



EFFECTIVE PRACTICES FOR DEVELOPING AND SUPPORTING FACULTY

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THE STUDY



- [Online Adjunct Faculty: A Survey of Institutional Policies and Practices](https://www.everylearnereverywhere.org/resources/online-adjunct-faculty-a-survey-of-institutional-policies-and-practices/)
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- Joint study with OLC with support from Every Learner Everywhere
- Summer 2021
- Surveyed about the 2020-2021 academic year
- 116 participants
- 42.7% two-year, primarily associates; 25.6% four-year public, primarily baccalaureate and/or graduate; 28.1% private, nonprofit; 1.2% private, for profit; and 2.4% other
- 19.3% less than 500 FTE, 16.9% 500 to 1,000 FTE, 26.5% 1,001 to 3,000 FTE, 13.3% 3,001 to 5,000 FTE, and 24.1% more than 5,000 FTE

NOTE ON DEFINITIONS



- **On-campus course:** Course activity is organized through synchronously scheduled classroom-based meetings held onsite at an institution or another location.
- **Online course:** All course activity is completed online synchronously, asynchronously, or through a combination of synchronous and asynchronous learning experiences.
- **Emergency remote instruction:** The temporary shift from face-to-face instruction to online instruction in response to a crisis, most recently the 2020 COVID pandemic.
- **Blended course:** Blended learning is an umbrella term that includes both HyFlex and hybrid courses. Blended courses utilize a combination of technologies to allow for a blend of synchronous and asynchronous learning modalities, including classroom-based and online instruction, which allows for a reduction in traditional seat time.
- **Hybrid course:** Course that combines synchronous classroom-based learning experiences with synchronous and/or asynchronous online activity to replace a significant percentage of classroom-based instruction.
- **HyFlex course:** Multimodal course that combines classroom-based, online synchronous, and online asynchronous learning experiences that allow students the freedom and flexibility to choose which mode of participation to engage in from session to session.

