

Online Adjunct Faculty

A Survey of Institutional Policies and Practices



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About the Organizations



WICHE Cooperative for Educational Technologies (WCET) is the leader in the practice, policy, & advocacy of digital learning in higher education. WCET is a member-driven non-profit which brings together colleges, universities, higher education organizations, and companies to collectively improve the quality and reach of technology-enhanced learning programs. Learn more at wcet.wiche.edu.



The Online Learning Consortium (OLC) is a collaborative community of education leaders and innovators dedicated to advancing quality digital teaching and learning experiences designed to reach and engage the modern learner — anyone, anywhere, anytime. OLC inspires innovation and quality through an extensive set of resources, including best-practice publications, quality benchmarking, leading-edge instruction, community-driven conferences, practitioner-based and empirical research, and expert guidance. The growing OLC community includes faculty members, administrators, trainers, instructional designers, and other learning professionals, as well as educational institutions, professional societies, and corporate enterprises. Learn more at onlinelearningconsortium.org.



Every Learner Everywhere is a network of twelve partner organizations with expertise in evaluating, implementing, scaling, and measuring the efficacy of education technologies, curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in blended and online learning environments. Our mission is to help institutions use new technology to innovate teaching and learning, with the ultimate goal of improving learning outcomes for Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. Our collaborative work aims to advance equity in higher education centers on the transformation of postsecondary teaching and learning. We build capacity in colleges and universities to improve student outcomes with digital learning through direct technical assistance, timely resources and toolkits, and ongoing analysis of institution practices and market trends. For more information about Every Learner Everywhere and its collaborative approach to equitize higher education through digital learning, visit everylearnereverywhere.org.

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Introduction and Key Findings

Understanding the role that adjunct instructors¹ play in online education is critical as the amount of online education continues to rise. According to the U.S. Department of Education, distance education enrollment² in fall 2018 reached approximately 6.9 million students, roughly 35 percent of the 19.6 million students enrolled that term.³ It is worth noting that, although overall student enrollment declined by five percent between fall 2012 and fall 2018, distance education course enrollment increased by 29 percent (NCES, 2021). And given the impact of the pandemic, it is likely that an even larger number of students have experienced online education since 2020.

In 2015, The Learning House (now part of Wiley University Services) and the WICHE Cooperative for Educational Technologies (WCET) conducted a survey of 202 deans, directors and provosts familiar with the online practices at their respective two- and four-year higher education institutions. Their report, *Recruiting, orienting, and supporting online adjunct faculty: A survey of practices*, examined online adjunct hiring practices, expectations, policies, and support.⁴

With the monumental shift from face-to-face to remote education brought about by the COVID-19 pandemic in spring 2020, as well as renewed attention on student access and equity and support from Every Learner Everywhere, WCET and the Online Learning Consortium (OLC) conducted a new survey of 119 administrators in the summer of 2021 to better understand the practices that impact online adjunct faculty, equity, access and quality.⁵ Following the survey, in-depth follow-up interviews were conducted with 12 institutions including six institutions that did not originally participate in the study and six survey participants. Where possible, we sought to identify successful practices that can be applied across a variety of institutions.

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- 1 Some individuals in the field prefer the term “contingent” to “adjunct.” The term “adjunct” has been used in this study as that is still the prevailing term.
 - 2 The Department of Education tracks all distance education modalities and not exclusively online education. Although this can include audio or video conferencing or satellite or wireless communication, overwhelmingly, most distance education coursework comprises online education.
 - 3 The percentage of students taking at least one distance education course may, in fact, be higher. An analysis of 12 month IPEDS data (rather than fall IPEDS data) indicates that in 2019–2020 as much as 51.8 percent of students took at least one online course. (Smalley, 2021).
 - 4 <https://wcet.wiche.edu/resources/recruiting-orienting-supporting-online-adjunct-faculty/>
 - 5 42.68% of respondents came from two-year public institutions that primarily offer associate degrees, 26.51% from four-year public institutions that primarily offer baccalaureate and/or graduate degrees, 28.05% from private, nonprofits, and 1.22% from private, for-profits. The largest number of institutions, 26.51%, came from mid-sized institutions with 1,001 to 3,000 FTE enrollments.

In addition to an unprecedented public health crisis impacting higher education, 2020 also saw waves of protests against police violence and structural racism. Equity in higher education is not a new issue, but in the wake of 2020's violence and protests, it took on new significance. Much has been written about the role of the Digital Divide in higher education inequities; less focus has been paid to the role of adjuncts and higher education inequity.⁶ Although the latter is beyond the scope of this project, educational inequity does form the backdrop of this report. It is impossible to dismiss the ways in which historic and systemic racism impacts both institutions of higher education and their students. As Joosten et al. wrote in their 2021 *Research review: Educational technologies and their impact on student success for racial and ethnic groups of interest*,

To move beyond diversifying the student body and supporting students through cultural centers and services, institutions need to identify the institutional structures and actions of individuals at institutions that are influencing the success of students who are racially and ethnically underrepresented in order to change the systems to create greater access and equity. Specifically, there is a need for efforts that identify the structures and actions, especially those inside and outside of the classroom, which have the potential to positively influence student success (Joosten et al., 2021).

A NOTE ABOUT THE PANDEMIC AND DEFINITIONS AND TERMS

We asked respondents to think about the use of adjuncts in courses intentionally designed to be online courses and exclude consideration of emergency remote instruction. To assist respondents, the survey used the following 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.

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: A course that combines synchronous classroom-based learning experiences with synchronous and/or asynchronous online activity to replace a significant percentage of classroom-based instruction.

Hy-flex course: A multimodal course that combines classroom-based, online synchronous, and online asynchronous learning experiences, allowing students the freedom and flexibility to choose which mode of participation to engage in from session to session.

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.

⁶ One such report is the Midwestern Higher Education Compact's The digital divide among college students: Lessons learned from the COVID-19 emergency transition, https://www.mhec.org/sites/default/files/resources/2021The_Digital_Divide_among_College_Students_1.pdf.



Our key findings include:

1. **Common policies are still lacking.** When compared to 2015, more institutions are developing email response and time to grade policies; however, large numbers of schools still lack these policies. This also holds true for written policies on online office hours.
2. **Mandatory training and instructional design support is decreasing.** In a number of cases, institutions require less mandatory training prior to teaching online than in 2015. This is especially the case for online orientation to student services and online technologies as well as training in effective teaching methods.
3. **Culturally relevant pedagogical training may not be required but is still prevalent.** While not quite 17 percent of respondents indicated that training on digital learning, diversity, equity, and inclusion was required of online adjunct faculty prior to teaching, over a third of respondents indicated that all of their online adjunct faculty had access to training on culturally relevant pedagogical practices.
4. **The pandemic did not significantly change professional development requirements for faculty.** Over 54 percent of respondents indicated that the pandemic has not changed the amount of professional development required of online adjunct faculty.
5. **The most effective online pedagogical practices are often those identified as the most challenging to implement.** Some of the same practices associated with the most effective online adjunct faculty are also identified as some of the most challenging practices to implement. Many of these practices also correspond with evidence-based teaching practices known to be particularly beneficial to students.

This report explores the policies and procedures that institutions use to support online adjunct faculty. We believe that this data and the resulting recommendations should inform and guide institutions in developing promising practices in orienting, supporting, and evaluating online adjunct faculty. It is worth noting that, although the data is representative of the 116 responding institutions, it may not be representative of all of higher education. Key data points are represented graphically in the body of this report, and the full results of the survey may be found in the appendix.

The Utilization of Online Adjunct Faculty

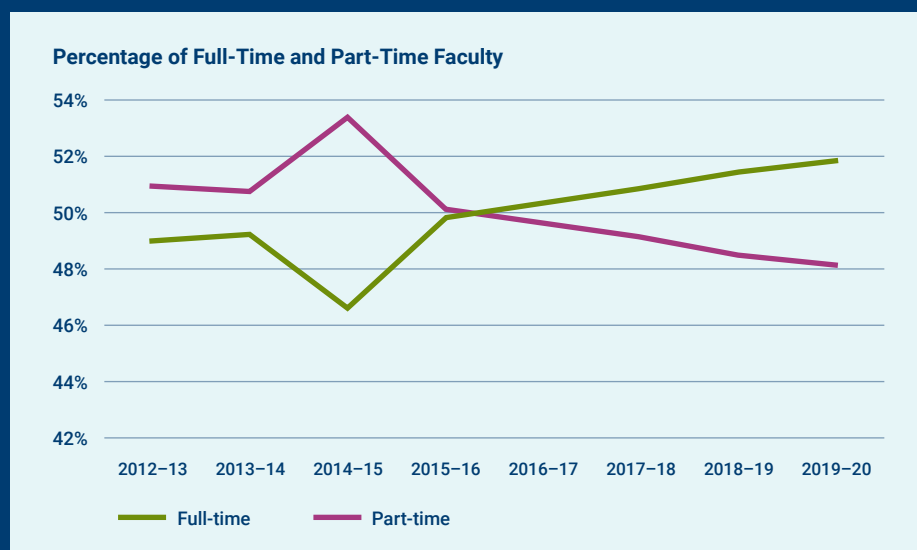
Understanding the role that adjunct instructors play in online education is critical as the amount of online education continues to rise. According to the U.S. Department of Education, distance education enrollment in fall 2018 reached approximately 6.9 million students, roughly 35 percent of the 19.6 million students enrolled that term (NCES, 2021).

