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### New Adjunct Faculty Outreach

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# New Adjunct Faculty Outreach

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

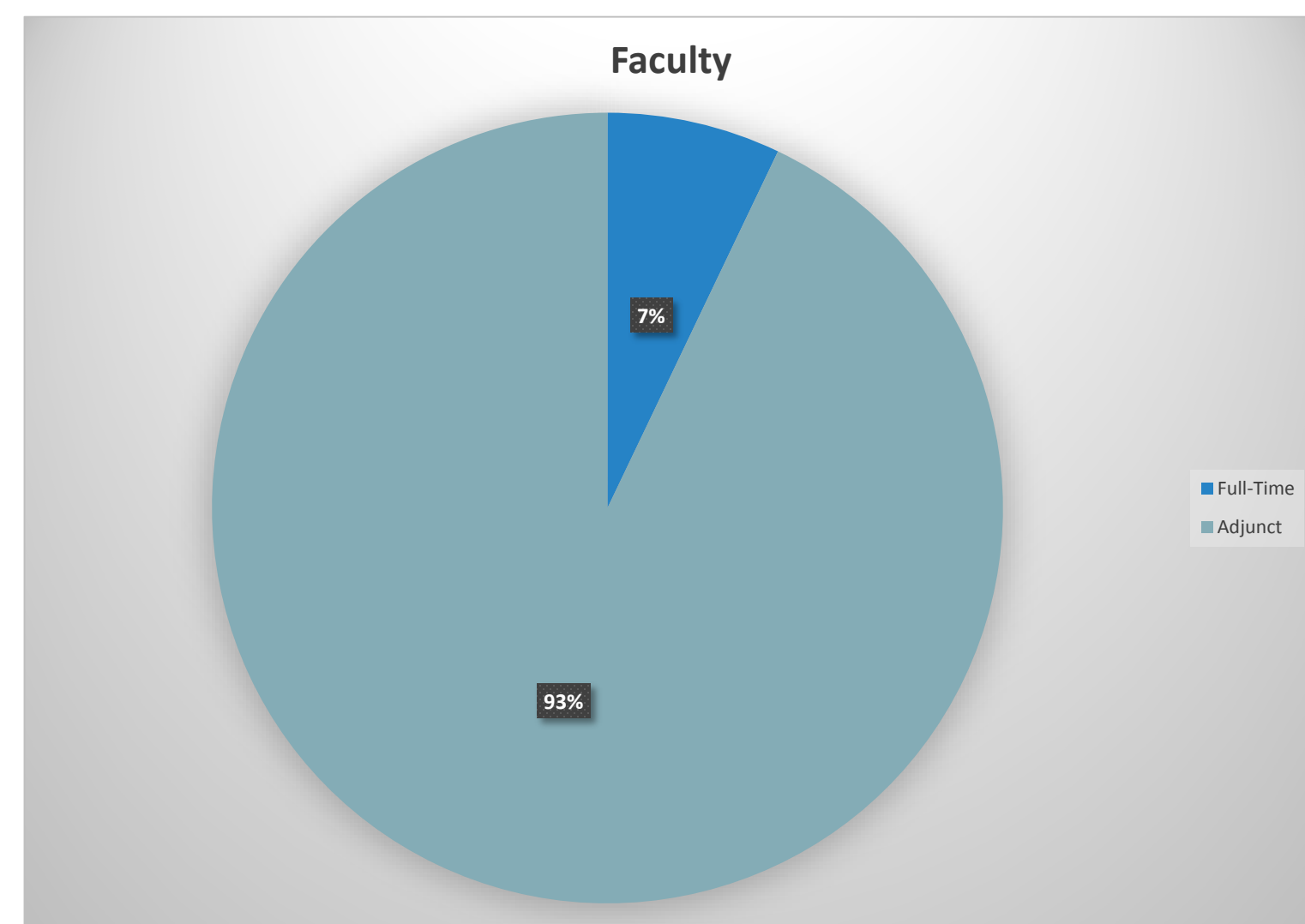
## ABSTRACT-2266

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-Worldwide adjunct faculty who did not receive increased communication from CTLE-W.



## PROBLEM

Adjunct faculty play an imperative role in the growth and sustainability of online education; however, institutions may not provide sufficient communication to their adjunct faculty.



CTLE-W currently offers professional development opportunities to nearly 2,000 adjunct faculty (or 93% of ERAU-W's teaching force) working from their homes or at one of our 120 campus locations around the world.

New adjunct faculty participation and utilization of these resources fluctuates and there was no data on how many first time faculty members use CTLE-W resources during their first teaching term.