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SECTION 1

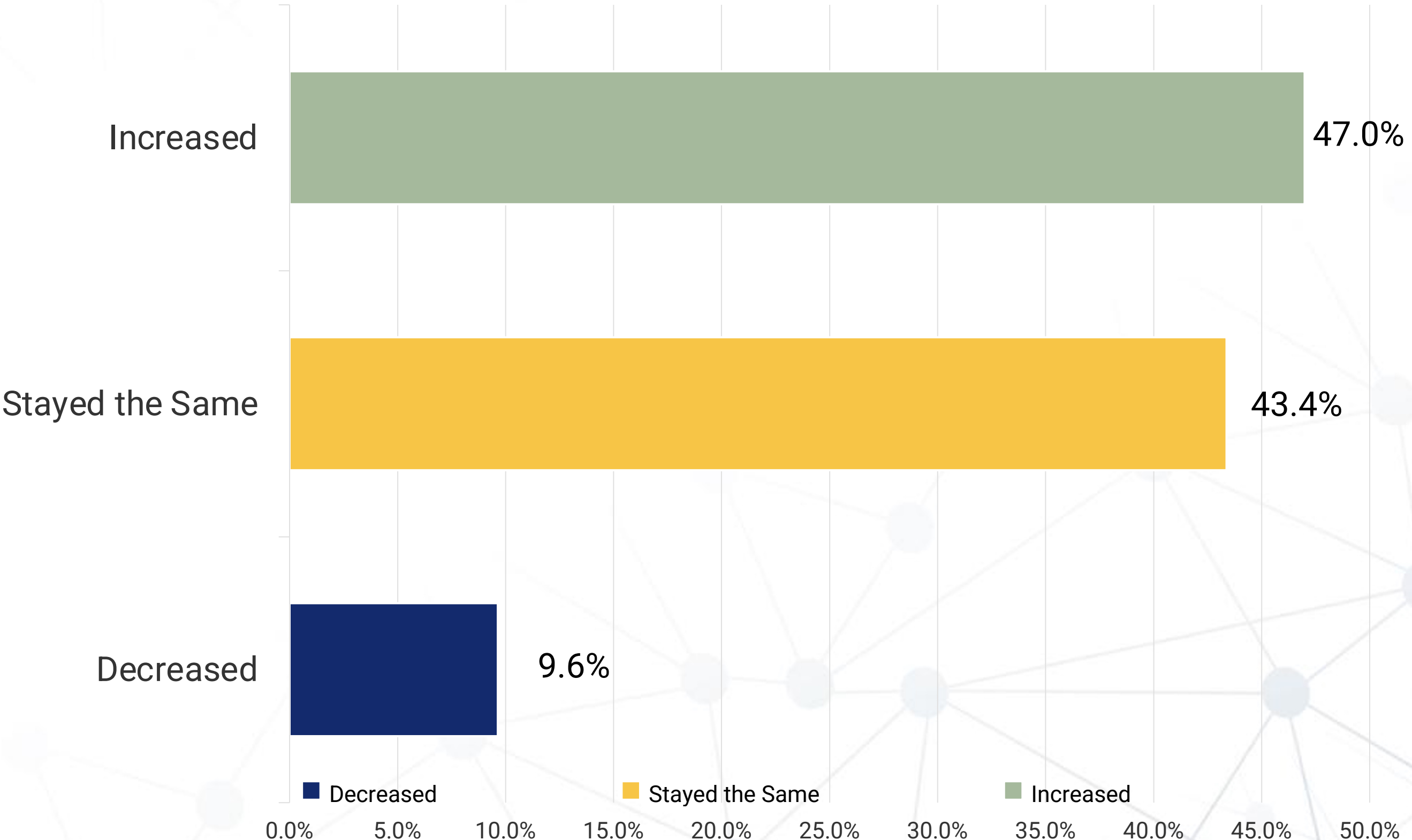
Findings

USE OF ONLINE ADJUNCTS



The use of adjuncts for online courses in 2020-21 was slightly up compared to 2019-2020.

Percentage of Adjunct Online Faculty



KEY FINDINGS



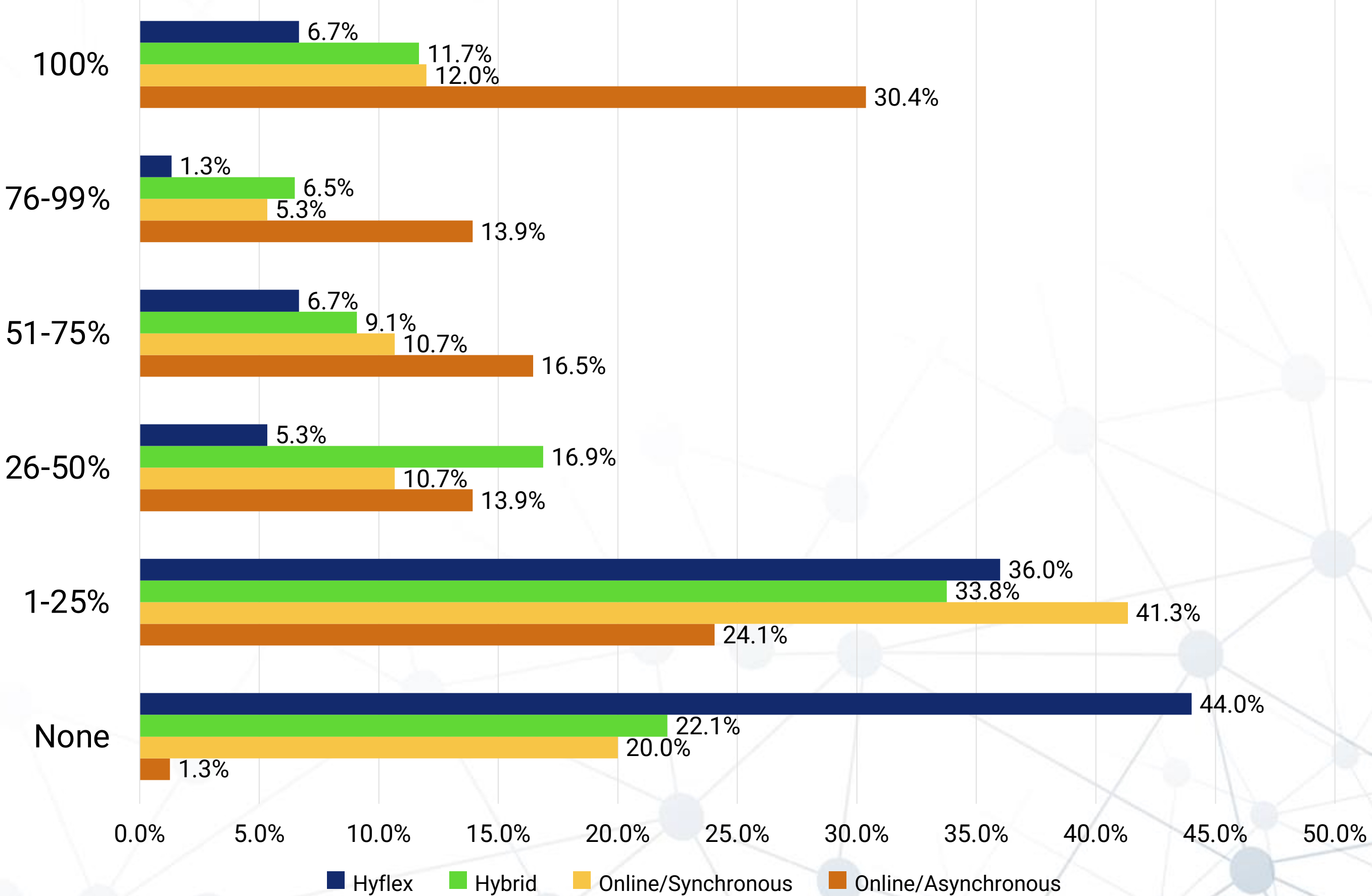
- Common policies are still lacking
- Mandatory training and instructional design support is decreasing
- Culturally relevant pedagogical training may not be required but is still prevalent
- The pandemic did not significantly change professional development requirements for faculty
- The most effective online pedagogical practices are often those identified as the most challenging to implement

PROFESSIONAL DEVELOPMENT: MODALITY SPECIFIC TRAINING



Modality specific training is excellent for asynchronous online education but much less robust for other modalities, especially blended and hyflex courses.