The Prevalence of Adjunct Faculty within Institutions of Higher Education

Adjunct faculty, who we define as part-time, non-tenure track faculty, play a critical role in postsecondary education. IPEDS reports that there were over 700,000 part-time faculty during the 2019–20 academic year. Or, put another way, 48.14 percent of all instructors were part time (IPEDS, 2020). Although adjuncts account for

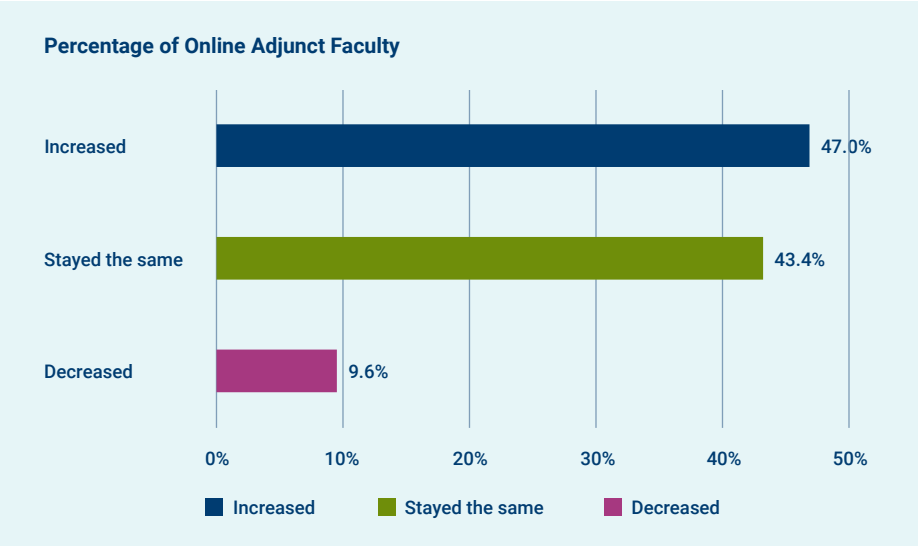
almost half of all faculty, their presence varies by educational sector with adjuncts comprising 43.12 percent of instructors at four-year institutions versus 64.4 percent of instructors at two-year and below institutions (IPEDS, 2020). Despite the sizeable number of adjunct instructors, there were almost 44,000 fewer adjuncts in 2019–20 compared to the 2012–13 academic year. It is also worth noting that the growth rate of adjuncts between 2012–13 and 2019–20 declined by almost six percent while the growth rate of full-time faculty rose by 5.36 percent.

With such a large and significant population of instructors, it is imperative for institutions to understand the practices surrounding the use of online adjunct faculty.

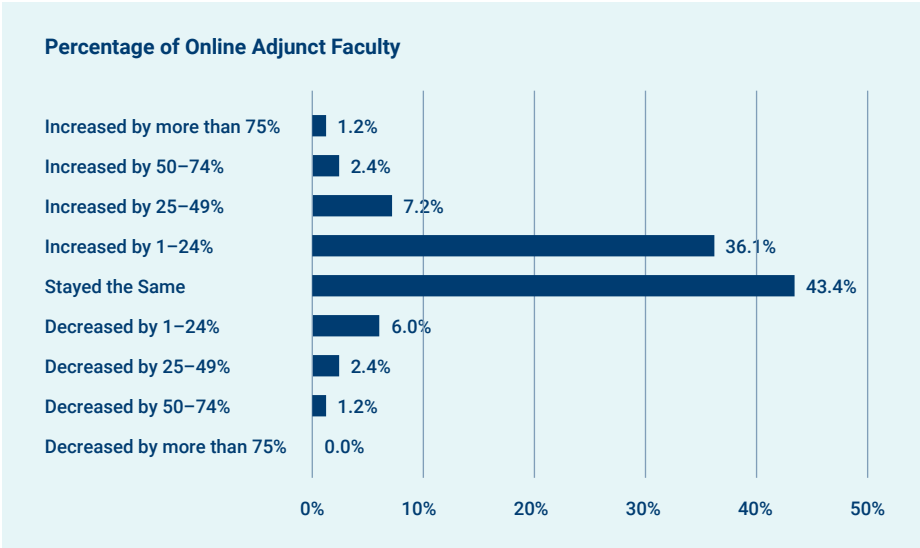


Change in Percentage of Online Adjunct Faculty

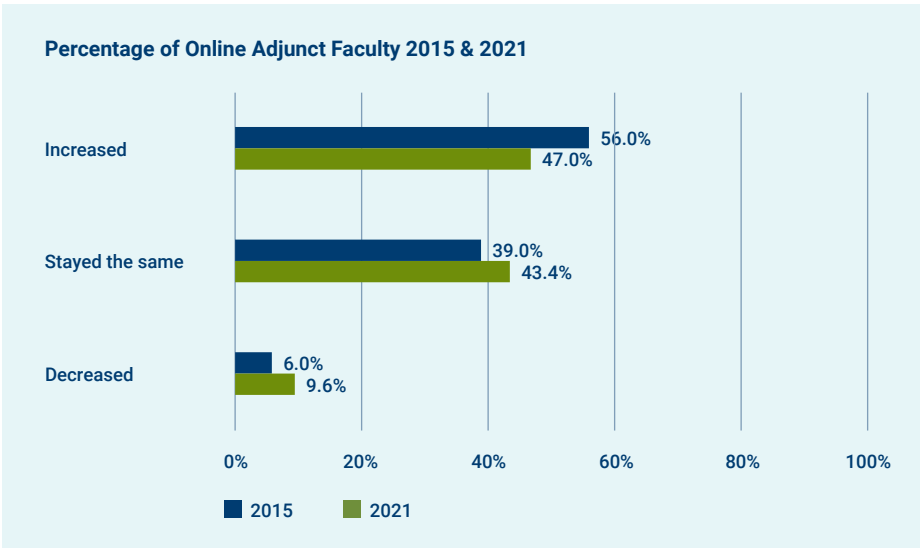
Although the number of adjunct faculty may be declining overall at institutions, the number of online adjunct faculty members increased between the 2019–20 and 2020–21 academic years, suggesting that institutions may leverage adjuncts in their online programs at the same or greater rate than in face-to-face programs. Of the respondents, 46.98 percent reported that there was some increase in the number of online adjuncts, with 31.14 percent reporting an increase between 1 and 24 percent. Most respondents, 43.37 percent, reported that the percentage of online adjunct faculty remained the same. Very few, only 9.63 percent of respondents, reported a decrease in their use of online adjunct faculty.



Of those reporting an increase, the overwhelming majority reported a nominal increase of less than 25 percent.



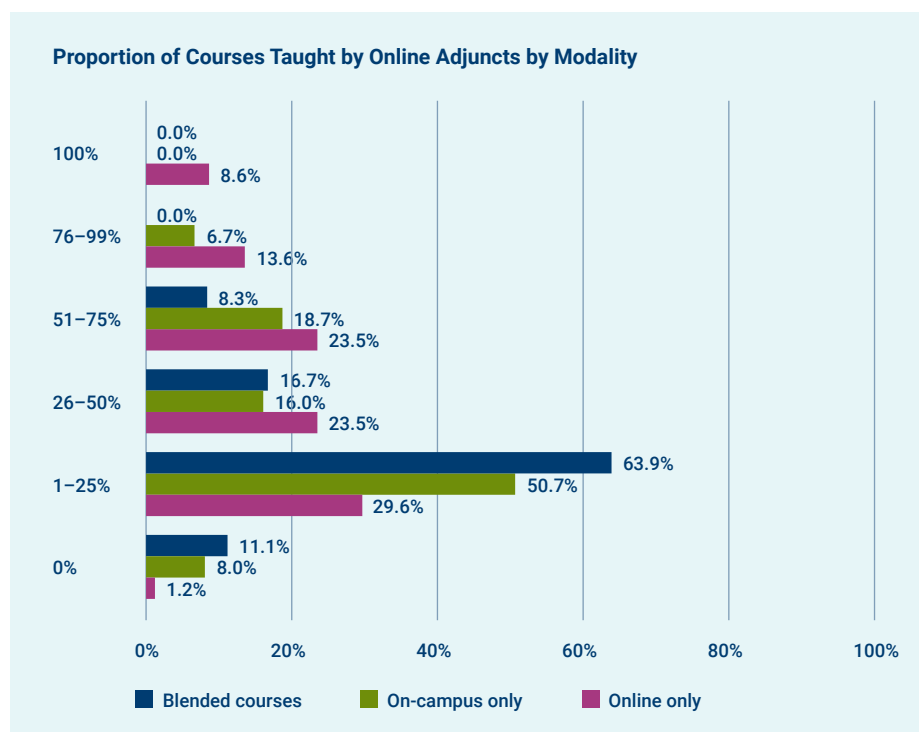
When compared to 2015 data, we see an increase in the number of respondents reporting that the number of online adjunct faculty remained the same: 43 percent in 2021 versus 39 percent in 2015. Additionally, the number of institutions reporting reductions in the use of online adjuncts increased slightly: 9.6 percent in 2021 versus 6 percent in 2015.



