New Adjunct Faculty Outreach

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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.

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 group (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. Following each contact, CTLE-W received communication from the new adjunct faculty. This communication consisted of emails and phone calls from the new adjunct faculty. This communication was analyzed to determine if there was an increase in communication from CTLE-W team to first time adjunct faculty during their first term teaching would increase utilization of the optional CTLE-W resources.

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

**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.

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