Proportion of Courses Taught by Adjuncts Who Did Not Receive Specific Development on Good Practice for the Modality

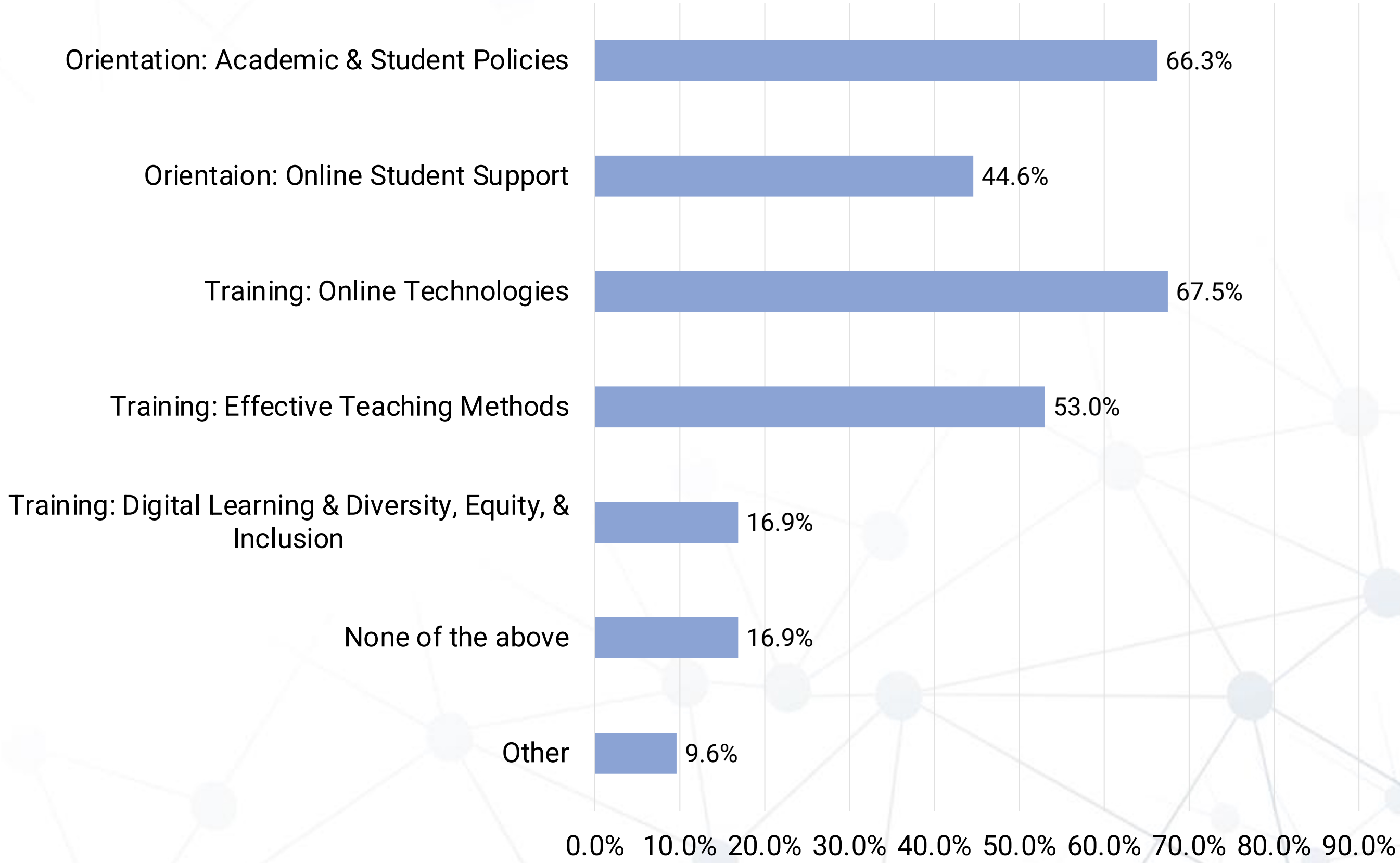


PROFESSIONAL DEVELOPMENT: REQUIREMENTS



The majority of respondents require at least online technical training, academic student policy training, and effective teaching methods training.