Proportion of Courses Taught by Online Adjuncts by Modality

Perhaps surprisingly, relatively few adjuncts appear to be employed to teach on-campus courses, with eight percent reporting no on-campus courses being taught and half reporting only a quarter or less of their on-campus courses being taught by adjuncts. Even fewer, 74.1 percent, reported that adjuncts were used 25 percent of the time for blended courses. Also of note is how widely dispersed the use of adjuncts is for online courses. Although almost all institutions report using adjuncts to teach online (98.8 percent), their use is fairly dispersed. Almost 30 percent reported using adjuncts for a quarter or less of their courses; 23.5 percent reported the use of adjuncts for 26 to 50 percent of online courses; and 23.5 percent for 51 to 75 percent of online courses.

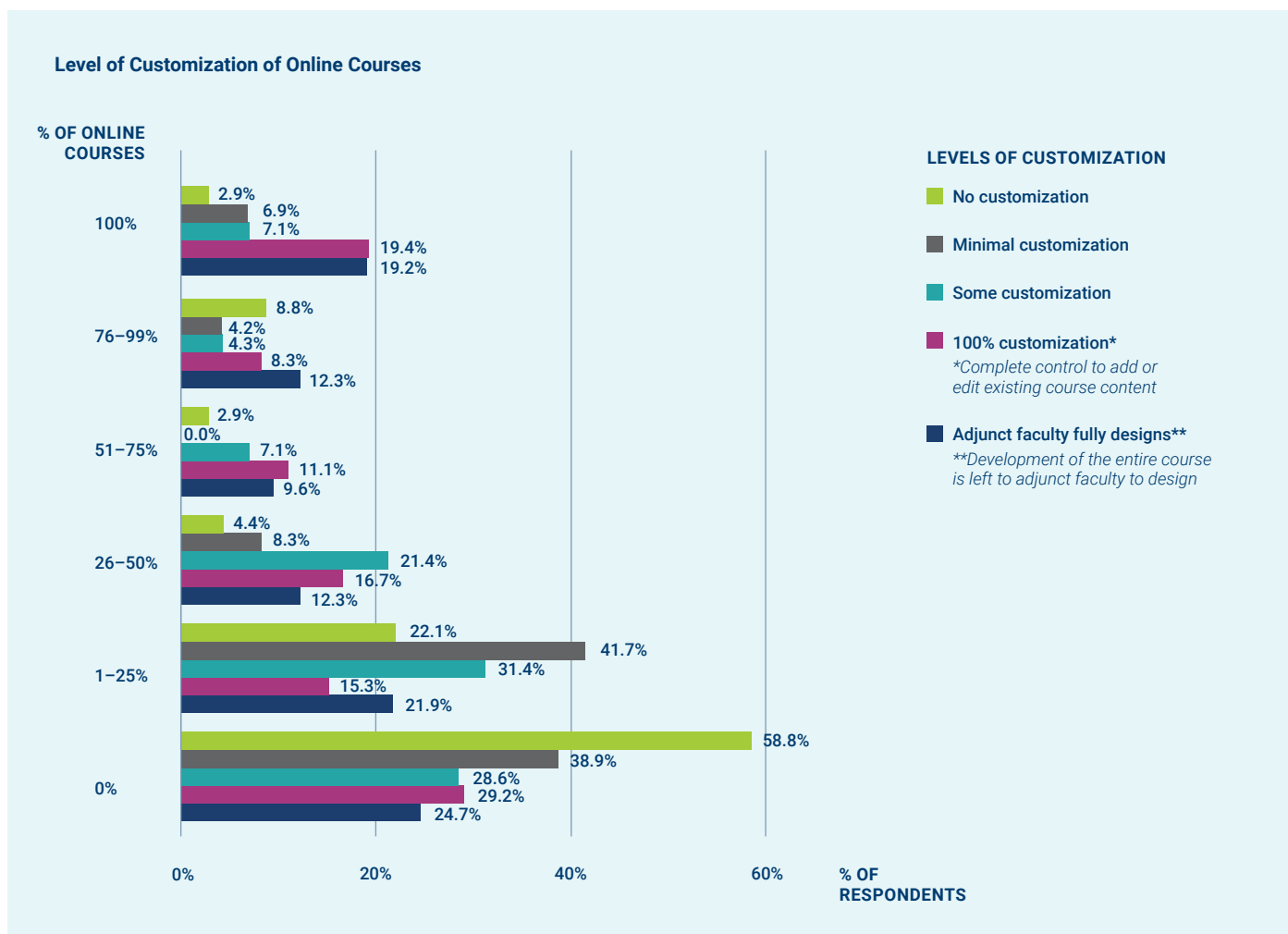
Most tellingly and counter to the myth that institutions disproportionately use adjuncts to teach online is the 13.6 percent who report adjuncts used for 76 to 99 percent of courses and the scant 8.6 percent who reported adjuncts are used to teach all online courses. This pattern of use may be caused by a number of factors including the declining trend in the use of adjuncts in general. However, one theme which came up in several interviews was that some institutions took pride in **not** using adjuncts to teach online and saw the use of full-time faculty as a way to “sell” their online courses and distinguish themselves in a crowded market.



Level of Customization in Courses Taught by Online Adjuncts

Online adjunct faculty have significant control over the development of their courses, with 19 percent indicating that development of the entire course is left entirely to the online adjunct to design and another 19 percent reporting having complete control to add or edit the course content and resources. However, it is unclear the extent to which these adjuncts have access to instructional design support to assist in ensuring that the course meets best practices for online learning. The majority, 58.8 percent, reported that all of their courses are either fully developed by adjuncts or allow some level of customization.

Only 2.9 percent reported that none of the institution's courses were fully designed or customized. Given the extent to which online adjunct faculty are allowed to customize and develop their courses, this might speak to the increased importance of instructional design staff.



Responsibilities and Expectations for Online Adjunct Faculty

Written Policies on Expectations for Interacting with Students Online

A concerning number of institutions lack written policies on how often online adjuncts are expected to interact with online students.⁷ For example, 73.5 percent of institutions do not have a set policy regarding when online adjuncts should post to discussion boards while 54 percent lack any policy on when online adjuncts should respond to student discussion board posts. In both cases, these are very similar to 2015 findings, which found 74 percent of institutions lacked a set policy about posting to discussion boards and 54 percent lacked a policy on responding to student discussion board posts. And those institutions that do have such policies mostly require either initial posts (18.1 percent in 2021 and 10 percent in 2015) or responses to student posts (28.9 percent in 2021 and 26 percent in 2015) within 24–48 hours. In fact, the only really significant shift between 2015 and 2021 is around posting a discussion board topic within 24 hours, which went from 10 percent in 2015 to 4.8 percent in 2021, suggesting that institutions are providing instructors with additional time to engage students.⁸

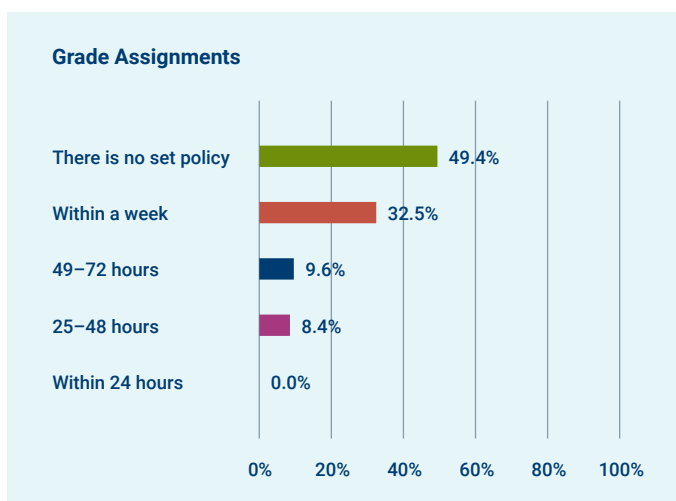
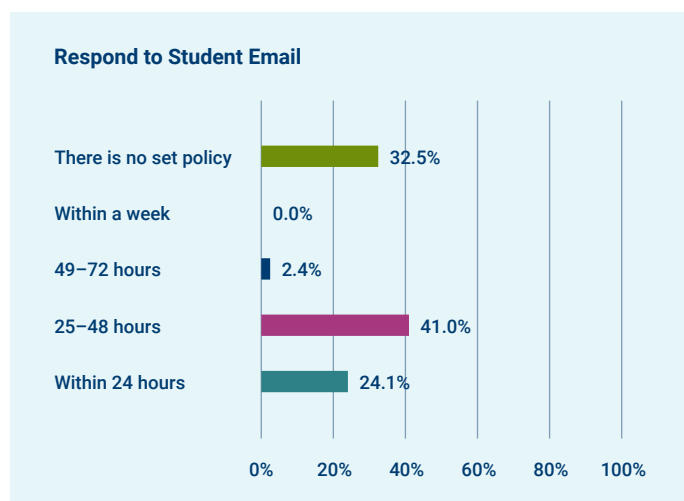
⁷ This may change, as 2021 regular and substantive interaction federal distance education regulations may require institutions to provide evidence of policies that support the federal definition of regular and substantive interaction.

⁸ It is worth noting that the survey only asked about policies as they relate to online adjuncts. It is possible that a similar lack of policies exist for face-to-face courses and adjuncts.

Policies on Turnaround Time

Whereas institutions may lack written policies on posting to discussion boards and responding to student posts, more institutions do have policies about responding to student emails and providing grades and feedback on student work, although a sizeable number of institutions still lack these policies.

