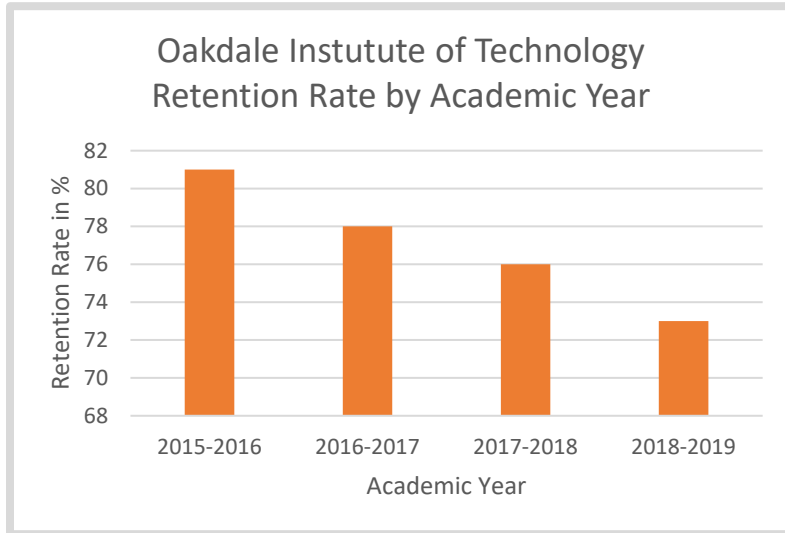
Figure 1. Student Retention Rates.

Table 1.

Comparison of OIT Student Satisfaction Surveys

Areas of student satisfaction applicable to instructor interaction:					
Tutoring services meet my needs					
	Very Satisfied	*Satisfied*	*Neither*	*Somewhat Dissatisfied*	*Very Dissatisfied*
2017	113	122	143	17	6
2019	86	93	115	10	4
My education will prepare me for the workplace, offering practical experience and applications.					
	Very Satisfied	*Satisfied*	*Neither*	*Somewhat Dissatisfied*	*Very Dissatisfied*
2017	191	160	34	12	4
2019	159	120	23	6	5

The response rates on the surveys based on the total student population was 43.75% in 2017. Moreover, it dropped to 35.73% in 2019.

The next step looked at the number of faculty members in the adjunct pool and compared it to full-time faculty. In the year with the lowest level of retention, the number of adjunct instructors in the adjunct pool had exceeded the number of full-time faculty.
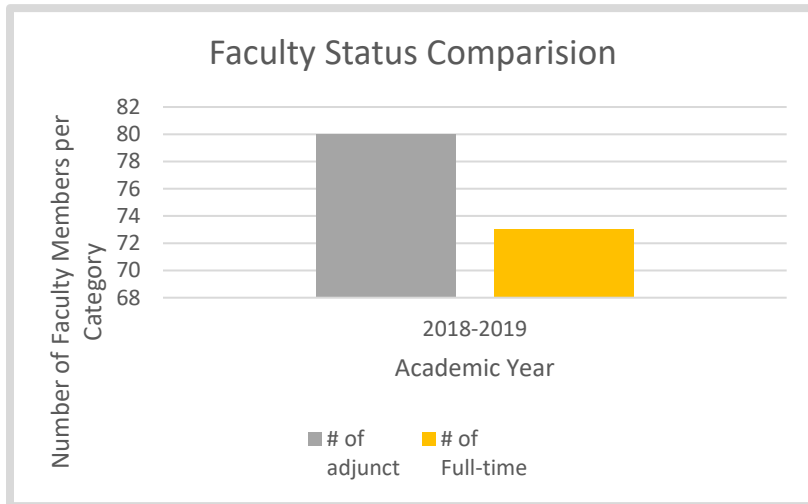
Figure 2. Faculty Status Comparison

The data for the faculty numbers were provided by the human relations department. It should be noted that full-time faculty do work every term to maintain their full-time status. The number of adjuncts accounted for was the entire adjunct pool. All adjuncts are not utilized in every term.

Stage **2**

In Stage 2, research is broken down into the five areas of questioning and focus groups that took place: students, current adjunct faculty, full-time faculty who began their careers as adjunct instructors, former adjunct faculty who have left the institution, and department leaders. Each group participated in focus groups or answered a brief questionnaire with questions directed at finding the best tools to implement into a new training and development program.

The student group. The student focus group included ten participants. Students were purposefully selected so that academic areas that are currently utilizing adjunct faculty would be represented in the study. Some areas are not represented due to lack of adjuncts or due to the

small sample size. It should be noted that all students must take general education classes, so the students that did participate were not only answering the questions for their current academic area but all encounters with adjunct faculty.

Table 2.

Student Participant Breakdown by Department

Student Participants by Program:	
School of Healthcare	2
School of Trades Technology	1
School of Business:	
Associates Degree	1
Applied Management Program	1
Bachelor's Degree (OG/Hybrid)	4
Bachelor's Degree(OL)	1

The students were asked to rate the adjunct instructors using a Likert Scale of 0 to 5 in various areas. A ranking of 0 was the lowest, and five was the highest or best score. They were also asked other questions that were yes/no questions and several short answer and open-ended questions as well. The students were able to rate the faculty on behaviors, traits, skills, strategies, and techniques. They were then asked to answer whether they felt the faculty members were prepared in various areas that are covered in the orientation program, overall delivery of the curriculum, classroom delivery strategies, faculty/student interactions, and homework. The last section of questions was aimed explicitly at online instruction since many of the adjunct faculty members teach their courses online.
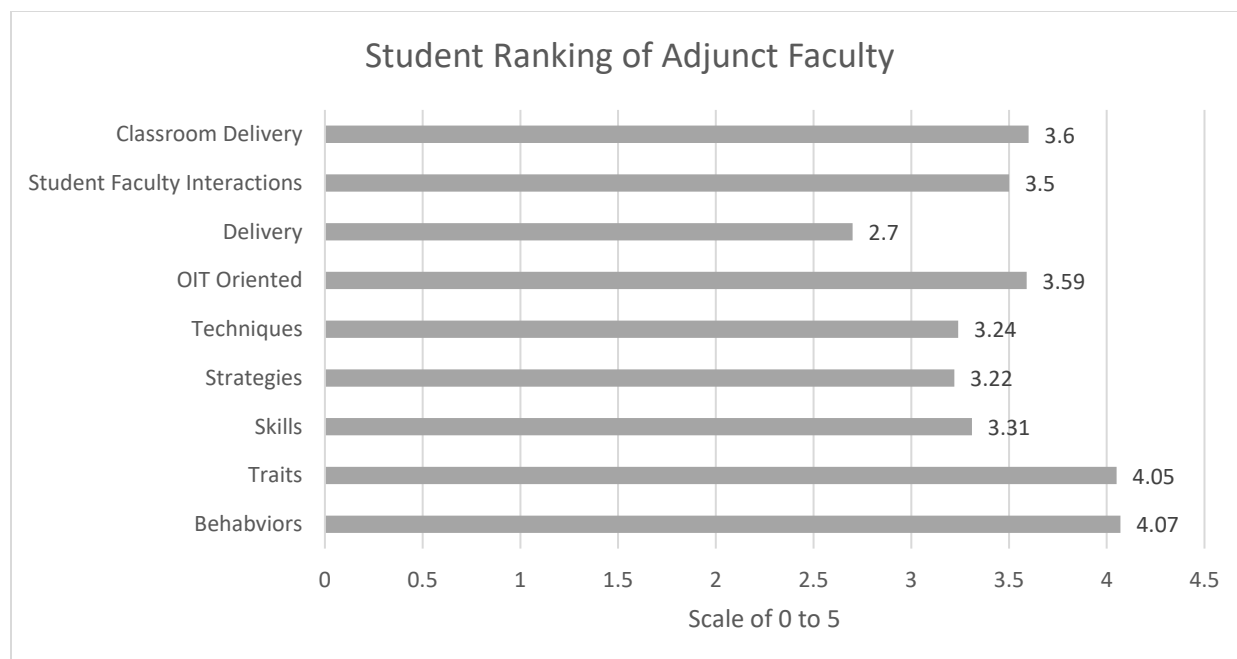
Figure 3. Student ranking of adjunct faculty.

The areas of Behaviors and Traits, which included accessibility, availability, approachability, helpful, prompt, respectful, manage time, treat equally, treat like adults, personable attitude, reliable, patient, polite, communicates well and knows the subject matter, averaged out to be a 4.07 and a 4.04 on the scale of 0 to 5. These questions at the front were to determine if there were underlying personal issues that are leading to problems in the classroom. The scale value indicates that the adjuncts are generally regarded as having excellent personal characteristics that are expected of teachers. A few outlying responses included:

- It took a while to learn the "OIT" way.

- Not approachable, a general feeling of being afraid to bother most of them, they seem less willing.

- A few teachers obviously show that they have favorites by speaking to them more.

- Some show less patience than others - online teachers have less patience than on-ground.

- Some teachers know what they are talking about, and others make lessons impossible to follow because they do not seem to have the knowledge or answers.

- Online classes do not communicate well; more of the learning is from connect not the instructor.

- Not respectful, do not respect our time that we a lot for class, and speak to students in a demeaning manner.

- Online classes extend through the break.

- Regarding attitude has an accounting teacher who admitted to not liking accounting.

- Regarding patient – online classes are too fast to focus on everybody.

- Many take longer than the 24hours to return calls or emails.

- Should not slurp coffee during the collaborate session.

The next area that students were asked to rate the adjunct instructors on was general instructional factors. The three general areas included here were skills, strategies, and techniques. Within the focus group setting, the moderator was able to explain that these are areas of teaching expectations that instructors should be able to master. Things that are included in this section are: ability out communicate knowledge, available outside of class, clear assignments, translates knowledge, balanced presentations, class activities are beneficial, allows ample time for notes, and expectations do not exceed what was covered in class. A full listing of the questions that were rated in this group can be found on the focus group questionnaire in Appendix A.

The ratings on instructional factors dropped from the section on characteristics. Instructor skill was an average rating of 3.31 out of 5. Strategies scored 3.22 out of 5. Technique rated a score of 3.24 out of 5. Out of these areas, the most concerning ratings were that the assignments were not clear, there is a lack of ability to communicate knowledge, no consistency in grading, lack of class activities, too much reading from notes, tests that did not

match the lecture, and does not stimulate student participation. A few of the outlying responses include:

- Not all instructors teach relevant information during the lecture, and the questions on the test seem to come out of the blue.

- Many instructors do not comment on test subject matters at all!

- Most just administer an online course, do not teach it.

- It sounds like they are reading notes, several just read the PowerPoints, waste of my time.

- Lectures not based on notes – some totally ignore assigned reading in collaborate.

- Not all assignments are clear; in a writing class, if students are graded for spelling, the instructor should have proper spelling!

- Assignments are not clear, seems to lack the knowledge or organizational skills with Blackboard.

- Some grading of late work gets forgotten, and grades suffer, and some are ignoring the three-assignment rule.

- Definitely know their job but do not really provide the information in a way I would understand.

- Almost every class has vague instructions or none at all, no rubrics to tell you why you missed points. You miss points for things that are not written in instructions.

- Information is vague and never provide real-life examples to help me in the real world.

- I have a hard time following what the teachers are saying because they do not present it well.

The third general section the students were questioned on relates to the items that were to be covered during the orientation sessions and curriculum delivery. Students were asked a series of yes/no questions to indicate if the faculty member demonstrated specific skills. These are the skills that they should have gotten in the orientation sessions that were either facilitated on-

ground or part of the online orientation module that was explained in stage one of this section. The overall score for orientation was 3.59 out of 5. The biggest concerns were that seven out of ten participants indicated that the instructors did not demonstrate a clear understanding of publisher content such as Connect, MindTab, or MyLab

Most felt that grades were not kept up to date with that section, only scoring a 2.7 out of 5. Other notables were that most did not use library resources; students did not feel motivated for the industry by the instructor and noted that the instructor was not a role model. Curriculum delivery scores a bit higher, with a 3.85 out of 5. The most notable concerns of the students were the lack of variety in the teaching and the assessment tools. A few of the outlying comments were:

- Always late getting grades in.