Activities Required of Online Faculty Prior to Teaching

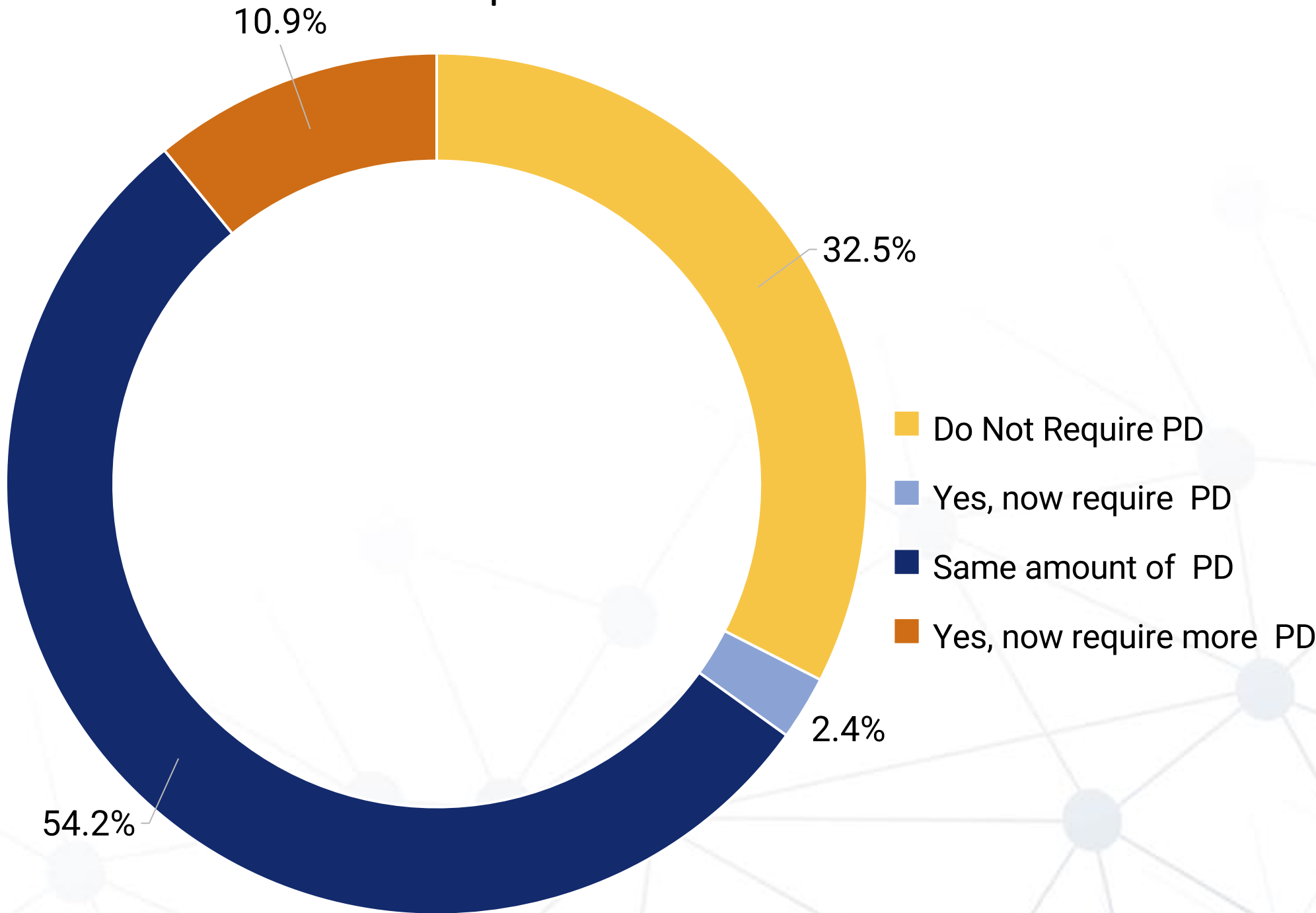


PROFESSIONAL DEVELOPMENT: PANDEMIC IMPACT



The majority of respondents reported that the pandemic did not impact professional development requirements.