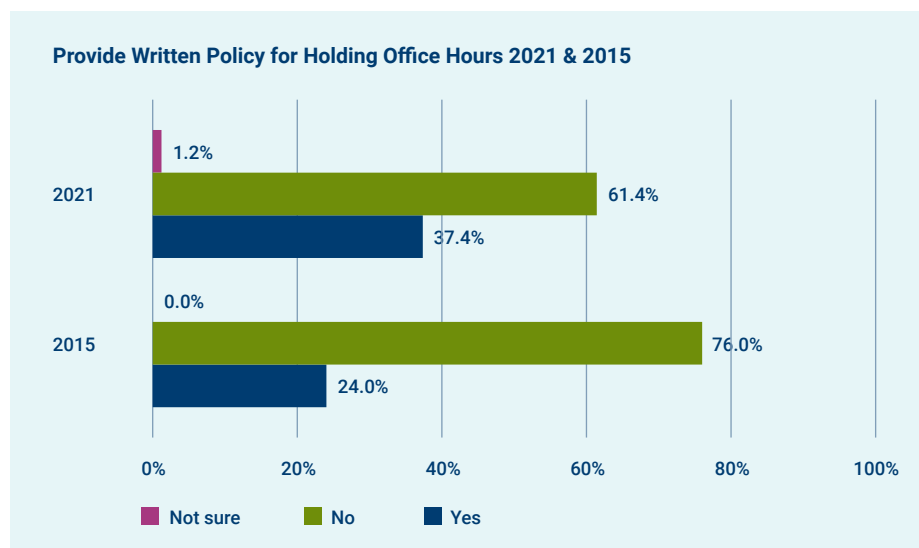
In 2021, for example, 67.5 percent of all institutions reported having written policies on responding to student email—an improvement on the only 59 percent who reported such a policy in 2015. Of these 67.5 percent, most require a response within 25–48 hours, 41 percent up from 31 percent in 2015. It is worth noting that almost a quarter of institutions, 24.1 percent, require a response within 24 hours. One plausible reason for this improvement over 2015 may be a recognition of the importance of communication and relationship building, practices respondents identified as important effective teaching practices.



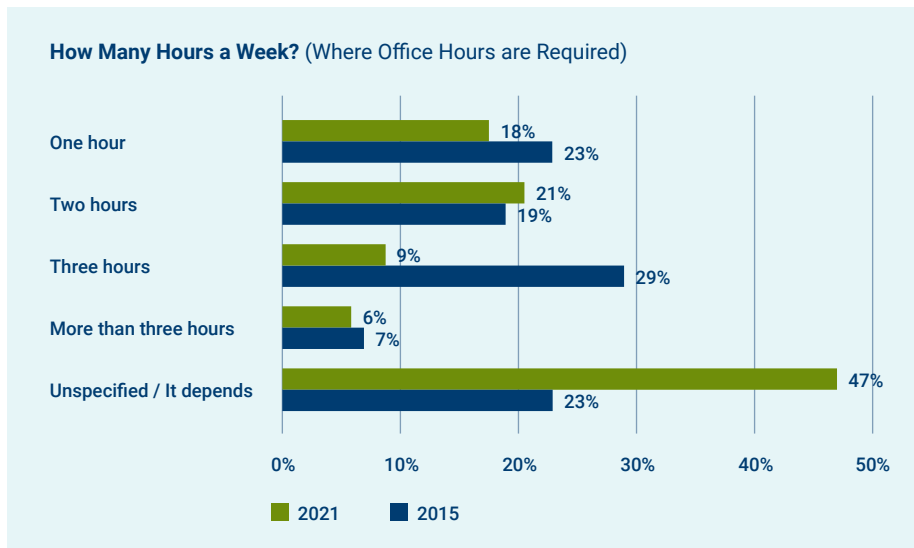
The majority of respondents indicated that their institutions had written policies on grading assignments, but just barely, with 50.6 percent. Although this is an improvement over the 2015 number of 46 percent, it is still significant that almost half of all institutions lack written policies on timely grading. This lack of written policy is especially troubling when providing timely feedback on student work was identified later in the survey as one of the three most prevalent practices of effective online adjunct faculty.

Policies on Office Hours

Institutions are increasingly adopting written policies on online office hours, but the majority still do not have such a policy. In 2021, over 61 percent of institutions still lacked such a policy, although that is significantly down from 76 percent in 2015.



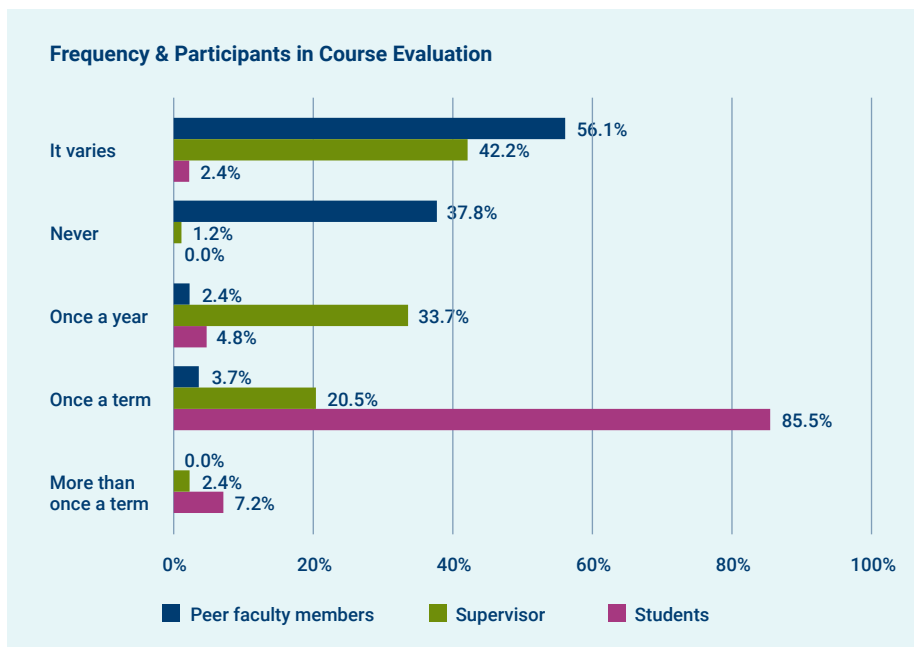
Policies, however, are likely to be vague, as over 47% of those institutions with policies indicated that the policy does not specify the number of hours required, up significantly from 23 percent in 2015. Where hours are indicated, they tend to be a mere one required hour (17.6 percent) to two required hours (20.6 percent). Interestingly, only 8.8 percent indicate requiring three hours, down substantially from 29 percent in 2015. Given the importance of developing relationships between instructors and students and the importance of instructor availability (another important practice of effective online adjuncts), the continued lack of written policies in this area is concerning.



Evaluating Online Adjunct Faculty Members

Evaluations of faculty classroom performance, especially formative evaluation opportunities, are critical for both ensuring and improving online educational quality. Student evaluations remain the most usual form of feedback, with 100 percent of institutions indicating that online adjunct faculty are evaluated by students at least once a term. One notable difference between the 2021 and 2015 findings is that 7.2 percent of 2021 respondents reported multiple student evaluations per term, triple 2015's scant 2 percent.

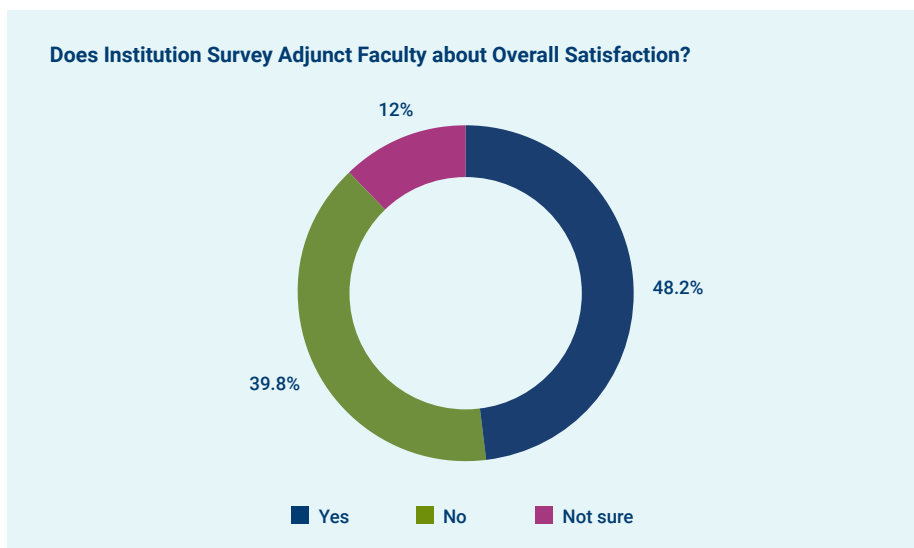
There is a great deal of departmental variance around the role of supervisor and peer evaluation, although we still see a strong role of supervisor evaluations with only 1.2% reporting it never happens, down from 11 percent in 2015. The biggest change is in the role of peer evaluation, with 37.8 percent reporting it never happens in 2021 compared to almost three quarters (72 percent) in 2015. This suggests that as institutional programs mature, greater use of promising practices such as peer evaluation is becoming more prevalent.