- Not much variety at all the same things week after week.

- Late grades and lately, they have been incorrect even when asked to fix.

- Usually, no professionalism towards students, so I would not consider a role model.

- No real-life examples of how this affects the real world today. Hardly any rubrics to verify why you were graded the way you were.

- Assignments still linked to Ebscohost when the library changed to ProQuest a long time ago.

- Very slow recording grades.

- Answer to the question, "Do you feel that they motivate you for industry success?" Absolutely Not!

- Boring – same stuff (In reply to a variety of assignments).

The next section questioned the students about their interactions with the adjunct faculty, classroom delivery, and homework. These are additional items that the adjunct faculty members

should have learned in various orientation sessions. Student rated their interactions with the adjunct faculty at a 3.5 out of 5. Criteria in this category included the faculty member interacting with all student's not just high achieved, being a resource inside and outside the class, availability, respectfulness, and returning messages. The most concerning area was that returning student messages within the required 24-hour period only rates a 3 out of 5. The next area was classroom delivery. Here, the students gave an overall rating of 3.6 out of 5. Some of the criteria in this section included writing the day's lesson, objectives, and homework on the board, providing demonstrations followed by guided practice and independence practice, and lesson closure. It was concerning that the information was not provided in writing, and practice time in class was not given as much as the students would have liked or needed. The final area in this section questioned the students about the amount of homework they were required. All ten participants indicated that homework was required, except for one instructor who never gave any. The concern rose when analyzing the amount that was given. All instructors are to have taken a module that instructs them to the requirement for homework is an integral part of the credits earned for the class. Several students indicated light homework, where they only got about one hour of homework after a three-hour class. Others indicated that they were getting over 20 hours of homework in a class each week. This is one of the most inconsistent areas. In addition to the time, students were also asked about purposefulness, fairly weighted, reasonableness, relevance, and reinforcement. Most felt that the assignment given met the standards. Some questioned the purposefulness, particularly for discussion boards in online classes. The other issue that was highlighted was that the weight value of assignments, long assignments were only worth very few points, and the failure of a single assignment would cause failure for the entire course. A few of the outlying comments were:

- Hard to track down outside of the classroom or after the collaborate session.

- Got 5 to 8 hours of homework from a 1-hour class.

- The assignments were not purposeful; some are obviously busy work, please don't waste my time.

- Not reasonable, not enough time in a day.

- Most of the time, the homework reinforces, but other times, it just causes further confusion.

- Homework is never explained, just told to do it.

- Some work is not purposeful; it is just busywork; discussion boards are just to take up time.

- LearnSmart activities can take 1 to 2 hours and only get 1 to 3 points, and simulations take much time and only get 10 points.

- The homework does not connect me to the content.

- I've had teachers who did not reply to me for days.
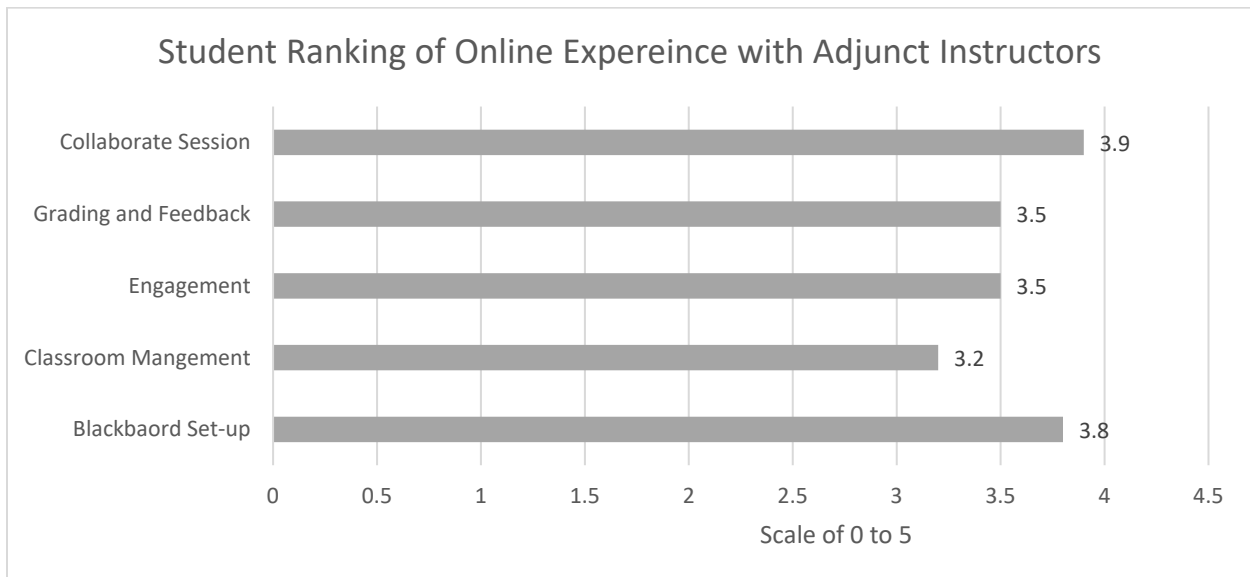
Figure 4. Ranking of students online experiences.

The last area that the students were asked to evaluate was the online classes. Eight of the ten had taken an online class with an adjunct instructor. The students were asked to evaluate the general course set-up, classroom management; participation, engagement, and facilitation, grading and feedback, and the collaborate session. The general course set-up received a 3.8 out of 5. The lowest two areas were the video introduction and posting of virtual office hours. None of the students had any adjunct instructors utilize the newly implemented video introduction. The use and posting of virtual office hours received a 2.4 out of 5. The second area of evaluation was classroom management. Here the students were asked to evaluate responsiveness, proactiveness, the use of announcements, and the student communication system as well as providing a weekly wrap-up. Classroom management rated a 3.2 out of 5.

The lowest scoring areas were responsiveness and weekly wrap-up. It was most concerning when the comments indicated by some indicated that it took several days to get a reply and others noting they never got a return message. Participation, engagement, and facilitation is the third area of online evaluation. The students rated the online instructors on presence in the online environment, participation during the week, facilitation techniques, and professionalism in their communications to the students. This area scores a 3.5 out of 5. The weakest area was the facilitation techniques. The students felt there is too much repetition of techniques, no variety, and they are getting bored. Grading and feedback were covered next. This included how the assignment tab was set up to create ease of understanding, the use of a submission tab for the week, clear and concise instructions, timely feedback, grades provided within 72-hours of the assignment due date, and communication of missing work. This area scored a 3.5 out of 5. The students did comment here that since the rating was for all adjuncts, it may have been higher than the comments, they had which were often directed at one or two

specific instructors, not the entire group. The biggest thing mentioned was the length of time taken to respond and not enough feedback to know what they did wrong.

The last online area that the students were asked to evaluate was the online collaborate teaching session. They were asked to state if the session were held weekly and at a consistent time. They were then asked to evaluate if the session started by giving clear objectives, taught a lesson, provided examples of work expected during the week. Students gave feedback to the length of time the sessions took, related to the expectation for an hour-long class. Additionally, they were to evaluate the usefulness or the information and the relationship to the current course module. Lastly, they were asked to state something excellent in a session that they would like to see others incorporate and things that they felt provided no real benefit. All students said they did have a weekly session, they were mostly consistent with the same day and time and started with the objectives for the session. Most did not feel sessions taught a lesson with a 2.6 out of 5, and examples were only provided 2.9 out of 5 times. Students indicated that the sessions would end as quickly as 15 minutes, while most lasted around one hour. Being informative rated 3.3 out of 5 and relating to the current module being taught was excellent with a 4.5 out of 5. Practices that the students liked most are when the instructors provided examples and demonstrations of expected work and then allowed of time for questions. They did indicate that too many use vague PowerPoints with no variation. A few outlying comments for this section include:

- Very little feedback on discussion board posts because they are just busywork.

- The responsiveness is so slow.

- Usually not respectful to students in communications, have an attitude.

- Very vague instructions.

- No rubrics.

- Discussion boards a waste of time and not a real purpose for the class.

- It has taken teachers days to answer me back on assignment questions.

- I had an adjunct that provided the wrong email and phone number, so I had a hard time contacting them.

- One teacher never answers my emails.

- Assignments listed but without real due dates.

To conclude the student findings, the researcher has concluded that overall, the students feel the adjunct instructors have strong subject matter knowledge and are appreciative that experts are teaching the classes. They were, however, able to discern differences in core behaviors, traits, and skills from the full-time faculty. While evaluating the students' perception of what the instructors should have learned in orientation, it is apparent that additional orientation needs to be provided for following; the institutions' classroom delivery methods, the use of publisher LMS, better understanding of the student needs, and better accountability for online grading and communications.

The current adjunct group. The current adjunct group studied was made up of ten adjunct instructors from four different schools of study: School of Business, Culinary Arts, School of Technology and Trades, and General Education. The researcher felt that since this represents over ten percent of the total population, this count was appropriate. The time teaching at OIT ranged from one term to seven years. Three of the instructors teach primarily on-ground, three are strictly online, and the other four do a combination. Three out of the instructors have education degrees along with their specialized degree, three have Masters in Business Administration degrees, and two have a Ph.D. Eight of the adjunct instructors are still working in another position in industry, and four are adjunct faculty at other colleges.

The first group of questions that were asked of this group was to indicate if they had participated in any of the previously identified best-practices for adjunct training. The best practice activities include orientation, convocation, formal in-service, mentoring, technical training, observations, and professional learning communities. The following chart shows the results.
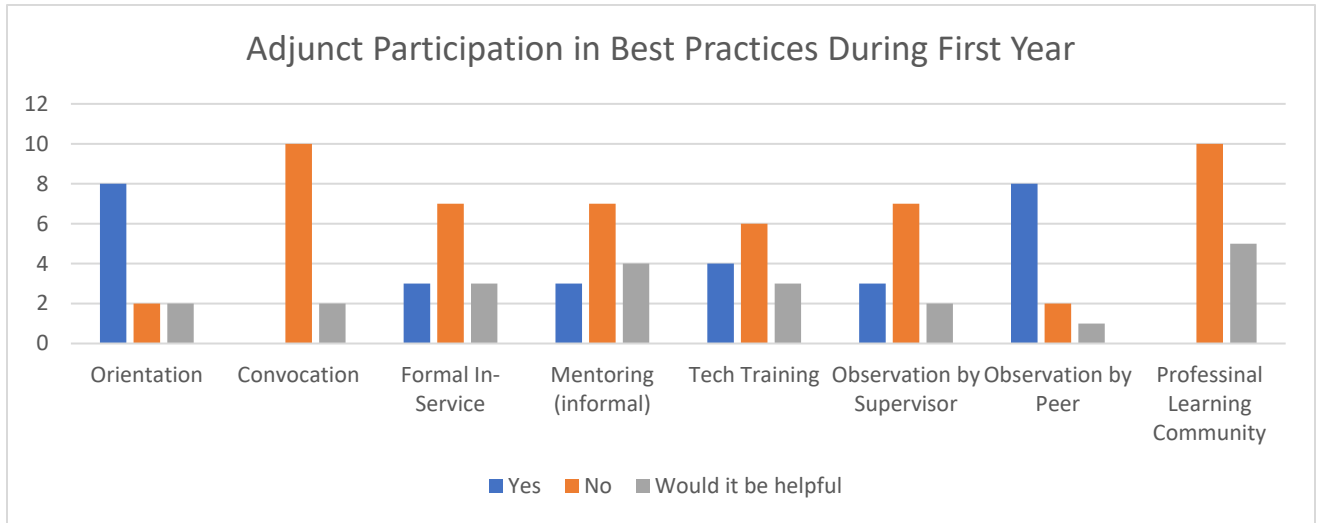
Figure 5. Adjunct participation in best practices for first year.