How the Pandemic Changed Professional Development Requirements

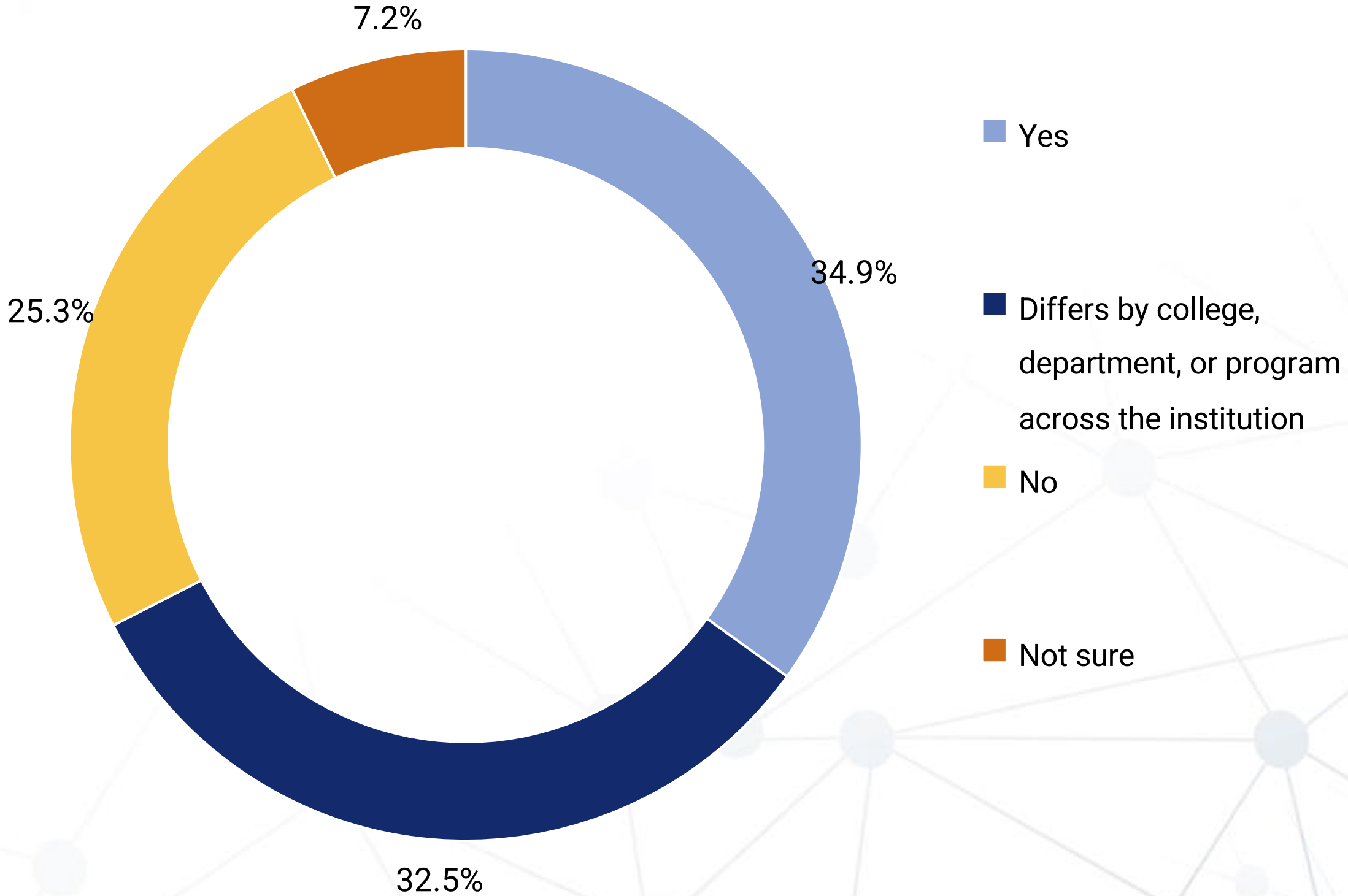


PROFESSIONAL DEVELOPMENT: CULTURALLY RELEVANT PEDAGOGY

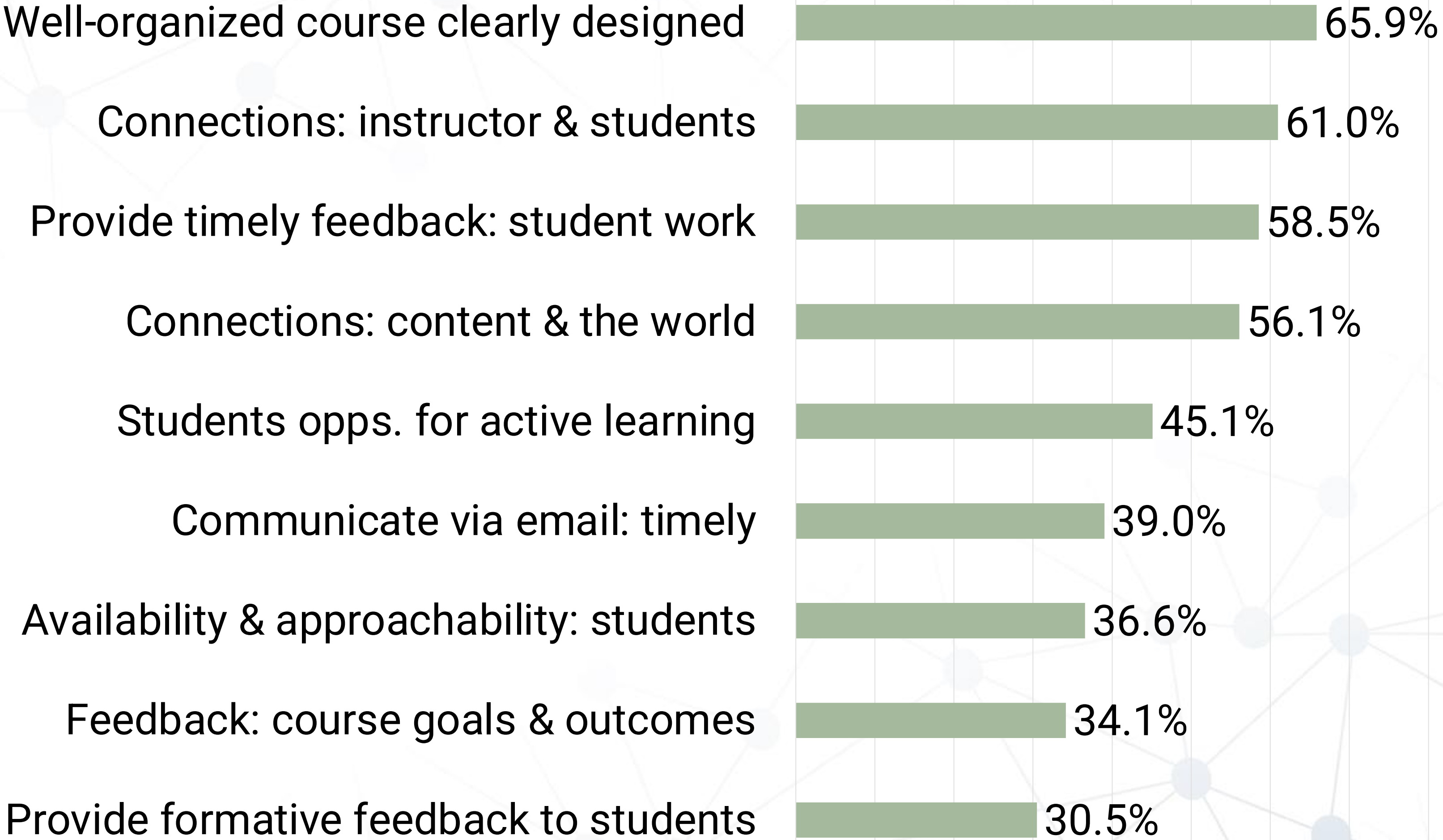


Over a third of respondents reported that their institutions offered culturally relevant pedagogical training.