Determining Faculty Satisfaction

Online adjuncts are surveyed for their satisfaction, although there is little change in this behavior between 2015 and 2021. Many institutions, almost half (48.2 percent), are surveying online adjunct faculty regarding satisfaction, but it continues to be a practice in which the majority of institutions do not engage. Of note, though, is that

the number of institutions not surveying online adjuncts has actually increased, with almost 40 percent (39.8 percent) reporting in 2021 that the institution does not survey online adjuncts compared to 35 percent in 2015. This might indicate a decreased concern with online adjunct faculty satisfaction if institutions have access to a large pool of potential adjuncts and are able to easily replace dissatisfied online adjunct faculty.



Training and Support for Online Adjunct Faculty

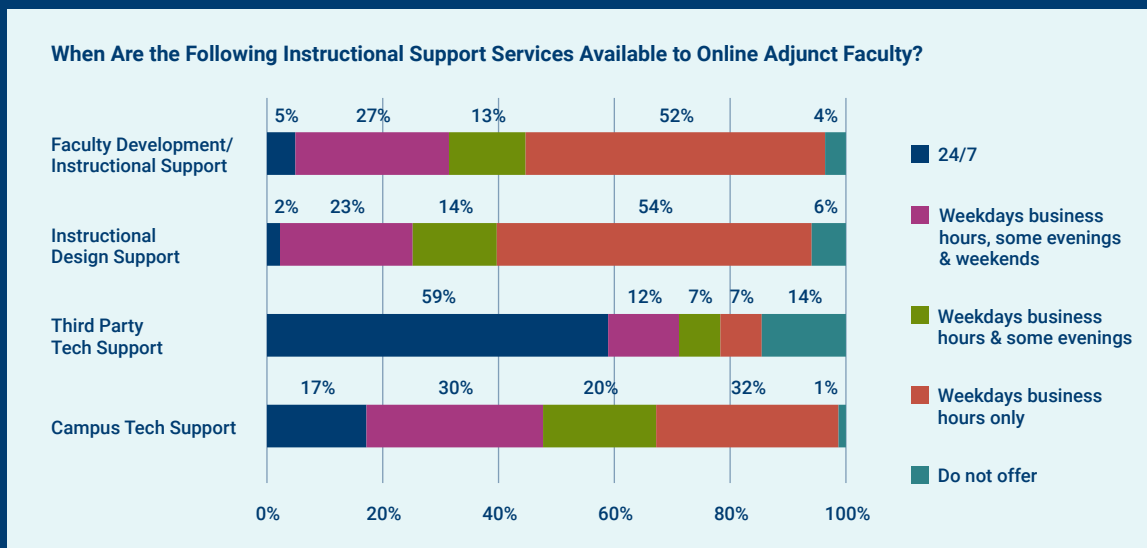
Technical Support and Tools for Online Adjunct Faculty

Technical support is an important aspect of ensuring that online adjuncts have the resources they need to successfully offer instruction.

Types of support services and availability

Technical support, both institutional and third party, is largely available to online adjuncts, with only 1.2 percent of institutions reporting that they do not offer campus technical support and only 14.5 percent reporting that they do not offer third-party technical support. Also of note is the presence of instructional design services for online adjuncts, with only 6 percent of institutions reporting no access and only

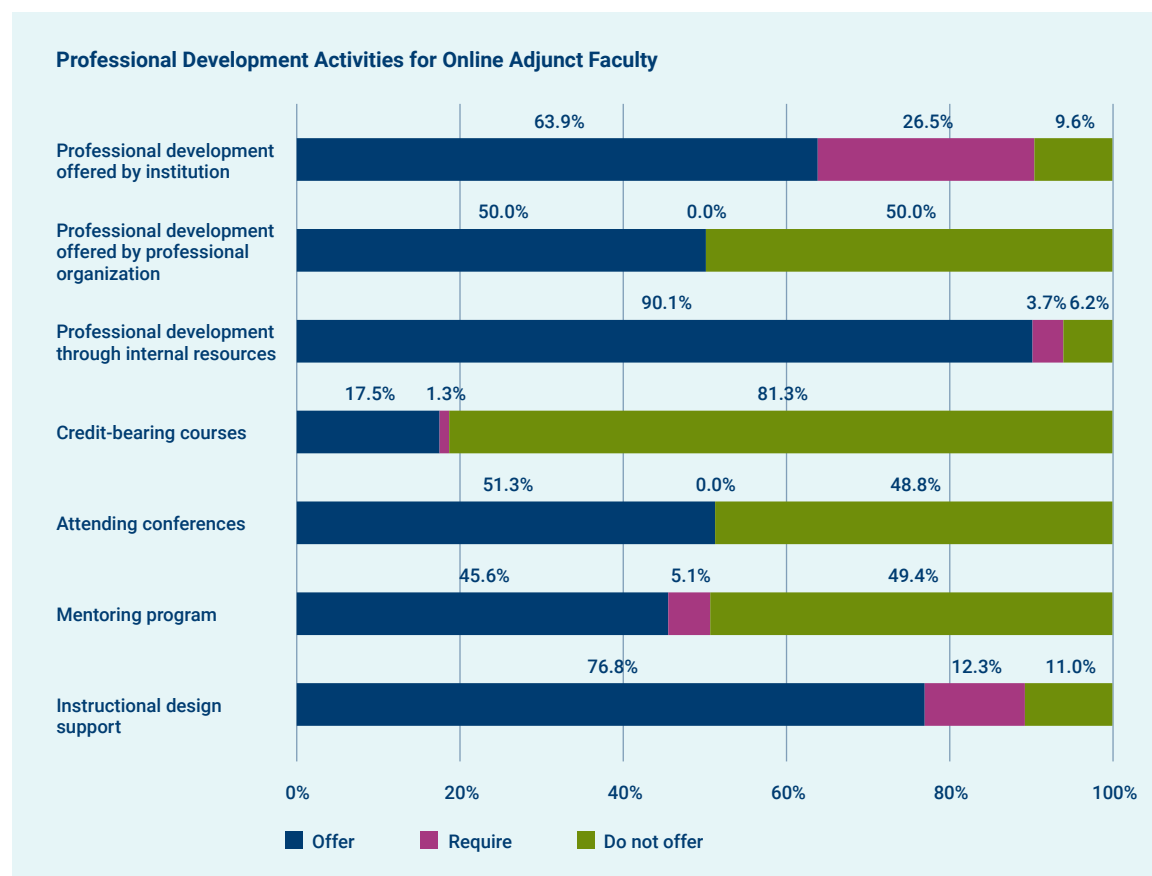
3.6 percent reporting no faculty development or instructional support. However, the hours that online adjunct faculty have access to such services varies considerably by service. Although there is widespread technical support in evenings and on weekends and even, for some, 24/7, that availability does not exist for instructional design and professional development, with those services largely available only during weekday business hours. This is significant since many adjuncts may be employed elsewhere and may be unavailable to access services during business hours. In fact, at least one respondent indicated that adjunct availability was a challenge for offering effective professional development to online adjuncts.



Training and Professional Development for Online Adjunct Faculty

Online adjunct professional development requirements have, at times, changed significantly since 2015. In 2015, 86 percent of respondents indicated that their institution offered internal professional development, with 64 percent reporting it was required. And although the availability of professional development has improved from 2015, significantly fewer institutions, now only 26.5 percent, require such activity. Of note is the number of institutions that appear to be outsourcing at least a portion of their professional development to other organizations: 50 percent up from 20 percent in 2015. Also up in 2021 are offerings of credit-bearing courses: 17.5 percent compared to 13 percent in 2015.

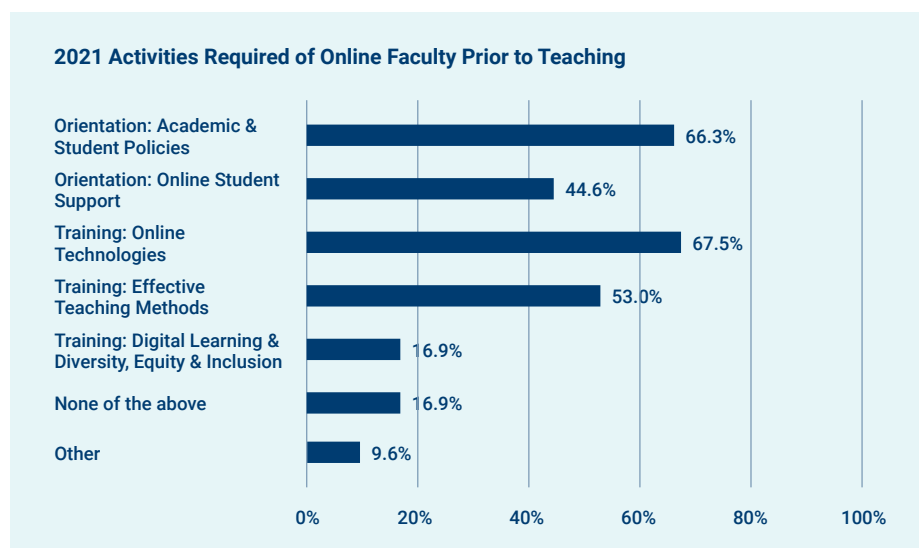
The two biggest changes in professional development relate to attending online education conferences and mentoring programs. The option of attending an online education conference exploded from a mere 13 percent in 2015 to 51.3 percent in 2021, while the availability of mentoring programs increased to 45.6 percent, up from 38 percent in 2015. Unfortunately, such mentoring programs are decreasingly required. In 2015, 19 percent of institutions required such programs while only 5.1 percent do in 2021. This is especially troubling since such practices were identified by 44.9 percent of respondents as an effective strategy for supporting online adjunct faculty.