In addition to being asked if they had participated in the best practice activity, they were also asked to indicate if they felt having such, and activity would provide for a better experience. Many did not provide an answer for this since they were unsure not having ever been part of such a practice. Convocations and professional learning communities have zero yes answers because these practices are not currently implemented at OIT. It was surprising that two individuals did not have an orientation session, and only three had had an observation by their direct supervisor.

The adjunct instructors who have taught at other colleges were asked the same questions about the other colleges to get a comparison. All ten had indicated that they have taught at other

institutions, one participant indicated that it was too long ago to give an exact answer, so this section is based on nine responses.

Adjunct Best Practice Expereinces at Other Colleges
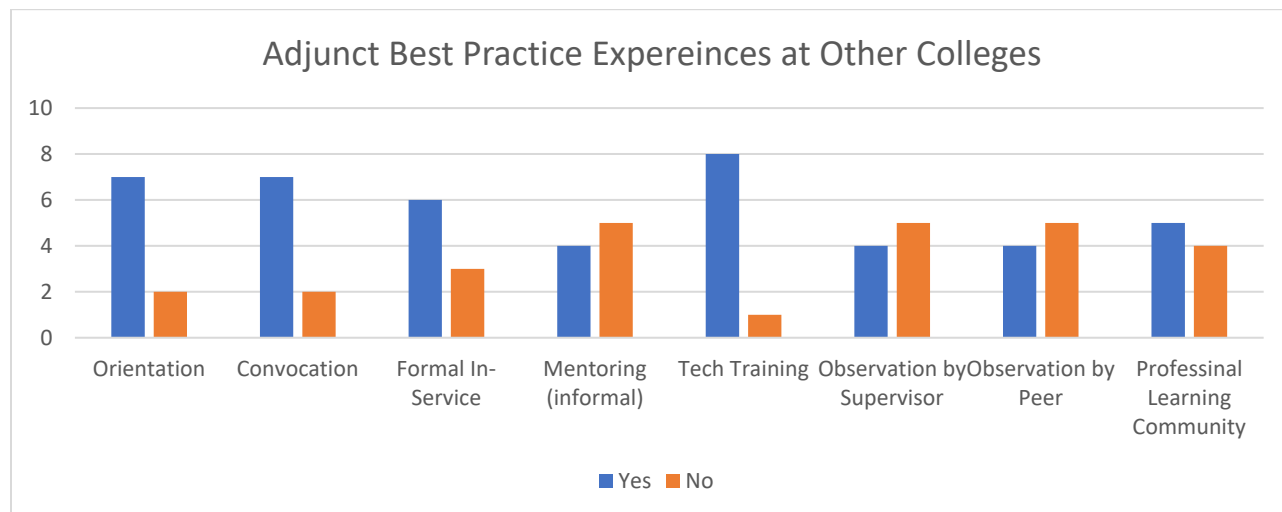
Figure 6. Adjunct best practice experiences at other colleges.

The most prevalent activities used in other institutions continues to be the orientation, convocations, formal in-service opportunities, and technology training. Most felt that these are essential and should become a part of any future plan. Most felt that a mentoring program, whether formal or informal, is one of the best things that they had experienced at other schools and would have made the transition easier. Additionally, over half felt like observations by the supervisor would be helpful to ensure they are performing the job according to the expectations. Those that had been a part of a professional learning community at the other institutions gave high praise and felt that it gave them a sense of belonging and comradery.

The next groups of questions that this group was asked related to their experience with learning modules presented by the center of teaching and learning (CTL). First, they were asked about any pre-work training opportunities that are a part of the formal orientation program. They were asked to indicate participation, and if so, rake on a scale of 0 – 5 with 0 being low and five high.

Table 3.

Adjunct Participation and Rating of Orientation Modules

	Yes	No	Rating
Orientation:			
Organization/Administration	6	4	4.3
Technology (network, grades, email)	7	3	3.7
Instructor Role	5	5	4.0
Curriculum Development	4	6	4.0
Teaching Philosophy	4	6	4.3
Delivery Techniques	5	5	3.8
Getting off to the Right Start	4	6	3.8
Blackboard Basics	6	4	4.3
Library Orientation	4	6	4.5

The majority of the respondents were satisfied with the training that they received. The participants that are on ground teachers who had indicated no to the specific orientation areas felt that they should have had training in these areas, specifically curriculum development, delivery techniques, and getting off to the right start.

In addition to orientation, the CTL offers four other activities on an annual or quarterly basis in addition to rotating learning modules for the faculty. The adjunct faculty are supposed to be invited to attend the following activities: All-Staff Day, Education Department Planning Meeting/Teacher Appreciation Luncheon, and Online Faculty Collaborate Session. It should be noted that there is no compensation for participation. Four of the instructors have attended the All-Staff Day. They enjoyed being invited and felt it allowed them an opportunity to be a part of the education team and collaborate with other faculty members. Four had also indicated that they had attended the Education Department Planning Meeting/Teacher Appreciation Luncheon

with similar responses, such as it was an excellent thing to be made a part of the college. Eight

of the ten have participated in the online teaching collaborate sessions, which are held quarterly.

They felt that these were well organized and provided updated information for online teaching

policies and strategies. None of the current adjunct instructors were aware that OIT adjunct

instructors used to have a quarterly Saturday workshop. Several indicated they thought that

might be a good thing and could be part of establishing a professional learning community for

the adjunct faculty.

Table 4.

Adjunct Participation and Ratings of Other CPE Opportunities

Other CPE Opportunities				
	Yes	**No**	**Not Invited**	**Rating**
All-Staff Day	4	6	3	4
Education Meeting/ Teacher Appreciation Luncheons	4	6	4	5
Online Faculty Collaborate Sessions	8	2		4.85
Saturday Adjunct Workshop	0	10		
(none had ever heard of these)				

Lastly, this group was asked to share open-ended comments on specific areas of training.

They were asked if they felt that they had enough training in the various areas or if more would

be warranted. The orientation received excellent reviews. Most felt that it was extensive and

enough to be comfortable before starting. The training received on the Blackboard LMS was

mixed with some feeling like they had enough and others needing much more. Those that had

prior online teaching experiences were comfortable. Most believed that they had been

adequately prepared for the classroom technology, but it was noted by two that they were never

taken to the rooms before teaching to have a tour or demonstration, which would have been

informative and helpful. One of the most significant areas of concern for the adjunct instructors was the use of the FacShare faculty shared drive on the network. None of the online adjuncts were aware that this even existed; one indicated she was told to just keep all their information within the Blackboard shell. One ground instructor did not know of it for over a year into teaching, and another said that it was on the job learning and help from another faculty member. The information that had been conveyed for the Student Information System was thorough and efficient, most were happy with what was included in training and received additional help as needed in their departments. The awareness of the student population and specific needs seemed to come with experience for most. Many were not aware that students in an open enrollment college are at a different level than students at other colleges and that different strategies must be implemented. Most responded that as they gained experience, they were able to adapt. It was also noted that this would be a complicated item to be taught in a training session, but it would be good to be forewarned. Most online faculty members felt they could work with Blackboard, but several indicated that they would not be able to create an entire class from scratch by themselves unless they have more specialized training. Both online and on-ground instructors are now utilizing publisher learning management systems. Eight of the participants have said that they have never received any training on any publisher-specific software, and they need it and would participate in a training session if it would be held.

The adjuncts were then specifically asked what the most difficult things they have experienced and how could they have been avoided. Four said things were good, and they had no significant difficulties. The rest responded with a mix of more Blackboard training, publisher training, and a more precise presentation of the school's policies and procedures. These responses led to the next question of what tools do you need to do your job better now? The

same general responses came out with more Blackboard and publisher training, but several added on that additional technology training to understand the FacShare drive and to have a more precise presentation of policies. The last thing that was asked was, what have you experienced at other schools that you would like to see incorporated at OIT? Those that had participate in convocations would like to see that added as it is a special event for adjunct instructors. Five had indicated that they have required in-service and that this helps to ensure that they remain current on any policy and teaching changes. The five that had professional learning communities felt that they had become an integral part of the collaboration, making them feel a part of the institutions, not just a part-time, casual employee.

The prior adjuncts that now teach full-time group. The prior adjunct group is incorporated of faculty members who began their careers at OIT as adjunct instructors and, after some time, were hired on in full-time teaching positions. Eight individuals were identified in this category, and six of them participated in this study. The range of time spent as an adjunct before moving into full-time ranged from one term to five years. Two of the participants have degrees in education. The highest level of education for the group includes two with doctorates, three with master's degrees, and one with a bachelor's degree. Four of them have taught at other institutions while five had experience teaching within their industry.

The first group of questions that were asked of this group was to indicate if they had participated in any of the previously identified best-practices for adjunct training. The following chart shows the results.

Prior Adjunct Participation in Best Practices During First Year

Legend: ■ Yes ■ No ■ Would it be helpful
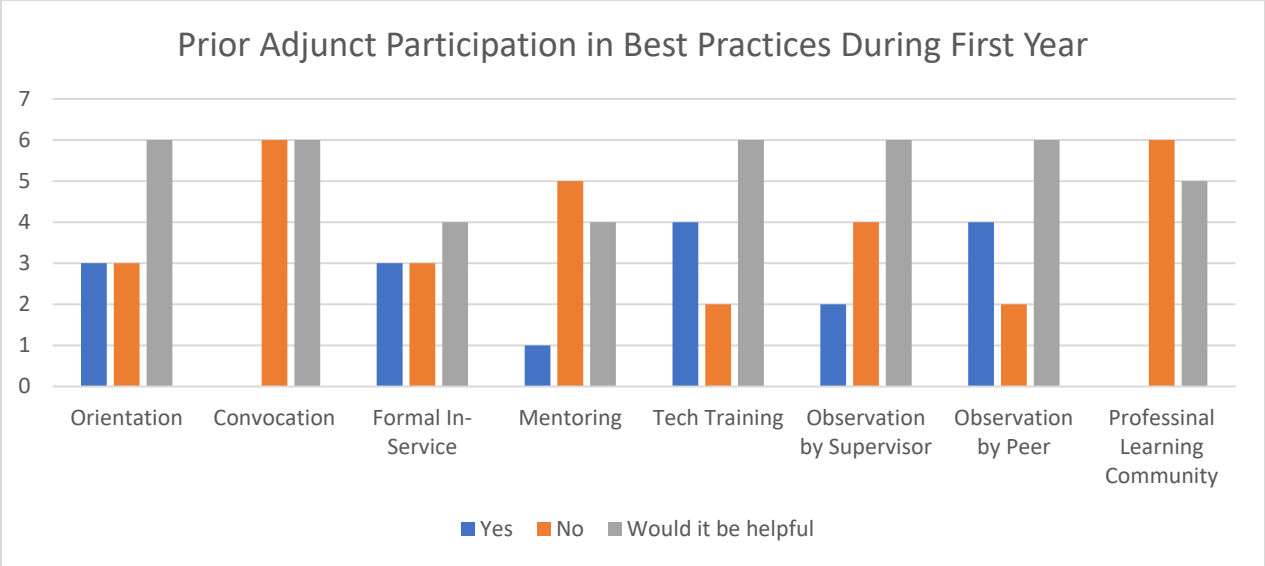
Figure 7. Prior adjunct participation in best practices for first year.

