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Aligning Development with Adjunct Faculty Motivations

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Aligning Development with Adjunct Faculty Motivations

Session 1F: Abstract 96
40 minute workshop

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Agenda

1 Introduction/identifying adjuncts

2 Table talk #1

3 Faculty Motivation/survey results

4 Table talk #2

5 Large group discussion

Today's Presenters

Liz Cummins
Associate Director
RCTLE, Embry Riddle Aeronautical
University

Angie Atwell
Executive Director
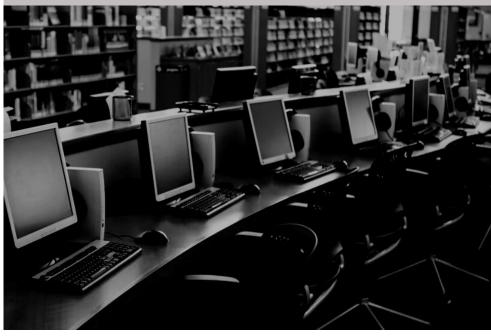RCTLE, Embry Riddle Aeronautical
University

Embry-Riddle by the numbers

~1200/120

80%

5167

ADJUNCT FACULTY TYPES
LYONS & BURNSTAD (2007)

EXPERT

Employed full-time outside of teaching

FREELANCER

Employed by choice in multiple part-time jobs

CAREER-ENDER

Concluding work life but wants to maintain a connection to the field

ASPIRING ACADEMIC

Recently completed graduate program

BEST PRACTICES FOR SUPPORTING ADJUNCT FACULTY
LYONS & BURNSTAD (2007)

A thorough orientation to the institution; its culture and practices

Adequate training in fundamental teaching and classroom management skills

A sense of belonging to the institution

Initial and ongoing professional development

Recognition for quality work

Adjunct Motivations

Push/pull factors

Pull Factors
- Flexible work schedule
- Enjoyment of teaching
- Fulfillment of full potential as a person
- Enjoys a challenge
- Sharing my knowledge with others

Push Factors
- Lack of other job opportunities
- Income is necessary
- A step toward full-time employment as an instructor
- Best work option available
- Unable to secure a full-time role as an instructor

Table Talk #2

Educational Developer Motivations

Large group
discussion

Want to keep the discussion going?

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Please reach out to us at the Rothwell Center for Teaching and Learning Excellence at **rctle@erau.edu**