## METHODOLOGY

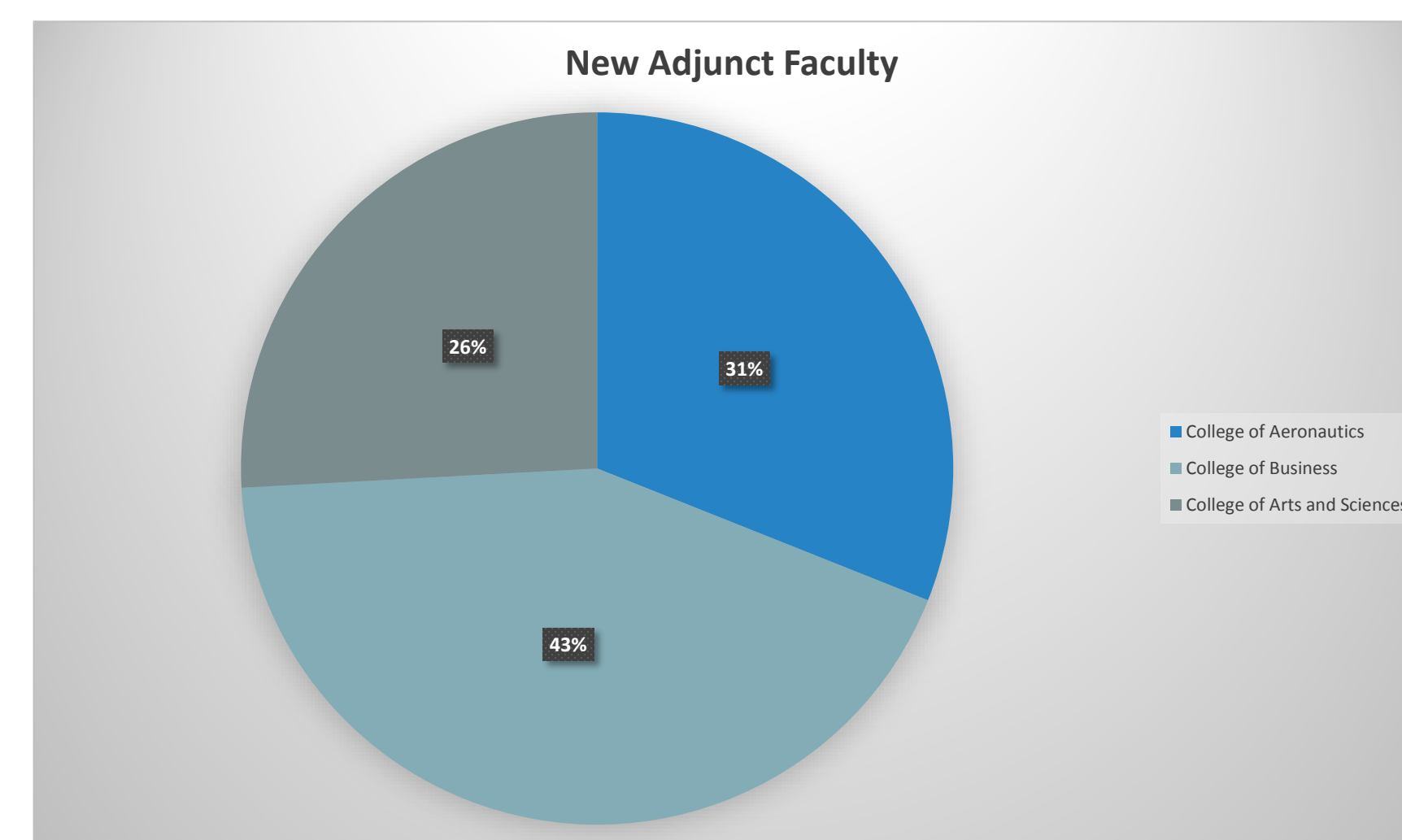
### Design and Data Analysis

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.