Required professional development prior to online teaching

In many cases, training is required less in 2021 than in 2015. For example, although there is a slight increase in the percentage of institutions requiring orientation to academic and student policies (66.3 percent in 2021 compared to 62 percent in 2015), training and orientation requirements for online student services (44.6 percent in 2021 and 61 percent in 2015), online technology (67.5 percent in 2021 and 78 percent in 2015), and, perhaps most concerningly, effective teaching methodologies (53 percent in 2021 and 61 percent in 2015) are all down.

One bright spot is the number of respondents—17 percent—who report that training on digital learning and diversity, equity, and inclusion is required. Although this question was not included in the 2015 study, the number of institutions requiring such training is most likely a response to the results of both the Black Lives Matter movement and the pandemic. On a less hopeful note, almost 17 percent, almost one in five, of institutions lack any required activities for adjuncts prior to teaching online.



One consideration is the way in which institutions deliver their own professional development activities; another is the extent to which training for online adjuncts differs from that for full-time faculty. In some cases, that professional development is being delivered through knowledge bases; in other cases, through asynchronous professional development courses. One advantage to the offering of courses is that it allows online adjuncts to experience what it

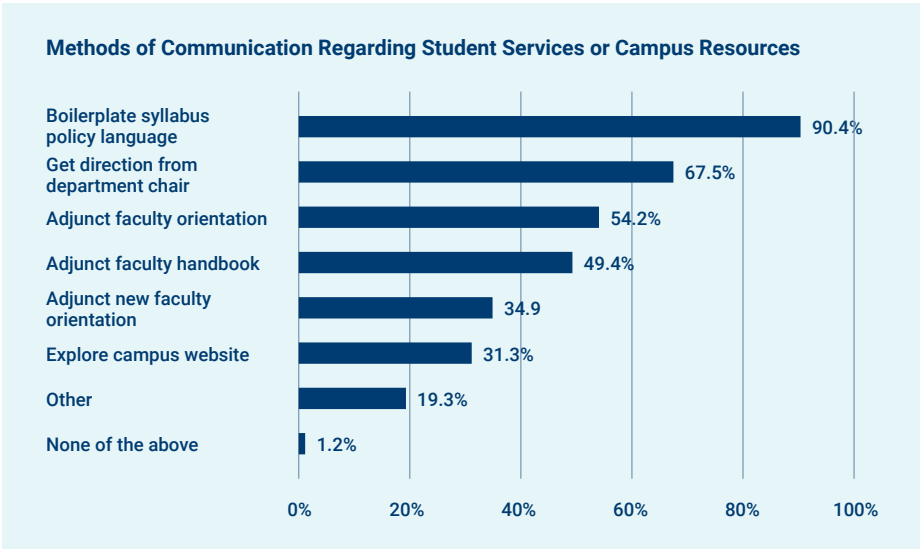
is like to be a learner in an online course, and institutions can model online teaching best practices. As one interviewee stated, “[B]ut having three weeks where the faculty are going through and experiencing some of the same feedback circles that their students would experience in courses, I think it provides a lot to help faculty understand what their students are experiencing in their teaching.”

We also saw in both the comments made by survey participants and interviews that many institutions do not differentiate training, required or optional, by the employment status of the faculty member. However, there is some indication that adjuncts may not receive priority for professional development. As one interviewee explained, “[We prepare adjuncts] the same way we prepare face-to-face faculty... We put you through the same training that we do our regular faculty, and adjuncts get a slightly less stipend for participation, but they still get paid. They typically go to the bottom of our priority list because we want to try to invest in our full-time, and particularly our tenured, faculty.”

Communicating about student support services

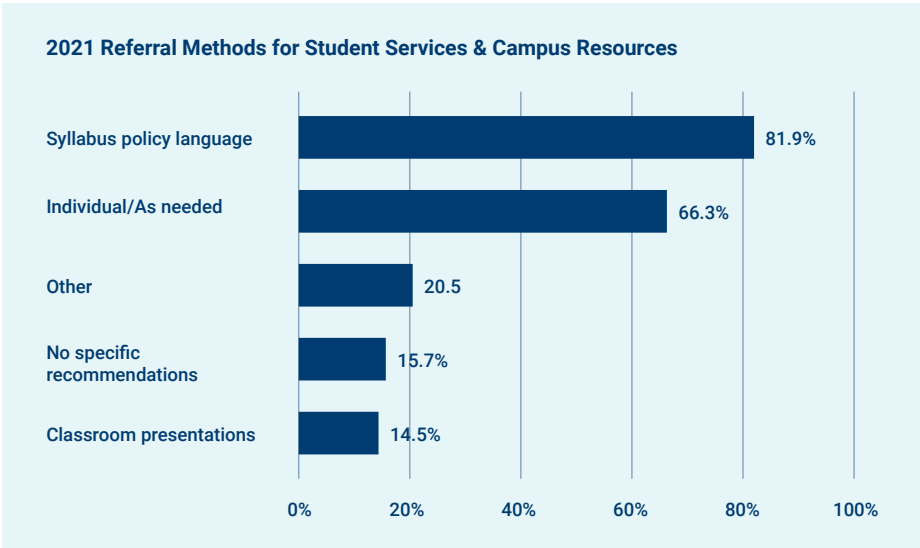
Communication to adjuncts regarding student support services is critical for student success. In their 2019 paper, Ran and Sanders discovered a negative effect on subsequent student enrollments for students in adjunct taught courses. They hypothesized,

part-time faculty had less institutional knowledge than full-time faculty did about both academic and nonacademic services. Given that part-time faculty did not have negative effects on the pass rates of students who did enroll in subsequent courses, it appears more likely that inferior working conditions for part-time faculty, rather than inferior instructional practices, are driving the negative effects on students’ subsequent course enrollment (Rand and Sanders, 2019).



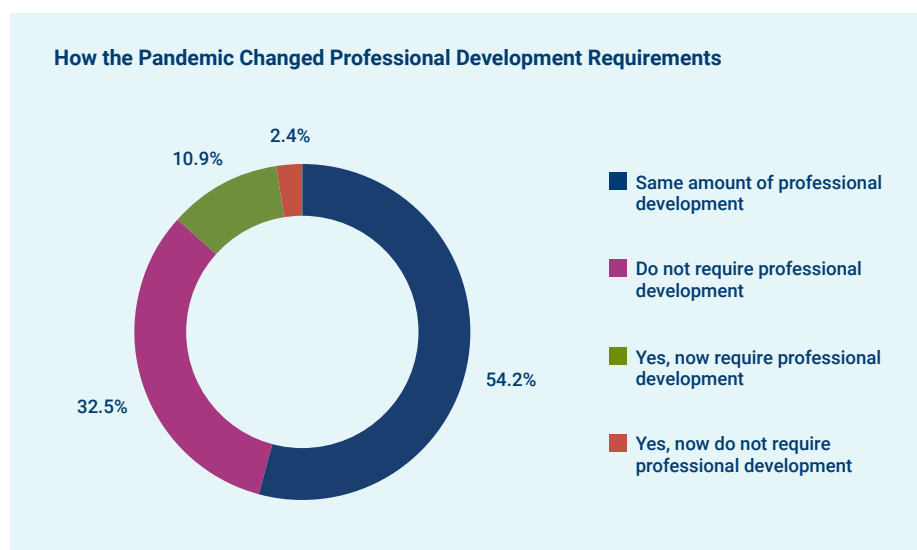
Institutions provide a number of ways in which they communicate to adjuncts regarding student services and campus resources. Almost all institutions provide online adjuncts with boilerplate syllabus language (90.4%), while a number of institutions report having built this information into their learning management system. Of note is one institution that reports using instructional designers to assist online adjuncts in navigating student support services.

Related to how institutions communicate student support services to adjuncts is how those same online faculty refer students to support services. Unsurprisingly, almost all online adjuncts, 81.9 percent, use the syllabus as a means of referring students to support services while 66.3 percent report that they leverage individual referrals. Other means of referrals include links in the learning management system, retention services such as EAB and Starfish, and a mandatory “Start Here” learning management system module included in every course.



Changes to professional development because of the pandemic

Given the disruptive nature of the pandemic, it is surprising that the majority of respondents reported that the pandemic had little impact on professional development requirements at their institutions. In fact, 54.2 percent reported that the same amount of professional development was required as before the pandemic, while 32.5 percent reported that no professional development is required at their institution. Only 13.3 percent reported an impact of the pandemic on professional development requirements with 10.9 percent stating that because of the pandemic more professional development is now required, and 2.4 percent reporting that because of the pandemic professional development is not required at all.