2021 Are Online Adjunct Faculty Provided with Culturally Relevant Pedagogical Practices?

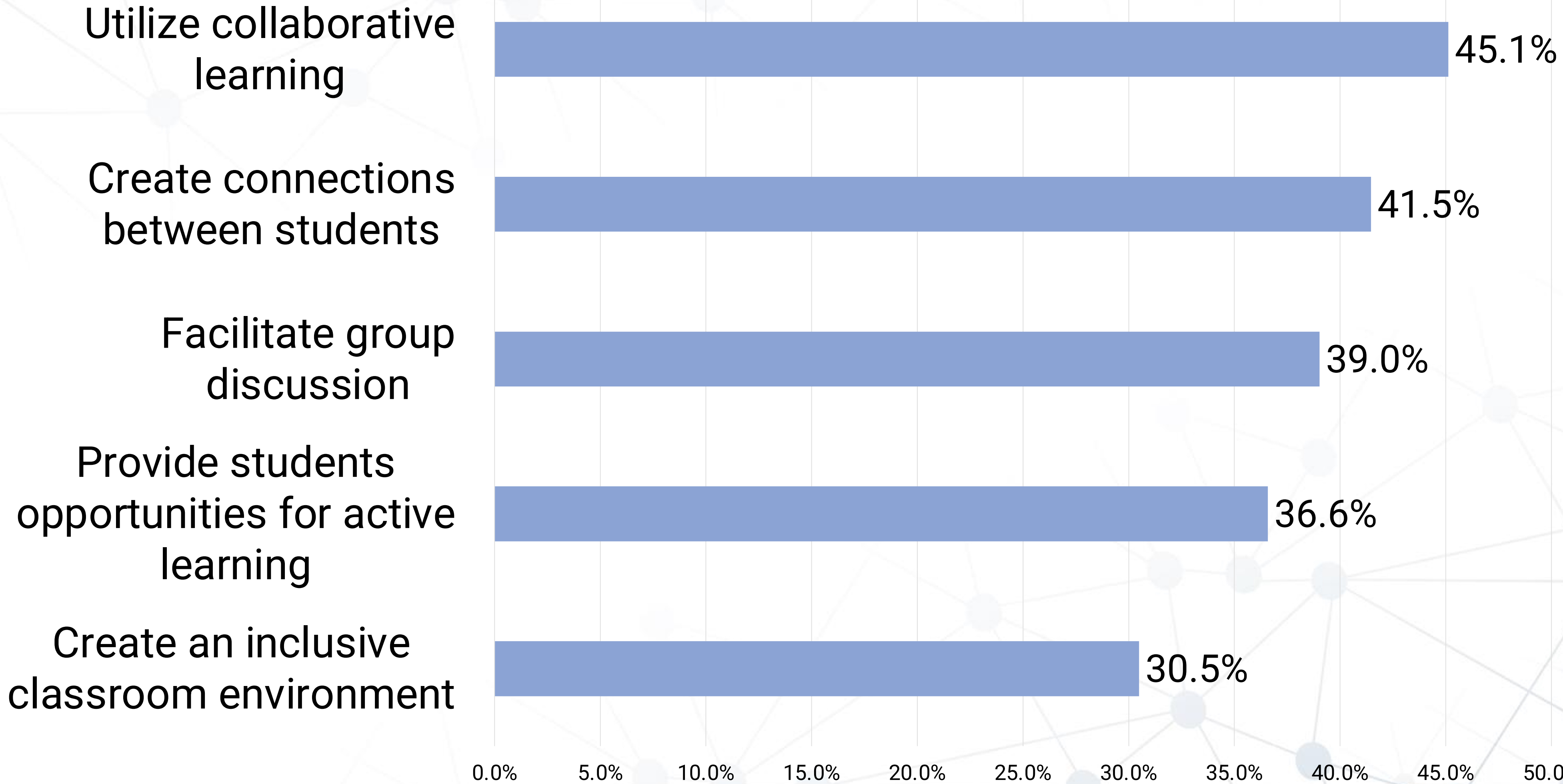


MOST EFFECTIVE PRACTICES BY ADJUNCTS

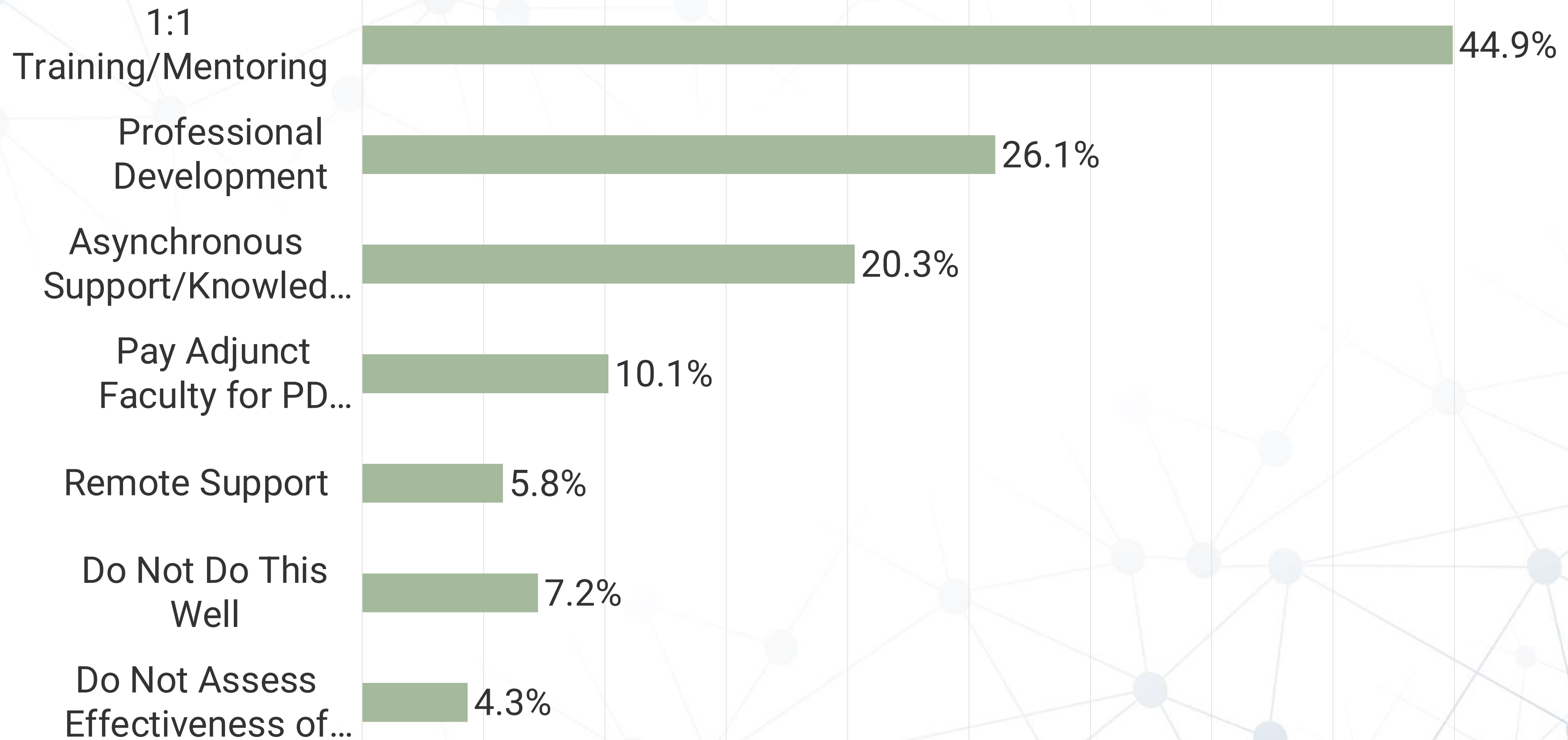


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MOST CHALLENGING PRACTICES FOR ADJUNCTS