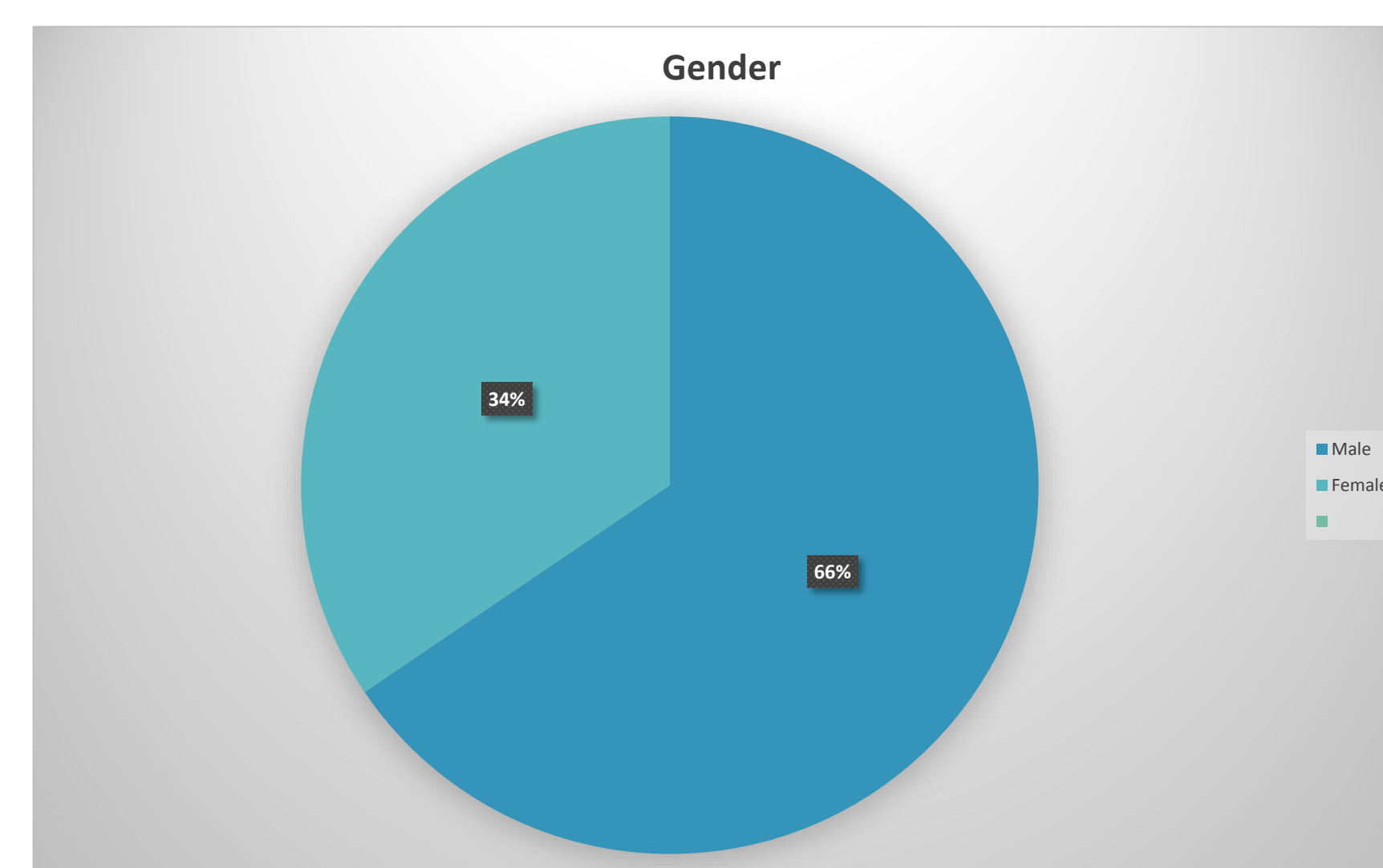
The data analysis that was utilized in this study was a one-way analysis of variance (ANOVA).

### 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).



Of the faculty involved in this study, 66% (n=38) were male and 34% (n=20) female.

### 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.

Hi!

I just wanted to send a quick follow-up email based on my voicemail I left earlier. If you have not already done so, you can self-enroll in our CTLE Resource Site using the following link:  
<https://erau.instructure.com/enroll/4YTKGT>

Our CTLE Resource Site in Canvas is a great place to review FACD course content, watch previous webinars we've offered, and interact with CTLE and your colleagues. This site will be a great resource to you throughout your teaching career at Embry-Riddle Worldwide.

Also, attached is our April Newsletter. We send these out on the first of the month with lots of great professional development opportunities for faculty. For example, we will discuss the Supporting English Language Learners in this month's EV-Anar.

Please feel free to reach out to me if you have any questions at any point during your career teaching for ERAU-Worldwide. I can be reached by replying to this email, calling me at the phone number listed in my signature line below, or by contacting our department email at [wwctlew@erau.edu](mailto:wwctlew@erau.edu).

Have a great term!

**Cristina Cottom**  
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Rothwell Center for Teaching and Learning Excellence - Worldwide  
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## 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

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
EV-Anar Attendance	Between Groups	.079	1	.079	1.212	.276
	Within Groups	3.645	56	.065		
	Total	3.724	57			
Discussion Participation	Between Groups	.000	1	.000		
	Within Groups	.000	56	.000		
	Total	.000	57			
Office Hour Attendance	Between Groups	.000	1	.000		
	Within Groups	.000	56	.000		
	Total	.000	57			
CTLE Resource Site Visits	Between Groups	4.046	1	4.046	23.709	.000
	Within Groups	9.557	56	.171		
	Total	13.603	57			
Phone Call from Adjuncts	Between Groups	.579	1	.579	6.759	.012
	Within Groups	4.800	56	.086		
	Total	5.379	57			
Emails from Adjuncts	Between Groups	33.945	1	33.945	228.175	.000
	Within Groups	8.331	56	.149		
	Total	42.276	57			

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.

	EV-Anar	Discussion	Office Hours	Emails from adjunct faculty	Phone calls from adjunct faculty	CTLE Resources Site Visits
Increased Communication Group	1	0	0	47	6	34
Regular Communication Group	3	0	0	1	0	16

## 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

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