The participants were asked if they had participated and whether having this practice in place would be helpful in the future. Most indicated that having an orientation is a necessary thing that what they had covered the bare minimums. They felt that the full training that they received when they moved into full-time positions was much more comprehensive, and they would have benefited from knowing many things sooner. The three that had been employed longer than five years had the least amount of pre-work training. This indicates that the orientations have been improving and expanding in a positive direction. All felt that activities such as convocations and professional learning communities would be helpful to make them feel more a part of the educational community. As an adjunct, many of them felt left out. The ability to have collaborative relationships with other adjunct instructors outside of the classes would allow for a sense of community and lead to a better buy-in of the institutions guiding philosophies. The instructors that taught at other schools were asked the same questions about the other institutions and whether it was helpful there as well. Only one had participated in a convocation but indicated it was a great experience to be included in something specifically designed to show

adjunct instructors they are appreciated and valued. Another indicated that there was an informal mentoring program that was the best thing to help a new employee learn the ropes.

The second group of questions that this group was asked related to their experience with learning modules presented by the center of teaching and learning while they were employed as an adjunct only. First, they were asked about any pre-work training opportunities that are now a part of the formal orientation program. They were asked to indicate participation and, if so, to rank it on a scale of 0 – 5 with 0 being low and five high.

Table 5.

Prior Adjunct Participation and Rating of Orientation Modules

	Yes	No	Rating
Pre-Work Training:			
Organization/Administration	4	2	2.3
Technology (network, grades, email)	5	1	1.8
Instructor Role	3	3	3.0
Curriculum Development	3	3	1.7
Teaching Philosophy	2	4	3.5
Delivery Techniques	3	3	2.7
Getting off to the Right Start	1	5	3.0
Blackboard Basics	4	2	2.5
Library Orientation	5	1	4.2

Some of the most interesting comments that were shared were:

- What I was told the instructor role was is different than what it actually turned out to be.

- We talked about curriculum development but didn't necessarily talk about how to develop; I got more in my full-time training.

- While I did get some training on delivery techniques, it was sparse.

- I was not told during my orientation that I was not allowed to change course competencies on the syllabus.

- There was a full module for teaching online when the school adopted online classes back in 2010; this was excellent and should be required of every new teacher in our online programs.

- When I started online programs did not exist.

Then the group was asked if they had participated in any of the additional programs offered through the CTL. Again, they were asked to indicate with a yes or no for participation and to rate the value if they did participate.

Table 6.

Prior Adjunct Participation and Rating of Other CPE Opportunities

Other CPE Opportunities				
	Yes	No	Not Invited	Rating
All-Staff Day	3	3	2	3.34
Education Meeting/ Teacher Appreciation Luncheons	0	6	4	
Online Faculty Collaborate Sessions	0	6		
(3 were full-time before taught online)				
Saturday Adjunct Workshop	2	4		5
(3 started after they became defunct)				

The comments in this section were only for the Saturday adjunct workshop, and both participants said it was the nicest thing. They felt it was purposeful and informative and made them feel a part of a community. They feel that this would be like being part of a professional learning community for the adjunct instructor.

Lastly, this group was asked to share open-ended comments on specific areas of training. They were asked if they felt that they had enough training in the various areas or if more would be warranted. The first area was the orientation. When asked if they had a formal orientation or

not, most indicated that some basics were provided, but a lot more is necessary to be successful. The next area was regarding the training they received to utilize the Blackboard LMS. The general feeling was that it was not near enough. The majority of the training fell upon the department or peers. No one indicated that they had specific training for the use of technology in the classrooms and just figured it out when they go to the room. The FacShare drive on the network was the next question that arose, and it generated many comments. Most said their departments taught them this. One said she had no idea that she was supposed to keep all of the material she created while employed by the school in a shared drive. Most were not aware of the student shared drive as well; they knew the students had storage on the network but had not been told that the faculty had access to the student storage and that assignments could be submitted there. Most felt comfortable with the training received on the Student Information System (SIS), acknowledging they had basic information presented by the CTL, and then the department covered additional information. The most surprising part of the job for these instructors was the student population. Five out of the six indicated that they were not aware of the challenges they would be facing with this population, specifically in regard to learning levels, individual needs, and individual learning plans. One said she was surprised; she came here thinking she was to be teaching young adults but felt she was teaching large children. Four out of the six feel that more training is needed for publisher-specific learning platforms to be able to integrate better e-tools that are now available for the learners.

The last two questions that were asked had them look at what training had been received, and knowing what they do now, how they would improve things going forward. The consensus of the group is that adjuncts need to be brought in as a part of the education team so that they can feel and understand the underlying philosophy of the institution. However, it is believed that

89

adjuncts are not held to the same level of accountability, and that must be changed. The adjunct instructors need to follow all rules the same as full-time and should show that they want to be a part of the community. The bottom line is that more publisher training for everyone is needed, adjuncts need to verify they have taken all parts of orientation or not invited back, there is a need to conform to sharing information that is prepared as an employee and save it to the appropriate network drive, and there is a need to embrace the philosophy and student-centered focus. One participant said it best by stating that they should be acting as if this is an audition for a full-time job.

The former adjuncts no longer teaching at OIT group. The researcher was able to contact four former adjunct instructors via email. They were asked five brief open-ended questions. They were first asked why they left OIT. All had indicated that they left for permanent positions; three went into another industry, while one went to another institution. None of them could recall anything specific about the training other than the staff members in the CTL were helpful and provided informative training. All felt they had enough information to get an adequate start. Three made comments regarding the co-workers within the department were helpful in getting them acclimated to the materials and systems in place. Only one respondent had worked for OIT when there were Saturday adjunct workshops. This respondent attended most of the workshops because of the way it was stated in the contract that it was believed that no additional classes would be offered if attendance was not met. Additionally, this respondent said the sessions were informative and were glad to have participated.

The next question asked if they felt a part of the community. Three of the four said that their department made them feel quite welcome; the fourth did not comment. Lastly, the participants were asked if they had experienced any particular training or development activity at

other workplaces that might be of benefit. Only one responded that at another college where adjunct classes were taught, they had a formal convocation each fall, which was nice.

The leadership group. All members of the leadership team were invited to participate in this study. The study took place at a time where there were more pressing priorities as many learning platforms were in the midst of rapid change from traditional on-ground classes to an online format to provide safety and security to all members of the community during the COVID-19 crisis. Six members of the leadership team were able to take valuable time from their schedules to participate. The group members provide a substantial cross-section of the schools of study for the institution. The members are from:

- School of Information Technology

- School of Energy & Electronics

- School of Business

- General Education

- On-Line Division

- Center for Teaching and Learning

The members in this group were provided with the questionnaire (see Appendix E). Answers that needed further explanations were followed up by emails and phone calls. The leadership team was asked to evaluate the results of the prior groups by indication which of the seven best and promising practices for adjunct training and development they felt needed to include in a revised model at OIT. They were asked it to indicate first if they felt it was an essential element as should be included and to rate how important with a rating of 0 to 5, 0 is low, five is high.
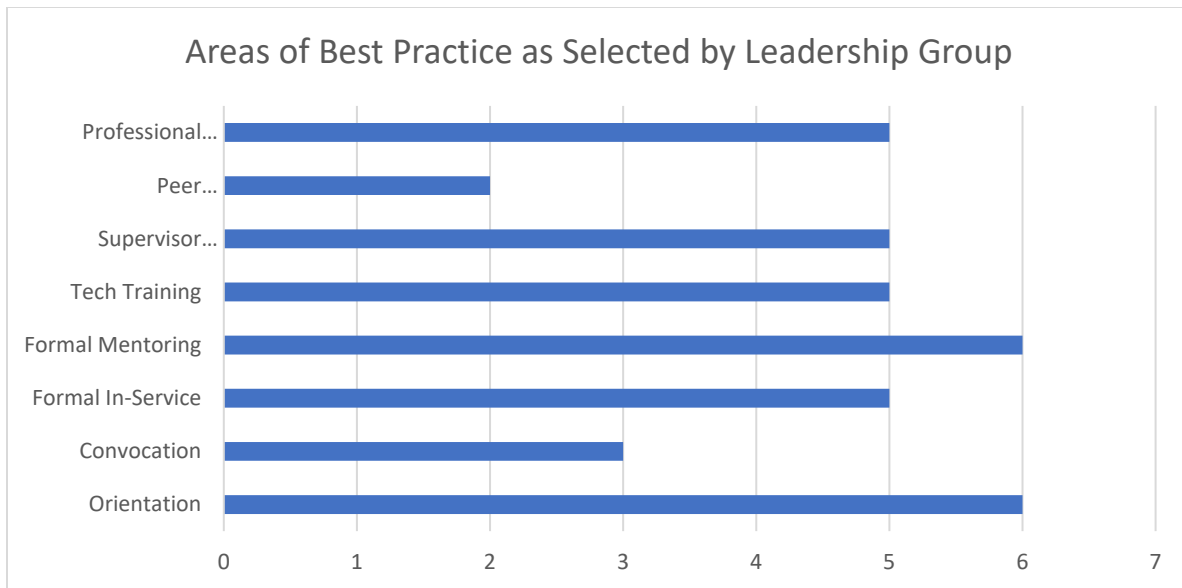
Figure 8. Areas of best practice as selected by the leadership group.

All members felt that the orientation is necessary; it rated a 4.8 out of 5 for the level of

importance. All members also agreed that formal mentoring is needed, with a rating of 4.3. Five

group members selected supervisory observations and the technology training as essential

elements of a new model, and all rated these with a 4.6 and 4.8 for the level of importance. The

lower result for the peer observation was due to the misunderstanding that evaluations done

through the center for teaching and learning are considered to be peer observations not

supervisory. Convocations scored the lowest. One participant was not familiar with this

particular practice, and others that liked the idea felt that this is not the time due to current

circumstances and financial considerations. Adjuncts should be part of education celebrations.

The group was next asked to evaluate the modules that are currently presented during

orientation. They were asked if they should continue to be included, if so, should the modules be

enhanced, and if they should be conducted in a face-to-face or online setting.
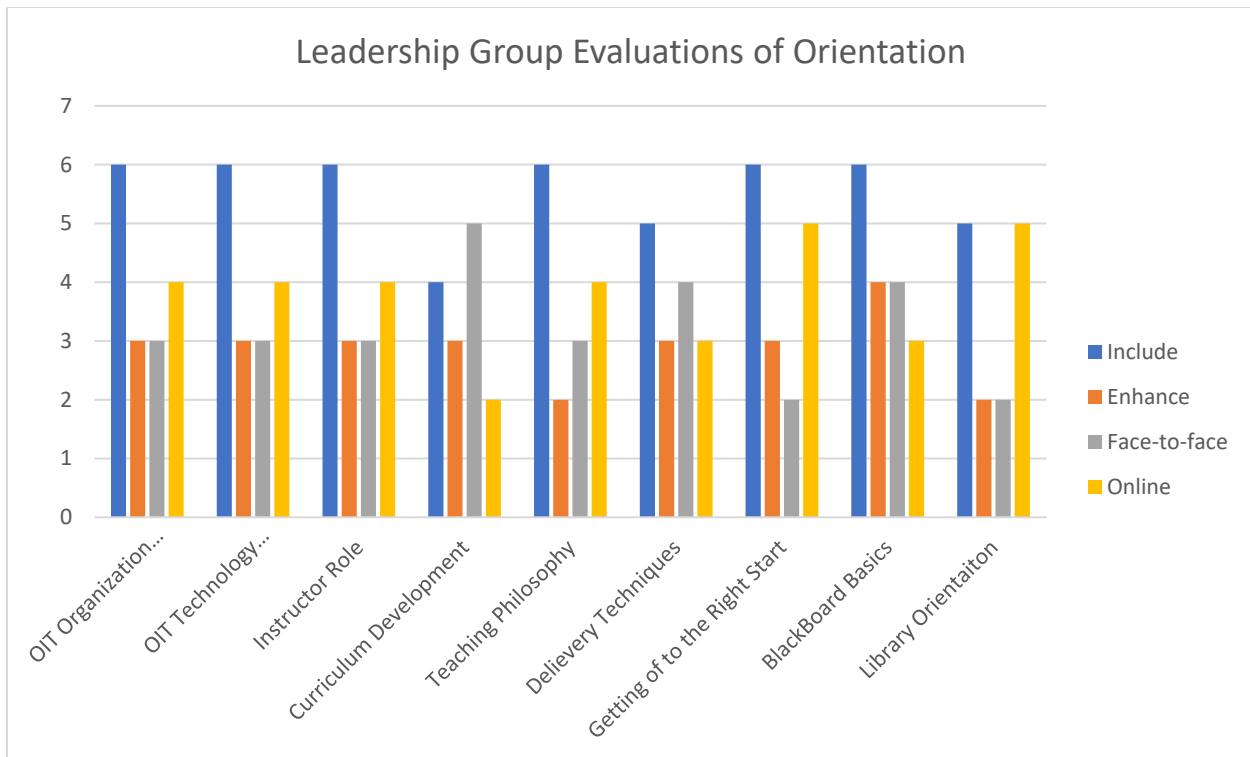
Figure 9. Leadership group's evaluation of orientation.