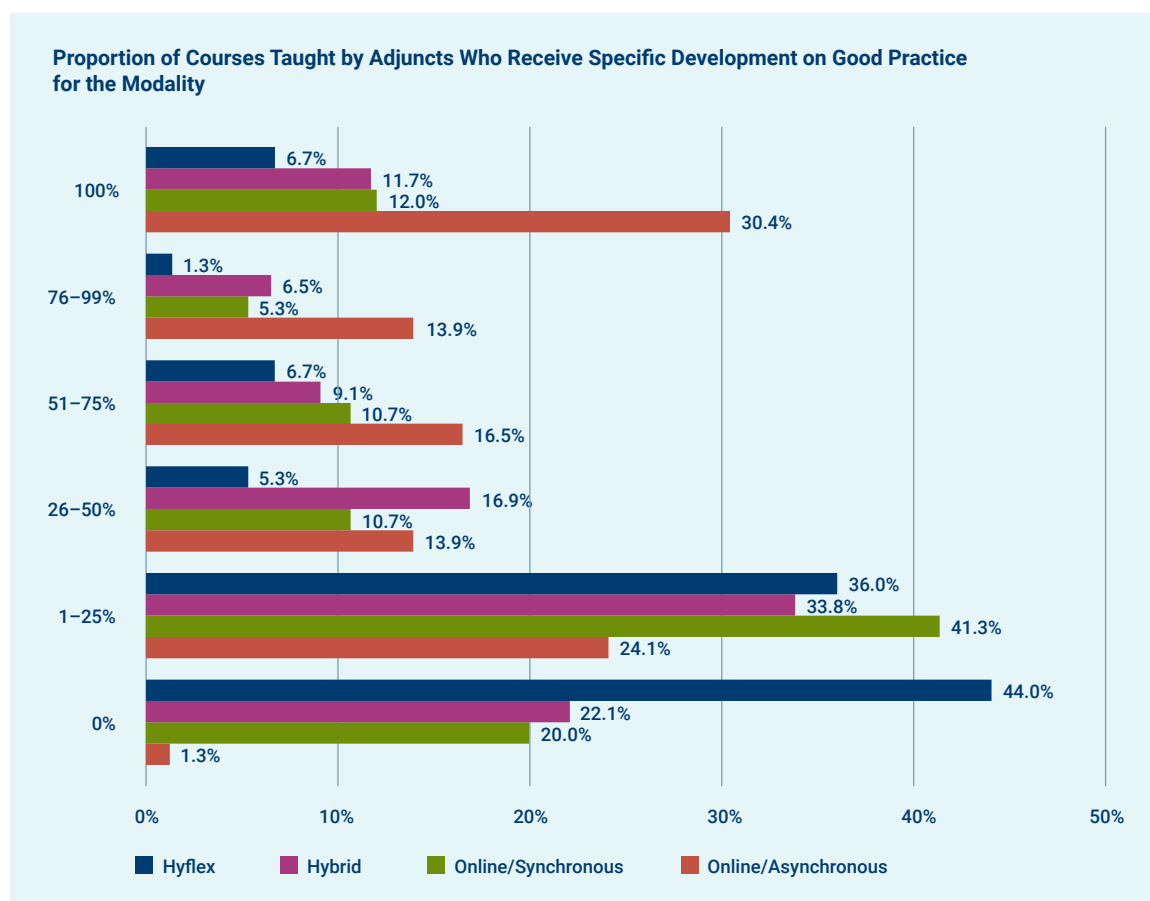


Modality-specific professional development

A final professional development consideration relates to the relationship between the modality of the course and required professional development. The type of course being taught impacted the likelihood of receiving training on good pedagogical practices for that modality. Over 30 percent of respondents reported that all of their adjuncts teaching asynchronously online received training for that modality as opposed to a scant 6.7 percent who reported that all of their adjuncts teaching hyflex courses received training specific to that modality.

Just as telling is the opposite end of the spectrum—the adjuncts receiving no modality specific training. Only 1.3 percent of respondents reported that their asynchronous online adjuncts received no modality specific training, while 20 percent reported that those adjuncts teaching synchronous online and 22.1 percent teaching hybrid courses received no modality specific

training. And 44 percent reported that none of their faculty teaching hy-flex received any training for that specific modality. This data shows that not only do modality-specific discrepancies in training exist, but newer modalities such as hyflex or the more recent increasingly pandemic-leveraged synchronous online modality has less modality specific training associated with them.



“ This data shows that not only do modality-specific discrepancies in training exist, but newer modalities such as hyflex or the more recent increasingly pandemic-leveraged synchronous online modality has less modality specific training associated with them.”

Culturally relevant pedagogical training

Culturally responsive teaching practices can be critical to improving the success of racially minoritized students. As a 2021 Education Commission of the States policy guide puts it,

Research indicates that student experiences with racism, with curriculum that is not culturally responsive, with a lack of faculty diversity and with an exclusionary campus climate lead to feelings of isolation and diminished motivation. The persistence of unmet financial need and limited social, emotional, and academic supports and services compounds the challenges that students of color face and leads to higher stopout rates (Erwin & Thomsen, 2021).

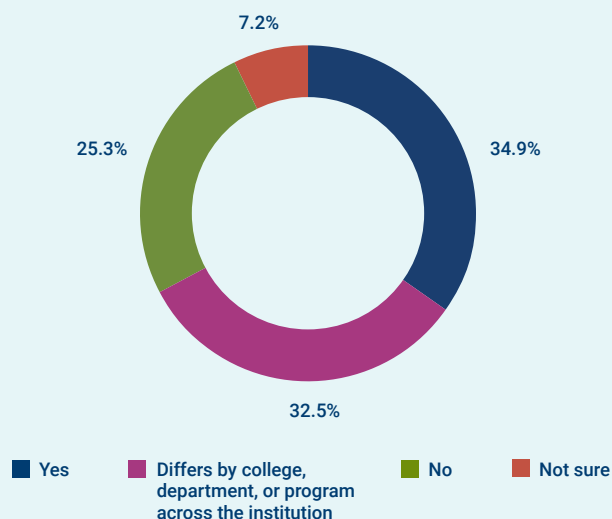
Also of note, especially in light of increased campus discussions regarding diversity, equity, and inclusion and digital equity, is the presence of instruction on culturally relevant pedagogical practices. Almost 35 percent of institutions definitively responded that adjuncts had access to such training, while 32.5 percent responded that it differed by college, department, or program. Significantly, one quarter of institutions reported that such training was unavailable. When asked about these practices in follow-up interviews, one respondent, whose institution does not have such training, explained that because of the location of the school, in a state where considerable negative attention has been paid to critical race theory, they anticipated that culturally relevant pedagogical training was not a high priority. On the other end of the spectrum, several interviewees explained that such training was available to all faculty, including adjuncts.

Also noteworthy and promising is that almost 17 percent of institutions reported that training on digital learning, diversity, equity, and inclusion was actually required of online adjuncts. This is especially promising given what we know about the importance of such issues in digital learning. A recent report by the National Research Center for Distance Education and Technological

Advancement (DETA) and the WICHE Cooperative for Educational Technologies (WCET) reported, “It seems clear that blended entry level and STEM courses, as well as online upper-level courses and courses within the student’s major, show promise.” The report continued, “[B]lended lower level courses, online upper level courses, and online courses within the major demonstrate evidence of inclusive learning and success.” (DETA & WCET, 2021)

The content of such coursework varies, however, and may also include content specifically about accessibility in addition to the discussion of racially minoritized students. One interviewee explained that the institution spent “quite a bit of time talking about accessibility” as well as mobile learning because “we know that a lot of students, particularly students who suffer from the Digital Divide, are accessing courses through mobile devices.”

Are Online Adjunct Faculty Provided with Culturally Relevant Pedagogical Practices?



Online Instructional Practices and Adjunct Faculty

In addition to asking respondents to provide information about their institution's use of online adjunct faculty, we also asked about a variety of instructional practices, including those that that online adjunct used effectively and those that they struggled to incorporate.

TEACHING PRACTICES OF EFFECTIVE ONLINE ADJUNCT FACULTY

Although evidence-based teaching practices were created with face-to-face instruction in mind, they are also applicable to digital and online learning. These practices include:

- active learning (Tanner, 2013)
- intentionally scaffolded collaborative learning (Brown, Roediger & McDaniel, 2014)
- learning made relevant by triggering student curiosity (Bain, 2004)
- provision of more formative practice and feedback (Twigg, 2005)
- limiting cognitive overload (National Academies of Sciences, Engineering and Medicine, 2018)
- class understanding of content, learning outcomes, and assessment practices (Wiggins et al., 1998), and
- meta-cognition and self-regulation that allow students to take control of the learning process (National Research Council, 2000).

