Spring 3-30-2017

New Adjunct Faculty Outreach

Cristina Cottom

Embry-Riddle Aeronautical University, cottmc@erau.edu

Follow this and additional works at: http://commons.erau.edu/publication

Part of the Scholarship of Teaching and Learning Commons

Scholarly Commons Citation


This Poster is brought to you for free and open access by Scholarly Commons. It has been accepted for inclusion in Publications by an authorized administrator of Scholarly Commons. For more information, please contact commons@erau.edu.
ABSTRACT-2266

This research looked to determine if an increase in communication through emails and phone calls from the Rothwell Center for Teaching and Learning Excellence (CTLE-W) at Embry-Riddle Aeronautical University’s Worldwide (ERAU-W) campus to first time adjunct faculty during their first term teaching would increase utilization of CTLE-W resources to assist in preparation of their courses compared to first time ERAU-Wide first time adjunct faculty who did not receive increased communication from CTLE-W.

METHODOLOGY

Design and Data Analysis
A causal-comparative study was used to test if an increase in communication through emails and phone calls from the CTLE-W team to first time adjunct faculty during their first term teaching would increase utilization of the optional CTLE-W resources.

Sample
The sample for this study consisted of 58 first-time adjunct faculty members, from three colleges.

Participants were assigned and placed into the Increased Communication (n=30) or the Regular Communication group (n=28).

Data Collection, Processing, and Analysis
CTLE-W made initial contact via phone call one week prior to the term start. Then CTLE-W sent a follow-up email a third of the way through the term offering support and asking if the new adjuncts had any questions.

RESULTS

There was a significant difference in the amount of phone calls and emails received from the Increased Communication Group.

There was a significant difference in the amount of visits to the CTLE-W Resource Site from the Increased Communication Group.

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EV-Anar Attendance</td>
<td>Between Groups</td>
<td>.079</td>
<td>1</td>
<td>.079</td>
<td>1.212</td>
</tr>
<tr>
<td>Within Groups</td>
<td>.079</td>
<td>1</td>
<td>.079</td>
<td>1.212</td>
<td>.276</td>
</tr>
<tr>
<td>Total</td>
<td>3.724</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>Between Groups</td>
<td>.000</td>
<td>1</td>
<td>.000</td>
<td>1.212</td>
</tr>
<tr>
<td>Within Groups</td>
<td>.000</td>
<td>1</td>
<td>.000</td>
<td>1.212</td>
<td>.276</td>
</tr>
<tr>
<td>Total</td>
<td>.000</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Hour Attendance</td>
<td>Between Groups</td>
<td>.000</td>
<td>1</td>
<td>.000</td>
<td>1.212</td>
</tr>
<tr>
<td>Within Groups</td>
<td>.000</td>
<td>1</td>
<td>.000</td>
<td>1.212</td>
<td>.276</td>
</tr>
<tr>
<td>Total</td>
<td>.000</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTLE Resource Site Visits</td>
<td>Between Groups</td>
<td>4.046</td>
<td>1</td>
<td>4.046</td>
<td>23.709</td>
</tr>
<tr>
<td>Within Groups</td>
<td>9.557</td>
<td>56</td>
<td>.171</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13.603</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Call from Adjuncts</td>
<td>Between Groups</td>
<td>.579</td>
<td>1</td>
<td>.579</td>
<td>6.759</td>
</tr>
<tr>
<td>Within Groups</td>
<td>8.800</td>
<td>56</td>
<td>.086</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5.379</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emails from Adjuncts</td>
<td>Between Groups</td>
<td>33.945</td>
<td>1</td>
<td>33.945</td>
<td>228.175</td>
</tr>
<tr>
<td>Within Groups</td>
<td>8.331</td>
<td>56</td>
<td>.149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42.276</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results indicate there was not a statistically significant difference in all categories (discussion, office hour and EV-Anar attendance).

The adjuncts in the increased communication group emailed CTLE-W 47 times and called six times.

CONCLUSIONS

This study validates the value of frequent, timely, targeted communication by faculty developers to adjunct faculty to encourage them to continue utilizing the professional development opportunities offered.

FUTURE IMPLICATIONS

CTLE-W has determined there is value in this increased communication and has continued to contact all new adjunct faculty prior to and during their first term teaching to create a welcoming environment and experience.

CONTACT

Cristina Cottom, Research Specialist
Cristina.Cottom@erau.edu
386-226-6695

NEW ADJUNCT FACULTY OUTREACH

Cristina Cottom, Sara Ombres, Angela Atwell, and Lisa Martino
Embry-Riddle Aeronautical University-Worldwide

Between Groups .579 1 .579 6.759 .012