Most of the current modules have received an endorsement to be continued into the new model. There seems to be a mixture of opinions regarding what format these modules should be offered. Most believe that many of the areas do need some enhancements, especially given many of the current changes and implications surrounding COVID-19. The means of facilitation had a mixed opinion on whether to host the sessions in a face-to-face facilitated session or in an online format. It should be noted that one participant felt that all modules should be available in both settings.

The group was then asked about several additional areas that are currently required for full-time faculty and if they feel that the adjuncts should be included. All members feel that it is important to include them in the All-Staff Day and Education Department Planning Meetings/Teacher Appreciation Luncheons. It was noted that several have addressed that many of the adjunct instructors have full-time jobs elsewhere, and attendance would not always be an

option. The inclusion in these events provides an opportunity for the adjuncts to become engaged in the OIT community. Additionally, it was noted that those that teach in the online program should be attending the Quarterly Online Faculty Collaborate Sessions, and care should be taken to invite them. These meetings are recorded, allowing the content to be viewed at a later time when conflicts arise.

Next, the group was asked about two particular training opportunities that had taken place in prior years but have not been offered recently. The first was the Saturday Workshops for adjunct faculty. Four members of the group felt that they should be brought back. One member noted that when serving as a facilitator for these sessions, the adjuncts were appreciative of the learning opportunity. Another noted that it should be offered as a paid opportunity; it was not in the past. The Saturday sessions had been developed as specialized training and community building, so the continuation would be valuable but could be offered through the online collaborate facilitation. The second item for consideration was the Full Online Teaching Module. This module was a requirement for any instructor that wanted to teach for the online division. It was a comprehensive module explaining all elements of online instruction and the institution's specific policies and procedures. Again, four of the members were in favor of this module returning. One stated that even if a new adjunct comes to OIT with prior online experience, each institution has a different LMS, and that is would be critical to both the faculty and the students that the faculty member understands the OIT systems and policies. Another noted that it should be required but also enhanced due to new technologies since it was last offered and the changing learning environment. A third also suggested that this becomes an area of internal certification that OIT should certify the faculty members before they teach online for the first time.

Last, the leadership group was asked to evaluate the top concerns of the adjunct faculty members. Information that was gathered from prior groups was summarized, and the five areas that the adjunct instructors requested additional training were listed. The leadership group was to evaluate if they felt that these areas could become in-service training modules offered by the center for teaching and learning to be made available to the adjunct instructors.
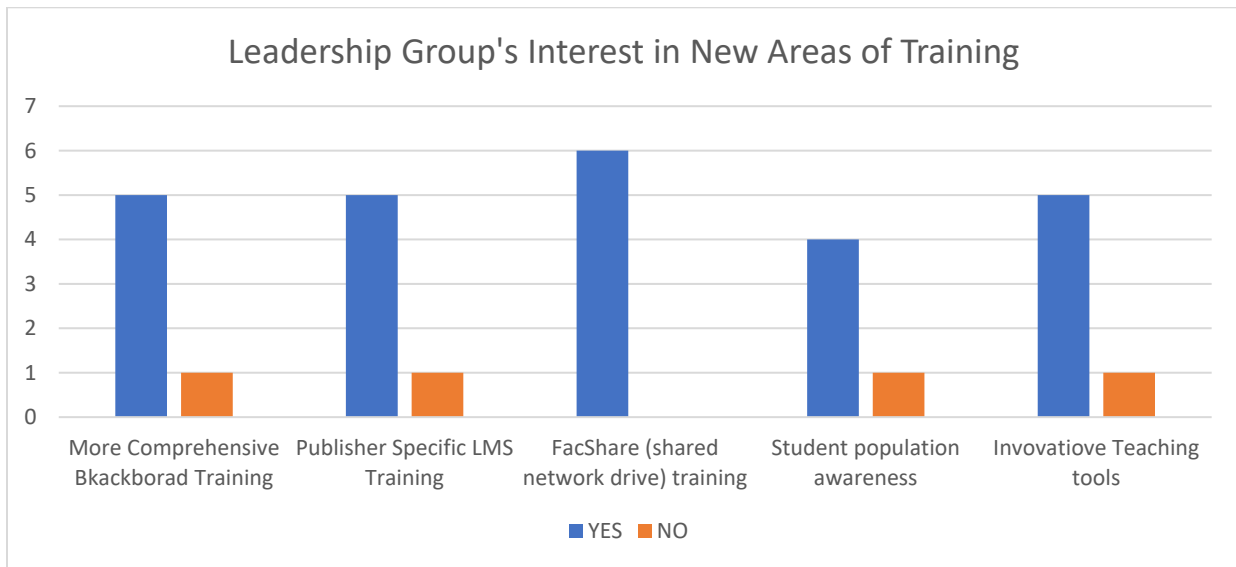
Figure 10. Leadership group's interest in new areas of training

Most seem to agree that if someone is requesting help in a specific area, steps should be taken to provide the adjunct instructors with the tools necessary to succeed.

Stage 3

Recommendations to be included in the new adjunct training and development model. This study was conducted to find the most common best and promising practices utilized for adjunct training and development in higher education settings and examine which of these should be included in a new adjunct training and development model at OIT. Throughout the study best practices were examined to the extent of the purpose and successful use at other institutions. The significant stakeholders group (students, current adjunct instructors, former

adjunct instructors now working full-time, and leadership) were surveyed for current and future training needs and expectations.

Six areas were identified as best practices: orientation, convocation, formal in-service, formal mentoring, technical training, supervisor and peer observations, and professional learning communities. At OIT, adjunct instructors currently take part in many of the elements of the orientation program, some technical training, and some supervisor observations. Not all of the adjuncts have indicated the same or consistent levels of training. None indicated that they were aware of any level of accountability or consequences if aspects were not accomplished. To move forward and create an educational environment that promotes excellence and accountability for the students, the following recommendations were made.

Best practices to be included. The areas of best practice that are recommended for implementation into an adjunct training and development model immediately include orientation, formal in-service, mentoring, technical training, observations, and professional learning communities. Convocations are being left off the current recommendation list but should be revisited at a later date.

Orientation. The current orientation program should be utilized as a framework. Revisions and enhancements should be made to include updated materials, current practices (especially in light of the COVID-19 changes), and training to meet faculty needs. The following chart summarizes the modules to be included in the orientation session.

Table 7.

Recommended Modules for Orientation

Faculty Orientation:		
The following are the orientation modules that are being recommended for adjunct instructors during their first quarter of teaching. It is recommended that accountability be put in place that future assignments are based on the completion of these modules.		
Module	**Keep as is or Enhance**	**Facilitated on ground or online**
OIT Organization/ Administrative Info	As-Is	On Ground
OIT Technology (network, grades, phone, email, etc.)	Enhance	On Ground
Instructor Role	As-is	Online
Teaching Philosophy	As-Is	Online
Delivery Techniques	Enhance	Online
Getting Off to the Right Start (preparing for the first day of class)	Enhance	Online
Blackboard Basics	Enhance	Combination
Library Orientation	As-Is	On Ground
Full Online teaching module *REQUIRED: before teaching an online class.*	Enhanced	Online

Enhancements come at the request of the instructors who have indicated that they have

not had enough training in these areas. In addition, many of these areas have experienced

extensive changes due to COVID-19 when all classes moved to an online format. As a risk

management technique, all instructors should be prepared to teach remotely at any point in time.

It has also been recommended that the Blackboard Basics module be a multi-unit module. There

is too much to be taught in one long session. The initial session should be facilitated on-ground

to ensure understanding with the remaining sessions to be facilitated via Blackboard online. The

Full Online teaching module should be revised and required for all online instructors at OIT,

even if they have online experience at other institutions. Considerations should be made to make

this an internal certification before online teaching commences. It was stated the course of the study that everyone's LMS system is a little different even when provided by the same company. It is critical both for the faculty and the students. OIT online teaching practices are different from other institutions in many ways.

      Formal in-service. This area proves to be the biggest challenge for implantation. Most believe that a formal in-service program needs to be implemented to keep adjunct instructors up to date on current events within the organization, trends in educational practices, and academic tools and resources. However, the adjunct population is diverse. Teaching assignments range from entirely on-ground, others online, and a third group for the school of healthcare facilitates on-site clinical experiences. Pulling the entire population together in one specific form of in-service activity would prove to be counterintuitive. It is recommended that the adjunct instructors participate in a minimum of one hour of in-service per each course that they teach to be an additional requirement without additional pay. The following would be the options for fulfilling the requirements in Table 8.

Table 8.

In-Service Opportunities

In-Service Opportunities:

In-Serve Activity	
All-Staff Day	An annual event all adjuncts should be invited to attend even if employed elsewhere, and it is expected they are unavailable.
Education Dept. Planning Meetings/ Teacher Appreciation Luncheons	The annual event all adjuncts should be invited to attend even if employed elsewhere, and it is expected they are unavailable.
Online Faculty Collaborate Sessions	Held quarterly and led by the Online Division. As an alternative to attending this live, the recording could be viewed if there is an assessment to ensure accountability.
Saturday Workshops for adjuncts.	It is recommended that this opportunity be made available twice a year. This would allow all adjunct instructors, the opportunity to attend and come together as a community for learning and collaboration.
CTL Developed Learning Modules	The CTL offers training modules that are available to full-time faculty, both on-ground and online. If an adjunct takes one of these modules, this can count towards the required hour(s). Online should have an assessment to ensure accountability.
Alternative 1-hour activity.	This would have to be a department-specific activity that would be written by the department leader and approved by both the CTL and Vice-President of Education - allowing those that do not fit into the other areas to meet the minimum standards.

Any of the adjuncts that participate in the activities that are longer than 1-hour may have that time accumulate and be used for a future quarter. The in-service activities are provided to enhance their teaching knowledge and skills while ensuring that they have all the tools necessary to meet student needs. The goal is to create a sense of inclusion and belonging to the OIT educational community.

Formal mentoring. All members of leadership and most of the faculty members believe implementing a formal mentoring system for the adjunct instructors would be a benefit to the

entire OIT community. The mentors should be assigned within the current department during the first year of employment. Department mentors will ensure that nuanced differences can be addressed specifically with the new members and allow more experienced team members to share experiences and direct them to the OIT way. Each department should choose two full-time faculty members that have a minimum of five years of experience with the school. The experience level is needed to ensure that the mentors are tenured and most familiar with the department and institution. Two members should be selected from each department to spread out the responsibilities among the full-time faculty as to not interfere with current job expectations and responsibilities.