MOST EFFECTIVE STRATEGIES FOR SUPPORTING ADJUNCTS



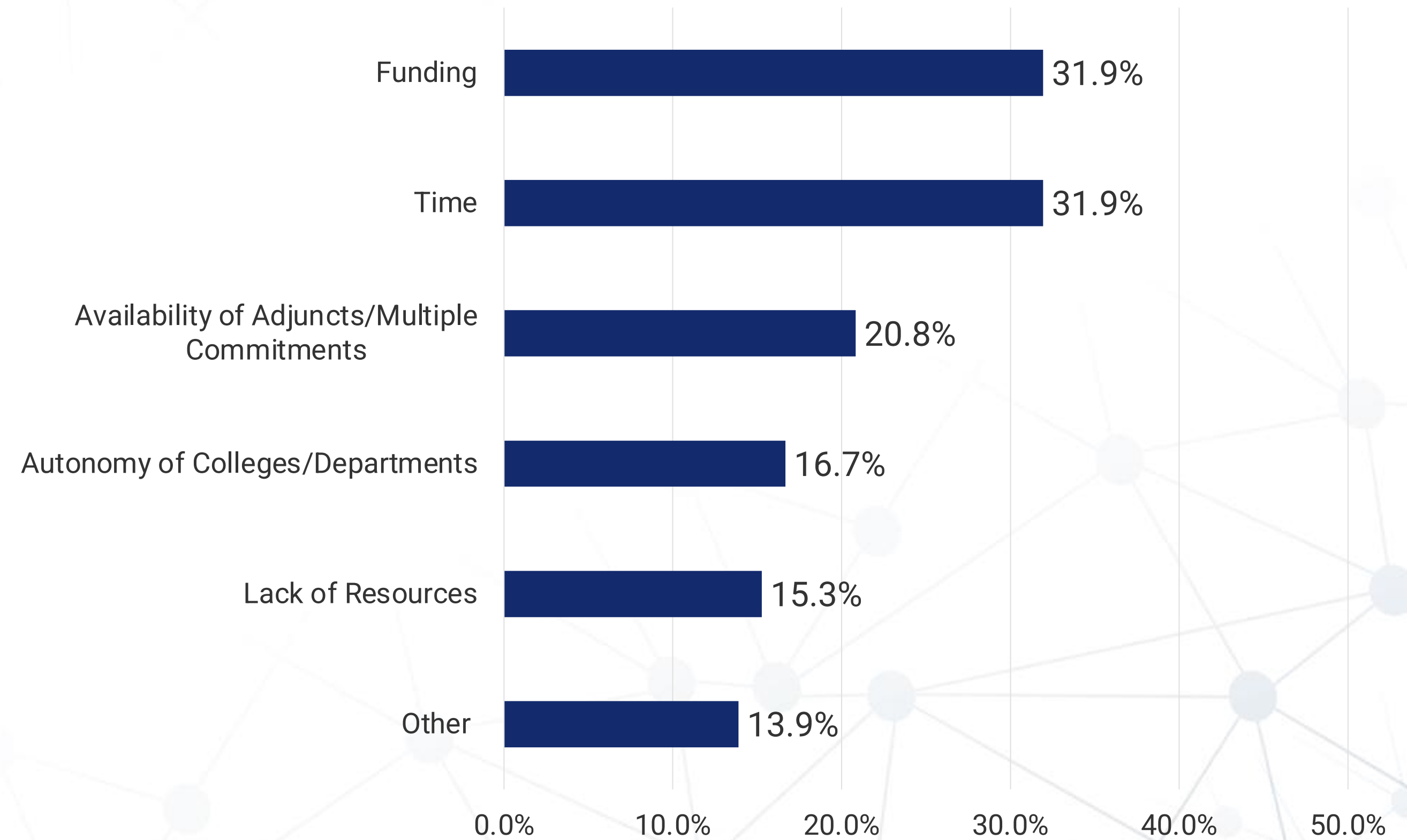
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PROFESSIONAL DEVELOPMENT: MAJOR BARRIERS



- Time
- Money
- Availability of adjuncts
- Autonomy of colleges and department
- Lack of resources

Barriers to Supporting Online Adjunct Faculty



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SECTION 2

Recommendations

CREATE SUSTAINED, STRUCTURED CONNECTIONS WITH ADJUNCT FACULTY



Create one-on-one or small group mentoring programs to provide continuous support to online adjunct faculty. A program that offers a combination of regularly-scheduled meetings, as-needed interactions, and feedback from experienced faculty provides robust opportunities for connection and development for online adjunct faculty.

OFFER TRAINING OPTIONS THAT EXTEND BEYOND TRADITIONAL BUSINESS HOURS



Offer training options that fit with adjunct faculty schedules. Offering asynchronous faculty training options, as well as synchronous or on-campus training on evenings and weekends can make it more likely adjuncts are available to attend.

INCENTIVIZE PROFESSIONAL DEVELOPMENT OPTIONS FOR ONLINE ADJUNCT FACULTY



Compensate adjunct faculty for their time and incentivize attendance by offering compensation for professional development offerings.

TAILOR TRAINING CONTENT TO MEET TOP ONLINE ADJUNCT FACULTY CHALLENGES



- **Gather data to understand top faculty challenges at your institution and tailor training content to meet their needs.**
- According to this study, top challenges and topics for training include:
 - Collaborative learning
 - Creating connection between students
 - Facilitating group discussion
 - Active learning strategies
 - Creating an inclusive classroom
 - Culturally-relevant teaching

PROVIDE RECOGNITION FOR EXEMPLARY ONLINE ADJUNCT FACULTY WHO USE EFFECTIVE PRACTICES



- **Acknowledge the successes of online adjunct faculty using effective practices to connect with students.** Formal means of recognition include awards or the opportunity to be featured on the program's website. Informal means of recognition might include a personal thank you email, message, or call.

CREATE WELL-DESIGNED POLICIES THAT GUIDE INSTRUCTORS IN DETERMINING WHEN AND HOW TO RESPOND TO STUDENTS



- **Despite evidence that students benefit from timely and consistent communication and feedback from their instructors, many institutions still lack policies on timely interactions with students.** Such policies can help ensure that faculty are creating supportive and meaningful learning environments for all students.



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