Technology Training (beyond the basic logins). The level of technology needed to teach successfully varies per department. The majority of the leadership team and most of the faculty believe that more technology training is needed. Items that would be included in the technology training include updates on Blackboard, use of new technology in the classrooms when implemented, publisher LMS training, and innovative online teaching tools. Four of the five most requested additional training by the adjunct faculty members revolved around technology-related issues. They have requested more comprehensive Blackboard training, especially when there are updates and changes to the online versus on-ground delivery modalities. Where applicable, there is a need to have all faculty trained on the publisher's LMS. Much of this training can be conducted in-house but having publisher representatives come to campus for sessions has proven effective in the past and should be utilized on an annual basis. Most publishers update functionality of the platforms regularly, and indicative should be taken to ensure that faculty can stay abreast of such changes. A major gap in the internal training is the lack of training for faculty use of the shared network drive. Four of ten adjunct faculty members

indicated they had no idea one existed. One of these members asked for a place for faculty to share information like at another institution. The resources available in the shared drive is to make everyone's job easier. It was said that with the vast amount of information available, all faculty, full-time and adjunct, should be on the same page. Also, having the industry expert adjuncts share their material on the drive provides materials for the full-time faculty to use as well. The last of the four areas that must be addressed is technology training for new and interactive tools for use in the classroom and online facilitation. These four areas can be training modules that can be for online delivery and can be taken at any time after the first quarter of teaching. These modules would be made available through the CTL for all faculty. Taking one of these qualify as an in-service as listed above. If a live session is being offered specifically with a publisher representative, the adjuncts should be informed and invited. If a module does not apply to specific teaching responsibilities, it will not be expected but may for personal development.

Observations. Observations by the supervisor is a normal job expectation. Observations by a peer provide an additional benefit to the adjunct from someone currently active in teaching. It was best said that institutions owe it to the students to be aware of what is taking place in the classroom. This classroom could be a formal brick and mortar room or the online collaborate room. Either way, the adjunct should have a supervisory observation in the first quarter of teaching. One member of leadership indicated that the first three courses warranted observation. Supervisors should be taking time to observe the work of the adjuncts just as they would a full-time faculty member. Many of the adjunct faculty members have said that they never had an observation while at OIT but have them regularly at other places they teach. Observations are conducted to ensure that students are receiving the best learning experience possible. The

observation also benefits the faculty member by helping them celebrate successes in the class while identifying areas of improvement before issues occur.

Peer observations can come from a member of the CTL, the adjunct faculty's mentor, or a faculty member who has extensive experience in the subject matter. This can be most beneficial when a new adjunct comes to teaching from industry and is not fully aware of teaching strategies. It can be looked upon as help from a friend. Most faculty members who responded said that they have had peer evaluations and found them to be most beneficial because they did not feel threatened nor were they being rated on their job performance criterion. Peer observation was to provide honest feedback and direct them in the use of successful strategies. Both supervisory and peer observations should be utilized going forward.

Professional learning communities. The implementation of a professional learning community (PLC) for the adjunct instructors would allow them to have a home base and a group of colleagues to collaborate with both professionally and socially. Chat rooms and blog pages could be established, allowing the adjuncts to meet online. Several of the in-service opportunities will allow them to meet and form collaborative bonds and a need to learn and work together as a part of the greater learning community. The PLC can allow for the exploration of new teaching techniques, provide an opportunity for the members to reflect on learning and classroom strategies, and even work with peers to develop new projects (Banasik & Dean, 2015). Those that indicated that they feel having a PLC for the adjunct group, indicated PLC's would allow them to build relationships with their peers. By being included and feeling like a member of the education team, the adjuncts are more likely to have buy-in for the OIT way of doing things, which will lead to the enhancement of a community that looks to build educational excellence. A task force should be established to evaluate the detailed implementation if the

above outlined programs. A team approach would allow a comprehensive development for areas to be implemented by those who would be creating the modules and enforcing accountability.

Recommendations for Further Research

This study was not intended to address every issue related to the adjuncts, their interaction with students, and the impact upon student success. Several areas warrant additional research. One item that is often thought to cause a reduction in the quality of teaching is the pay differential between full-time and adjunct faculty. It is recommended that research be conducted in this area to determine if the adjunct faculty members are limiting the effort they put forth in the classroom as a reflection of dissatisfaction with the compensation. A new consideration for future study is the need for extensive training in online delivery methods. During the past few months, many educational institutions, at all levels, have changed their modality to online due to COVID-19. This is sure to have a major impact on training and development going forward. Many programs of study have had great success with online education, but many areas of technology training have required hands-on training. Can new methods of teaching and transference of knowledge be implemented in the newly demanded online modality? It is also recommended that a study be conducted to determine what factors influence a student's willingness to participate in an institution-wide study on student satisfaction. In this study, the participation rate at OIT dropped by 8% over two years. In a follow-up study, one could determine if less satisfied students choose not to participate in studies while the satisfied students do participate. The last recommendation is specifically for OIT. It is recommended that a task force be set up to explore the implementation of a convocation for the adjunct instructors. Too many participants in the study were unaware of the convocation and its purpose. The task force

role would be to educate the community of the purpose and explore how to fund the convocation on an annual basis.

Conclusion

As with most institutions of higher education, OIT will be continuing to employ adjunct faculty to provide an excellent educational experience to the students. It is of the utmost importance that this often-overlooked group received a high level of training and development opportunities in order to meet the growing needs of the student body. This multi-step study has allowed for an examination of current practices, best practices, and the recommended implementation of new strategies. The recommendations presented here are a starting point and not meant to be the totality of learning and professional development opportunities that the adjunct instructors should have.

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Appendix A

Student Focus Groups – Discussion of experiences with adjunct instructors.

	1	2	3	4	5	6	7	8	9	10
DemoFigureic Information:										
First Name										
Program										
Cert/AS/BS										
Quarter										
OG/OL/Hybrid										
By choice (Y/N)										
Preference – OG or OL										
Age (optional)										
Employment:										
FT/PT										
Work Study (Y/N)										
General Instructor Characteristics – Scale of 0 to 5. 0 does not exhibit that characteristic at all to 5 being always. ***ANYTHING LESS THAN A 3 SHOULD BE ELABOARED IN ADDITIONAL NOTES SECTION***										
Behaviors										
Accessible and available										
Approachable										
Helpful										

Prompt (starts on time)										
Respectful										
Time Management										
Treats all equally										
Treats like young adults										
Traits										
Attitude										
Reliable										
Patient										
Polite										
Communicates well										
Knowledge of subject										
Instructional Factors: Scale of 0 to 5. 0 does not exhibit that characteristic at all to 5 always exhibits. *ANYTHING LESS THAN A 3 SHOULD BE ELABOARED IN ADDITIONAL NOTES SECTION*										
Skills										
Ability to communicate knowledge										
Available outside of class										
Clear Assignments										
Consistent grading										
Pace of lecture is appropriate										

Presents material clearly									
Uses board and other visual tools appropriately									
Strategies									
Translates knowledge									
Balanced presentations									
Class activities are beneficial									
Keeps lesson on track									
Covers and explains material thoroughly and provides examples									
Doesn't read from notes									
Interactive class									
Lectures based on readings									
Relates well with students									
Filed trips or guest speakers									
Techniques									
Allows ample time to write notes									
Covers major and minor points; emphasizes key points; uses relevant examples.									
Explains topics thoroughly; not ambiguous answers questions									
Encourages, listen to, and respond to student questions									
Expectations don't exceed what was covered in class									

Instructional strategies adapted to class environment and learners' abilities, causes visual aids										
Test match the lecture material										
Stimulates student participation										

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</table>

This next section asks you to indicate how you would rate adjunct instructors on areas that they should have received knowledge of during their orientations to best be prepared for teaching										
For this section rate on the scale of 0 to 5 with 0 being did not seem to know this and 5 being clearly knew this. (N/A if not applicable to any of your teachers) *ANYTHING LESS THAN A 3 SHOULD BE ELABOARED IN ADDITIONAL NOTES SECTION*										
Did they have to course thoroughly set up in Blackboard meeting normal expectations.										
Did they utilize any publisher platforms such as Connect or CNOW (y/n)										
If yes, was it utilized properly										
Were your grades kept up to date/current										
Knew how to operate the classroom technology										
Know the class time schedule structure; start, break, and end										
Know the library resources if required for class work										
Come to class prepared with the appropriate supplies (white board markers etc.)										
Do you feel that they serve as a role model with regards to work ethics and professionalism?										
Do you feel that they motivate you for industry success										
Did you get a course syllabus										

Curriculum Delivery

For this section rate on the scale of 0 to 5 with 0 being did not seem to know this and 5 being clearly knew this. (N/A if not applicable to any of your teachers) *ANYTHING LESS THAN A 3 SHOULD BE ELABOARED IN ADDITIONAL NOTES SECTION*

Make Blackboard and integral part of everyday lessons										
Used varied teaching techniques										
Prepared for class										
Use appropriate course materials that adhere to set standards and the academic goals of program										
Connect course content to industry										
Connect course content to real-life										
Encouraged to think at a higher level										
Use of a variety of assessment tools										
Assessments match the course content										
Fain and appropriately grading of assessments (rubrics used, and you understand)										
Feedback is provided										
Use of a textbook										
Supplemental materials are used										

Interactions with adjunct instructors: For this section rate on the scale of 0 to 5 with 0 being no this rarely happens and 5 being yes happens all the time. (N/A if not applicable to any of your teachers) *ANYTHING LESS THAN A 3 SHOULD BE ELABOARED IN ADDITIONAL NOTES SECTION*

Teacher interacts with all students not just the high achievers or active participants									
Serves as a helpful resource inside and outside the classroom									
Is available to help with your course questions/tutoring									
Keep in contact with you regarding issues such as falling behind in class or missing work – reaches out to assist when grades are failing (iConnect)									
Respectful to all students in the class									
Returns phone calls or emails within 24 hours.									
Classroom Delivery – For this section answer the question to the best of your knowledge and elaborate as needed.									
Is the lesson written on the board before class, so you know what is going to happen that day									
Anticipatory set									
Objective – oral and written									
Input/Modeling- is new material presented in an effective manner									
Guided practice									
Check for understanding									
Independence practice									
Closure									
Homework explained/assigned verbally and on board									

Is a lesson summary and homework put in an announcement on blackboard										

Homework – for this question answer the question to the best of your knowledge and elaborate as needed.

Do you get homework										
Approximately how many hours per class hour										
Do you believe it is purposeful?										
Is it fairly assessed and weighted/grades										
Reasonable										
Relevant										
Reinforcing										

Online Classes – although all of the above questions have an element that apply to on ground and online classes, this section is specifically about online classes. For this section answer the various questions in the form asked; yes/no, scale of 0 to 5 with 0 being the worst and 5 being the best, or short response. *ANYTHING THAT NEEDS EXTRA DISCUSSION SHOULD BE ELABOARED IN ADDITIONAL NOTES SECTION*

Course Set-Up										
Home Page – did it look like every other online course you have taken										
Were all the tabs consistent with the OIT format – section headings and dividers										
Faculty Contact Information OIT email address, preferred phone number, and availability for "virtual" office hours										
Were virtual office hours available										
Course Calendar In WORD and PDF.										
Course Syllabus In WORD and PDF.										
Course Materials										

Did all the module links work/ hyperlinks									
Welcome Announcement welcome announcement alerting students of where to find the syllabus and course calendar (course documents), learning materials (modules), assignments (assignments), and student expectations.									
Was a video into/announcement used									
Enroll Students 3 days prior to the start of the course. "welcome email" to students with course syllabus and course calendar attached.									
Classroom Management									
Responsiveness Respond to all student questions sent via email or phone or posted in the Q&A discussion board within 24 hours. Alert students to your availability and make a strong presence throughout the week.									
Proactive Measures Create a positive, engaging, and supportive classroom. .									
Announcements Utilize the announcements feature to remind students of due dates, Collaborate sessions, and other pertinent information. Provide students with current events or articles that enhance the course content weekly.									
Student iConnect Entries									

Review assignment submission and grades as often as possible, at minimum, once a week. , in iConnect and copy the team leader, student advisor, and Academic Chair.									
Weekly Wrap-up Post a weekly wrap-up message summarizing the week's key points and alerting students that grades have been updated. Encourage students to check the MyOIT gradebook for official grades.									
Participation, Engagement, and Facilitation									
Presence in the Online Classroom Engage in the online classroom 5-7 days a week. Students should see your presence through announcements, discussion board interaction, grading feedback, or virtual sessions.									
Participation Participate actively and substantively in the weekly discussion forums by posting content-focused replies to all students. Faculty should respond to weekly to each student. Any issues with student submissions should be handled privately and not through the discussion board forum.									
Facilitation Techniques Utilize a variety of facilitation techniques to engage students in participation. Use outside resources and/or personal and professional real-world experiences to add value to the course content.									
Effective Communication Demonstrate effective oral and written communication skills (i.e. clarity, spelling, grammar) and an									

overall professional and respectful tone with students.									
Grading and Feedback									
Assignments tab:									
Set up weekly									
Table format used with due dates									
In each week, all assignments listed as an item and clearly explained									
A submission tab that opens at the beginning of the week**.**									
Check all assignments to make sure they have clear and concise written instructions. Use short, cohesive statements. Revise exercise section as needed to separate material by WEEKS, as opposed to modules.									
Timely Assignment Feedback Provide students with detailed feedback specific to their work by utilizing Blackboard grading features, such as: inline grading, rubrics, and feedback boxes.									
Effective Discussion Board & Assignment Feedback Provide feedback that validates numerical scores awarded to assignments. Use rubrics as much as possible. Use Safe Assign for paper submissions to encourage students to demonstrate academic integrity.									
Gradebook Review Update grades within 72 hours of submission. Grades for Day 3 assignments (homework, quizzes, or assignments that require feedback before Day 7) should be updated by Day 6 and grades for Day 7 assignments should be updated by Day 10.									

Analyze the gradebook and communicate with students who have incomplete work or failing grades documenting this communication in iConnect									
Collaborate Sessions:									
Did you have weekly collaborate sessions									
Were they consistent each week									
Did the session start out with the objections of the session and you felt like you know what was going to happen									
Did you feel like you were being taught a regular lesson, just in an online format									
Did they provide examples of the current work and expectations									
How long did the session last									
Did you feel that the sessions were useful and informative									
Did the session relate to the module material for the week									
Can you tell me something good about the session									
Was there something you did not like about the session									

Open Discussion: at this point you may share anything that is concerning you that has not been previously addressed.

Focus Group Questions for Current Adjuncts

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
DemoFigureics									
First Name									
Department									
Number of Years at OIT									
Ground/OL/Both									
Education Degree									
Prior Teaching:									
College									
Industry									
Highest Degree									

	Participant 1		Participant 2		Participant 3		Participant 4		Participant 5		Participant 6		Participant 7		Participant 8		Participant 9	
Other Employment																		
Industry																		
Other College																		
First Year at OIT																		
Orientation	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Convocation	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Formal In-Service	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Mentoring	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Tech Training (beyond basic log-in)	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Observations																		
Supervisor	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Peer	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Professional Learning Community	❏ Yes	❏ No																

	Participant 1		Participant 2		Participant 3		Participant 4		Participant 5		Participant 6		Participant 7		Participant 8		Participant 9	
First Year at Other Colleges																		
Orientation	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Convocation	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Formal In-Service	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Mentoring	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Tech Training (beyond basic log-in)	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Observations																		
Supervisor	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Peer	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No
Professional Learning Community	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No	❏ Yes	❏ No

	Participant 1		Participant 2		Participant 3		Participant 4		Participant 5		Participant 6		Participant 7		Participant 8		Participant 9	
Participation in In-Service Opportunities at OIT																		
OIT Faculty Orientation:																		
OIT Organization/ Administrative Info	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
OIT Technology (network, grades, phone, email, etc.)	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Instructor Role	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Curriculum Development	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	

	Participant 1		Participant 2		Participant 3		Participant 4		Participant 5		Participant 6		Participant 7		Participant 8		Participant 9	
Teaching Philosophy	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Delivery Techniques	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Getting Off to the Right Start (preparing for first day of class)	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Blackboard Basics	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Library Orientation	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	

	Participant 1		Participant 2		Participant 3		Participant 4		Participant 5		Participant 6		Participant 7		Participant 8		Participant 9	
All-Staff Day	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Education Dept. Planning Meetings/ Teacher Appreciation Luncheons	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Online Faculty Collaborate Sessions	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	
Saturday Workshops (in past 5 years)	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No	❑ Yes	❑ No
	Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:		Rating (0-5): Comments:	

Additional Questions Related to Teaching at OIT

Expand Upon Your First Days at OIT:									
Orientation Training									

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
Use of Blackboard									
Classroom Technology									
FacShare Network Drive									
Student Information System (SIS)									
Awareness of Student Needs (learning levels, individual needs, IEPs)									
Who provided a majority of the training?	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL
Were you clear about the expectations of the job profile?									
Do you have any knowledge of educational strategies or methodologies? (pedagogy/andragogy)									

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
If you teach online, do you feel that you have the tools needed to create your modules?									
Have you had training sessions for publisher-specific LMS (Connect, CNOW, etc.)?									
What is the best thing about teaching at OIT?									
What is the most difficult thing about teaching at OIT that could have been avoided?									
What have you experienced at other schools that could be incorporated here?									
In general, what tools do you need to do your job better?									
What would you like to see included in a training and development program that could help you now?									

Focus Group Questions for Prior Adjuncts

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
DemoFigureics – please fill in the following data.									
First Name (optional)									
Department									
Number of Years at OIT Adjunct:									
Fulltime:									
Ground/OL/Both									
Education Degree									
Prior Teaching:									
College									
Industry									
Highest Degree									

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
Other Employment – Are you currently employed somewhere else? Check all that apply if you are comfortable share where.									
Industry	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Other College	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
First Year at OIT – as an adjunct did you participate in any of the following? If not, please note to the side if you think it would have been helpful.									
Orientation	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Convocation	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Formal In-Service	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Mentoring	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Tech Training (beyond basic log-in)	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Observations									
Supervisor	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Peer	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
Professional Learning Community	❑ ❑ Yes No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
First Year at Other Colleges - If you have taught somewhere else did you have any of the following opportunities? If you have no other experiences indicate N/A in first box and skip the rest.									
Orientation	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Convocation	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Formal In-Service	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Mentoring	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Tech Training (beyond basic log-in)	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Observations									
Supervisor	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Peer	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
Professional Learning Community	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
Participation in In-Service Opportunities at OIT									
OIT Faculty Orientation:	All instructors are required to participate in orientation. Below are the current orientation modules. Which modules did you take as an ADJUNCT? Rate the module on a scale of 0-5 with 0 being low and 5 being high. Please make any additional comments regarding that module if you took it or comment that you which you had been given the opportunity to take it.								
OIT Organization/ Administrative Info	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
OIT Technology (network, grades, phone, email, etc.)	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Instructor Role	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Curriculum Development	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Teaching Philosophy	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No

	Participant 1	**Participant 2**	**Participant 3**	**Participant 4**	**Participant 5**	**Participant 6**	**Participant 7**	**Participant 8**	**Participant 9**
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Delivery Techniques	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Getting Off to the Right Start (preparing for first day of class)	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Blackboard Basics	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Library Orientation	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Other CPE Opportunities									
All-Staff Day	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Education Dept. Planning Meetings/ Teacher Appreciation Luncheons	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Online Faculty Collaborate Sessions	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:
Saturday Workshops (in past 5 years)	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No	❑ Yes ❑ No
	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:	Rating (0-5): Comments:

Additional Questions Related to Teaching at OIT

Expand Upon Your First Days at OIT:	Please expand on your first days at OIT, do you feel you had enough training in the following areas. Do you feel that you needed more? This is open-ended, please comment.								
Orientation Training									
Use of Blackboard									

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
Classroom Technology									
FacShare Network Drive									
Student Information System (SIS)									
Awareness of Student Needs (learning levels, individual needs, IEPs)									
Who provided a majority of the training?	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL	❏ Dept. ❏ CTL
Were you clear about the expectations of the job profile?									
Do you have any knowledge of educational strategies or methodologies? (pedagogy/andragogy)									

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
If you teach online, do you feel that you have the tools needed to create your modules?									
Have you had training sessions for publisher-specific LMS (Connect, CNOW, etc.)?									
What is the best thing about teaching at OIT?									
What is the most difficult thing about teaching at OIT that could have been avoided? (If you had adequate training.)									
What have you experienced at other schools that could be incorporated here? (If applicable)									

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9
In general, what tools do you still need to do your job better?									
What would you like to see included in a training and development program for adjunct that could help them when they start?									
What do you see now as a full-time instructor that the adjuncts have not been properly trained to do?									

Appendix D

Questions for Former Adjuncts No Longer Teaching at OIT

1. Why did you leave Oakdale Institute of Technology?

2. If you can remember any of your pre-work training, do you feel it was adequate?

3. Did you work at OIT when we had required quarterly training for adjunct instructors (Saturday adjunct workshop) and if so, did you attend and was it worth your time?

4. Did you feel a part of the education community?

5. What would you have liked to see or what have you experienced at other places that might be good to include at OIT?

Appendix E

Leadership Questionnaire - Improving the Adjunct Faculty Training and Development

Model

Name:_____ Department:_____
(optional)

Identified Areas of Best Practices for Adjunct Training and Development:				
Please indicate with a yes or no if you believe that the best practice should be incorporated into a new training and development model for adjunct instructors at OIT. *If you think it should be included, please rank on a scale of 0 – 5 with 0 being the lowest and 5 being very important.* *Use the last column to add any comments.*				
Best Practice	**YES**	**NO**	**Rate**	**Comment**
Orientation				
Convocation				
Formal In-Service				
Mentoring (formal)				
Tech Training (beyond basic log-in)				
Supervisor Observations				
Peer Observations				
Professional Learning Community				

Participation in In-Service Opportunities at OIT

OIT Faculty Orientation:
The following are the orientation modules that adjunct instructors are required to take before or during their first quarter of teaching.
Please indicate (yes or no) if you believe these should:
*   still be included*
*   be enhanced or expanded.*
*   Face-to-face or Online*
In addition, there is a column for comments.

Module	Include	Enhance or Expand	Face-to-Face or Online	Comments
OIT Organization/ Administrative Info				
OIT Technology (network, grades, phone, email, etc.)				
Instructor Role				
Curriculum Development				
Teaching Philosophy				
Delivery Techniques				
Getting Off to the Right Start (preparing for first day of class)				
Blackboard Basics				
Library Orientation				

Other CPE
The next three items are continuing professional development opportunities that are required for full-time but not required of adjunct instructors. Adjuncts are allowed and encouraged to participate. Please indicate with a yes or no if you feel that adjuncts should continue to be encouraged to attend and if an effort should be made to ensure they are invited.

CPE Activity	Attend	Invite	Comment
All-Staff Day			

Education Dept. Planning Meetings/ Teacher Appreciation Luncheons			
Online Faculty Collaborate Sessions			

The next two items used to be required. Do you think that the following CPE activities should be brought back, please indicate yes or no. Please make any comments.

Activity	Bring back	Comment:
Saturday Workshops for adjuncts. (held each quarter)		
Full Online teaching module before allowed to teach an online class.		

Areas of Additional Training Needs:
The following areas have been identified by the current adjunct instructors and former adjuncts that are now working as full-time instructors as areas that need to be improved upon during training.

Please indicate if you agree that adjuncts need to be fully trained in these areas and that they should be incorporated in a new training model.

Desired Training	Yes	No	Comment
More comprehensive Blackboard Training.			
Publisher Specific training for programs such as Connect, CNow, MindTap and MyLabs			
FacShare (network R: drive for teachers) 4 out of 10 adjuncts did not even know what			

this is or that they were to use it.			
Awareness of student needs and expectations for working with our student population.			
New interactive tools to incorporate into the classroom and into the online environment.			

Informed Consent Letter/Form - ADP

Informed Consent Letter/Form - ADP

A letter inviting the human subject(s) to participant in the project must accompany the *Informed Consent Form.*

Sample Applied Doctoral Project (ADP) Letter

Tracie Brady
112 Green Lane
Ellwood City, PA 16117

[Name of Participant]

[Address]

November 6, 2019

Dear [Participant's Name]:

Many businesses are in the process of change or at least considering some elements of change. Your organization has been selected as one of a number of organizations to respond to a questionnaire assessing adjunct training models.

I am a Doctoral Student at William Howard Taft University conducting research regarding developing an adjunct instructor training and development model for Pittsburgh Technical College. This letter is an invitation for your contribution to my study/project.

Please complete the enclosed questionnaire assessing elements of adjunct training and development. It will only take a few minutes of your time. This questionnaire asks you to respond to questions regarding your experiences as an adjunct instructor or experiences working with adjunct instructors. Please complete and seal the questionnaire in the enclosed self-addressed envelope within 30 days. All responses will remain confidential and your anonymity will be ensured. Your responses will contribute to this timely research and development of a new adjunct training and development model for Pittsburgh Technical College. A summary of the study/project will be mailed to you upon completion of this study/project. Please also sign and return the enclosed "Informed Consent" form.

I greatly appreciate your participation in this research/project. Please let me know if you have any questions concerning this study/project or the enclosures. I may be reached at 724-624-0384 or by e-mail at taxes1007@zoominternet.net.

Sincerely,

Tracie Brady

Informed Consent Form

Informed Consent Form

An important component to any submission to the IRB committee is the informed consent form. This form will be used by the researcher to document that the subject(s) were aware of the requirements of the study/project and that they were aware that they could refuse to participate or withdraw at any time up until publication of the dissertation or project report. It is important that this document contain adequate information so that the subjects can make an informed decision regarding participation.

NOTE: The candidate and researcher must obtain IRB approval of the proposal before the candidate can begin the study/project.

Implementing an Adjunct Training and Development Model to Increase Student Success

Participant

Participant Name

Participant Address

Participant Phone Number

Participant Email

Prospective Research Subject

Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study/project. You are free to ask questions at any time before, during, or after your participation in this research.

You are invited to participate in a research study/project designed to investigate Describe the study/project.

Tracie Brady, a doctoral student at William Howard Taft University, is conducting this study/project. You were selected as a possible participant because of your experience as an adjunct instructor or experiences working with adjunct instructors.

Please read this form and ask any questions you may have before agreeing to participate.

Background Information

This investigation seeks to explore and develop an adjunct training model to support instructor development to enhance student learning and improved retention.

Procedures

Participation entails answering a brief survey and participating in a focus group to answer questions about adjunct training experiences, areas that have been missed in prior training models, and provide new ideas that can lead to enhanced student experiences.

You will be asked to provide a pseudonym to replace your personal name. Only anonymous demoFigureics would be used in this study. Provide your address or e-mail to make the findings of the study available to you once documented.

The results of this study will be used to develop a new training and development model for adjunct instructors at Pittsburgh Technical College.

Confidentiality

The records of this study/project will be considered private information. Private information herein means information ascertained by the investigator and constitutes research involving human subjects. Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect would not be made public. In any sort of report that might be published, no information will be included that would make it possible to identify a participant. Only the candidate/researcher will keep and safeguard the research records.

Voluntary Nature of this Study

Your decision whether to participate in this study/project will not affect your current or future relationship with the candidate-researcher or the associated University or company. If you decide to participate, you are free to withdraw at any time without prejudice. You will be provided with a copy of the concluded dissertation/project report so that you have an opportunity to examine the manner in which the data are being applied.

Compensation

Participation in this study/project is completely voluntary. You will not receive monetary compensation-reward for your participation. The personal benefits of your participation are as mentioned in the following section.

Benefits of Participating in this Study

The possible benefits to participating in this study/project are helping the institution enhance student learning process, help adjunct instructors in obtaining better training during the onboarding process and throughout their teaching tenure.

Risks of Participating in this Study

There is minimal risk to participating in this study/project, meaning that the risks of harm anticipated in the proposed research are not greater than those ordinarily encountered in daily life. If you experience some emotional discomfort after your participation, you are invited to contact the student-researcher at the telephone number or e-mail address listed in the following section to discuss your reactions.

Contacts and Questions

You may ask any questions you have by contacting the researcher by telephone at 724-624-0384r or by e-mail at taxes1007@zoominternet.net.

Participant Statement of Consent

I have read the information herein, I have asked questions and received answers, and I have received a copy of this form. I consent to participate in this study/project.

Signed: _____ _____
       Type full name   Date

Researcher Statement

I have provided the participant with a copy of this form.

Signed: _____ _____
       Type full name   Date

Focus Group Protocol – Adjunct Training and Development Model

Student Focus Group

This focus group is the first of four groups that will be gathering to discuss the needs of students, adjunct faculty, and the instruction at Oakdale Institute of Technology (OIT) to obtain valuable information to create a new adjunct instructor training and development model. These groups are part of a research project being conducted by the researcher in partial completion of a Doctorate of Business Administration.

Light refreshments are available to you on the side table. Help yourself at any time.

Opening

Thank you for participating in this focus group on your experiences with adjunct teachers. You have been selected to participate in this discussion because of the valuable insight you will be able to provide. This discussion is scheduled to last approximately one hour.

I will be the group facilitator, helping to guide the discussion across seven themes. I will also make sure that each of you can share his or her ideas with the other members of the group.

The seven themes that will cover today include (1) General Instructor Characteristics, (2) Instructor preparedness for overall teaching, (3) Curriculum delivery, (4) Teacher/Student interactions, (5) Classroom delivery, (6) Homework, and (7) Online classes. I will introduce each of these themes with a brief description and may present some guiding questions. However, it is your voice that I am interested in hearing, so I will take a back seat and listen to what you have to say.

One last point before beginning: this will be using the information you provide to strengthen our ability to meet your needs as students by finding ways to improve the training provided to the adjunct instructors so that OIT can improve teaching quality to the excellent level you have come to expect at OIT.   Your identities and opinions will be kept confidential. This is to be a safe space where everyone can speak openly and honestly.

The questions asked will take on several forms, yes/no questions, rating scale of 0 to 5 with 0 being the lowest and 5 being the best, short answers, and open dialog. For the scale questions any ratings that are below a 3, I will ask for you to elaborate.

With that said, are there any questions before beginning?

Theme 1

For theme 1 I will be asking you questions about general instructor characteristics. These are broken down into behaviors, traits, skills, strategies, and techniques.   When you are asked about these areas you will need to generalize about the majority of the adjunct faculty you have had. If there is an experience you have had that you would like to expand upon that can be as well, but I ask that you do not use the instructor's names.

Theme 2

The second theme that will be discussing today is the instructor's overall preparedness for teaching. In this section I will be asking you questions about technical items that they should have be presented with during their instructor orientation session. Again, your responses should be generalized and can discuss particular issues without using names.

Theme 3

The third theme is Curriculum delivery. The purpose of this section is to allow you to evaluate your classroom or online experiences with the actual delivery of course material. This study will have a section specifically for online classes so if you are a complexly online student and do not have input for this section that is fine. This section is more directed at on ground classes but please speak up about any online concerns that you feel fit.

Theme 4

Our fourth theme today is instructor/student interactions. This will be evaluating how you are able to work with your instructors both inside and outside of the classroom. This section will apply to both online and on ground. Again, this will utilize a generalized rating scale, but any additional information will be quite valuable as long as you do not state names.

Theme 5

The fifth theme will allow you to respond to expected classroom delivery methods. You will be asked to evaluate what happens in your classrooms and rate your adjunct experiences accordingly.

Theme 6

Our sixth theme discusses today is that all dreadful topic of homework. There are specific expectations that instructors are expected to give with regards to the amount of homework related to the face-to-face class hours. These are guidelines that must be followed in accordance with both the US Department of Education and the Pennsylvania Department of Education. Most of the questions in this area are yes/no or short answers.

Theme 7

Our final theme to be discussed will be online classes. You will be presented with topics that are outlined in the online instructors' best practices and preparation guidelines. You will be asked to evaluate your online classes and indicate if your courses have been designed accordingly. If you are thinking of multiple classes and one is meeting all of the guidelines, you can indicate that but at the same time this study is evaluating all expectations and needs to be sure that any that are not meeting the expectations are noted so that all the classed meet the minimum stands for excellence. It is important to note where standards are being met and where improvement is needed without calling out individuals by name.

Closing

I would like to thank everyone for participating in this focus group. Your input will help make programs at OIT better. If you have any questions or concerns about what has been discussed during our time together, please reach out to me at my personal email (Tracie Brady, tracie.brady68@gmail.com)   Enjoy the rest of your day!

Focus Group Protocol – Adjunct training and development model

Prior Adjunct Focus Group

This focus group is the second of four groups that will be gathering to discuss the needs of students, adjunct faculty, and the instruction at Oakdale Institute of Technology (OIT) to obtain valuable information to create a new adjunct instructor training and development model. These groups are part of a research project being conducted by the researcher in partial completion of a Doctorate of Business Administration.

Light refreshments are available to you on the side table. Help yourself at any time.

Opening

Thank you for participating in this focus group on your experiences as an adjunct instructor. You have been selected to participate in this discussion because of the valuable insight you will be able to provide. This discussion is scheduled to last approximately one hour.

I will be the group facilitator, helping to guide the discussion across seven themes. I will also make sure that each of you can share his or her ideas with the other members of the group.

The five themes that will cover today include (1) Your first year at OIT, (2) Your first year at other colleges if applicable, (3) Participation in orientation modules at OIT, (4) Participation in other In-Service activities at OIT and , (5) Additional Questions. I will introduce each of these themes with a brief description and may present some guiding questions. However, it is your voice that I am interested in hearing, so I will take a back seat and listen to what you have to say.

One last point before beginning: OIT will be using the information you provide to strengthen our ability to meet your needs as instructors by finding ways to improve the training provided to the adjunct instructors so that OIT can improve teaching quality to the excellent level that students have come to expect at OIT.   Your identities and opinions will be kept confidential. This to be a safe space where everyone can speak openly and honestly.

The questions asked will take on several forms, yes/no questions, rating scale of 0 to 5 with 0 being the lowest and 5 being the best, short answers, and open dialog. For the scale questions any ratings that are below a 3, I will ask for you to elaborate.

With that said, are there any questions before beginning?

Theme 1

For theme 1 I will be asking you questions related to the six areas of training and development that have been identified through research as the best-practices in this area. You are to indicate if you have participated in a specific area. If you have not, please indicate if you think it would have helped you as an adjunct to have has that opportunity. If you would like clarification about a best-practice, please ask.

Theme 2

The second theme that will be the same as theme one except I am asking you to apply this to other colleges where you have worked if applicable.

Theme 3

The third theme is all about your orientation at OIT. The purpose of this section is to allow you to evaluate the orientation modules that are offered to adjunct instructors when employment begins at OIT. You are being asked to answer yes or no regarding your participation in a specific module. If you did participate in it, you are being asked to rate it form a 0 – 5 with zero being the lowest score. There is additional opportunity for comments in this section.

Theme 4

Our fourth theme today is other in-service opportunities. This will be evaluating if you have participated in other in-service opportunities that have been or are currently being offered to the adjunct faculty members. Again, this is a yes or no question with a rating of the activities which you have participated in.

Theme 5

The fifth and final theme for today have several additional open-ended questions. These questions are to get you to express how you felt about being and adjunct instructor at OIT and your experiences as an adjunct during your first quarter.

Closing

I would like to thank everyone for participating in this focus group. Your input will help make programs at OIT better. If you have any questions or concerns about what has been discussed during our time together, please reach out to me at my personal email (Tracie Brady, tracie.brady68@gmail.com)   Enjoy the rest of your day!