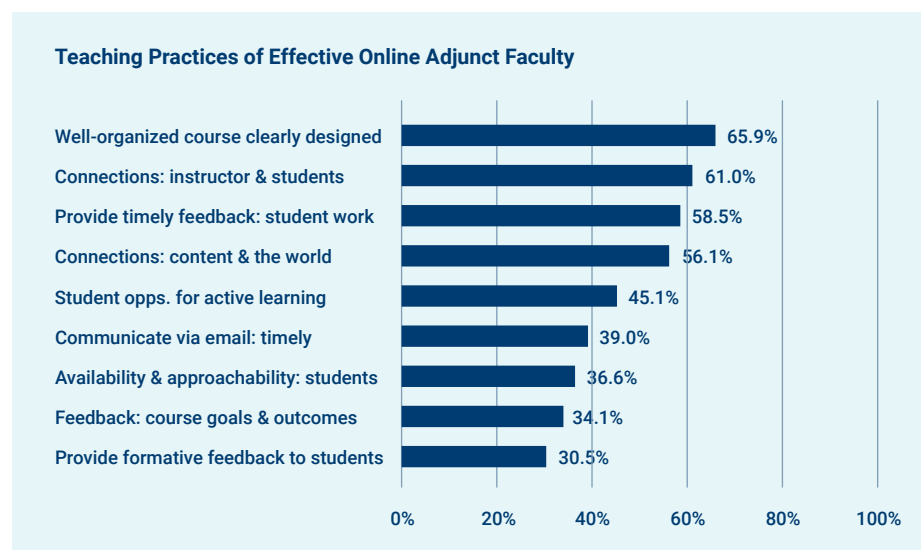
These evidence-based teaching practices map onto several of the most prevalent practices of effective online adjunct faculty. When asked about the teaching practices used by effective online adjunct faculty, providing a well-organized course clearly designed around learning outcomes was considered the most prevalent practice (65.9 percent). Students report that one benefit of a well-organized course is a feeling of empowerment “knowing when things are due, allowing them to focus more on learning rather than on digging through emails for due dates” (Acosta, Palmer, & Romo-González, 2021). In addition to providing a well-structured course, the development of connections, both between instructor and students (61 percent) and students, the course, and the world (56.1 percent) were considered prevalent effective practices.

Related to creating connections is the importance of providing students with active learning opportunities (37 percent) that allow students the opportunity to forge meaningful connections with course content. This practice is especially critical when viewed within the context of evidence-based teaching practices such as learning made relevant by triggering student curiosity and active learning. Finally, another aspect of creating connections between instructor and student is the clear importance of instructors being available and approachable for student meetings (30 percent).

Several of the effective practices revolve around feedback and communications. Timely feedback was ranked as one of the top five effective practices (58.5 percent). Jaggars and Xu posit in their 2016 work that “frequent and effective student–instructor interaction creates an online environment that encourages students to commit themselves to the course and perform at a stronger academic level” (Jaggars & Xu, 2016). And Gunder

et al. further emphasize the importance of student instructor communications: “Ensuring that there are adequate opportunities for communication for students is critical, most especially for minoritized students or students who face learning or circumstantial barriers” (Gunder et al., 2021). Over 49 percent of respondents reported that their institutions lack a set policy related to timely feedback and grading of student work, however.⁹

Closely related to timely feedback on student work is communicating via email in a timely manner, at 39 percent. Again, it is worth noting the importance of this effective practice despite over 32 percent of respondents reporting that their institutions lack email response policies. Finally, the type of feedback counts with both summative and formative feedback, especially summative feedback (28 percent) directly tied to course goals and outcomes reported as critical practices associated with effective online adjunct faculty.



⁹ Acosta, Palmer, and Romo-González found “Courses with high-interaction instructors had higher levels of student satisfaction, as high-interaction instructors frequently posted announcements, reminded students of upcoming deadlines, responded to students’ inquiries in a timely manner, and frequently ask for and respond to student feedback” (Acosta, Palmer, & Romo-González, 2021).

Teaching practices that online adjuncts struggle to incorporate

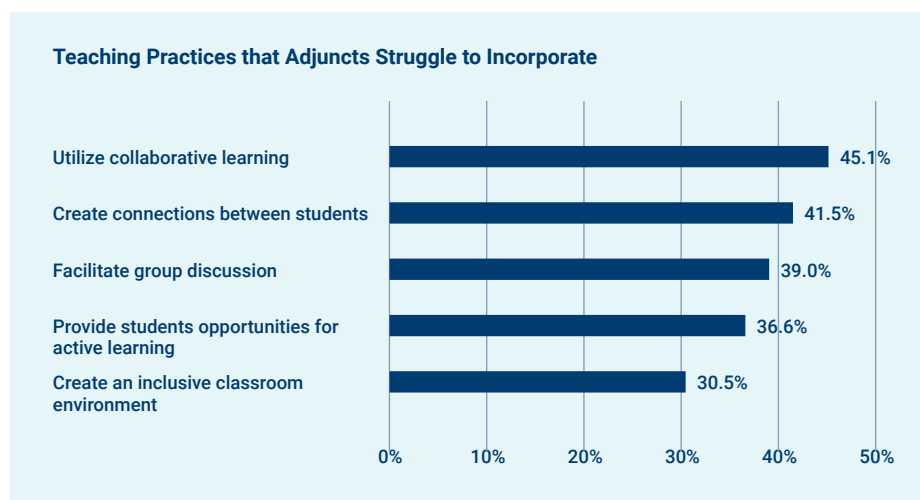
Interestingly, some of the teaching practices that respondents reported that online adjuncts struggle to incorporate overlap with effective practices and evidence-based teaching strategies.

The most difficult practice, identified at 45.1 percent, is the utilization of collaborative learning, a trait that corresponds to one of the seven evidence-based teaching strategies previously discussed. The second difficult practice identified, creating connections between students (41.5 percent), is also reflective of one of the evidence-based teaching strategies previously discussed. It should not be a surprise, but students also reflected the difficulty with this practice. In a recent Wiley Education Services (now Wiley University Services) and Aslanian Market Research study, over half of all students polled indicated that finding a study buddy or someone who will help keep you motivated is hard online (Wiley Education Services and Aslanian Market Research, 2021).

Closely related to creating connection between students is another aspect of community development: facilitating group discussions (39 percent). Of note is the fact that providing students with opportunities for active learning (36.6 percent) both scored highly as a practice of effective online

adjunct faculty and a practice that faculty struggle to incorporate. It, too, is one of the seven evidence-based teaching practices previously discussed. And respondents noted a final community development practice that reportedly troubles online adjunct faculty is the creation of an inclusive classroom environment (30.5 percent).

Finally, respondents also indicated that online adjunct faculty often experienced struggles in providing effective feedback on student work, another set of practices based on evidence-based teaching practices and identified as practices of effective online adjunct faculty. A little over 29 percent of respondents identified providing formative feedback as a challenging practice while 25.6 percent identified providing timely summative feedback connected with course goals and learning outcomes as a challenging practice. Similarly, providing timely feedback on student work was also identified by a quarter of respondents as a challenging practice. It's important to note that one way institutions can address challenges around providing timely feedback is through the development of written policies outlining when faculty should respond to student assignments. Yet, survey respondents indicated that almost half, 49.4 percent, do not have a written policy on when faculty should provide written feedback and/or grades on student assignments.

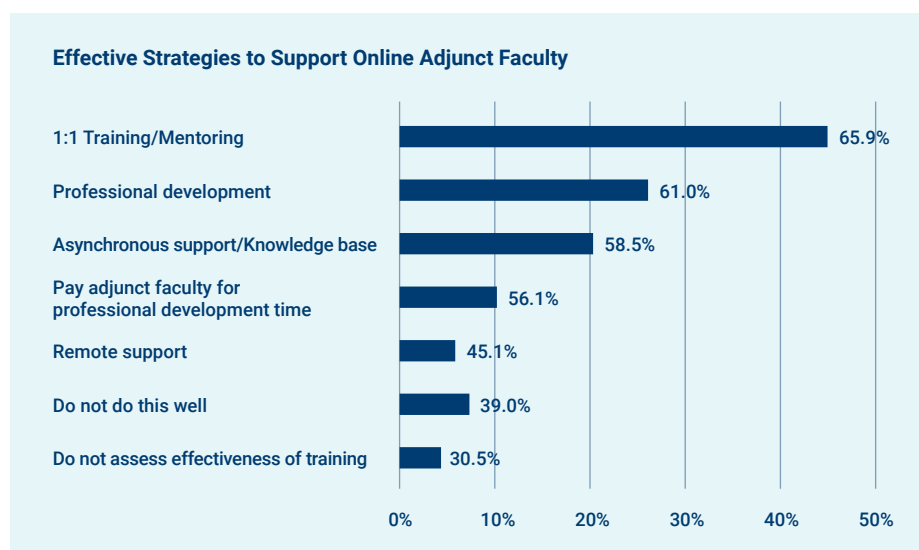


Effective strategies supporting online faculty

When asked to identify the most effective strategies to support online adjunct faculty, almost 45 percent of respondents identified one-to-one training and mentoring and 26.1 percent identified professional development. Several interviewees and participants discussed the role of peer mentoring in supporting adjuncts. As one interviewee explained, “It’s our read that it’s a more comfortable relationship and less of a top down [relationship]. It’s like, ‘Hey, we’re in this together.’ I do think that’s a really nice component that came out of this [pandemic].”

Closely related to accessible professional development was the 20.3 percent who identified asynchronous support, especially the development of just-in-time support through knowledge bases. And, significantly, 10 percent identified the ability to pay adjuncts for professional development time as an effective strategy. As one respondent explained, they were able to leverage federal COVID relief funding to pay adjuncts to participate in both in-house and outsourced professional development.

Other respondents noted that leveraging the learning management system to offer asynchronous training that modeled best practices was especially useful, pointing out that “in this type of training, faculty are trained on best practices while they experience use of those same practices as they engage as a student in the training.” Finally, more than one respondent mentioned the ability to offer paid training and/or training at times convenient to adjuncts as especially advantageous. As that respondent put it, “Offering training opportunities in the evenings and on weekends. Requiring and paying for participation in orientation/intro to teaching (including online) opportunities. Delivering the training remotely—online in the LMS and via Zoom. Offering the same training sessions at varied days and times. Partnering with division deans to include training as part of division and department meetings.” Another respondent noted, “We have to pay them. They certainly deserve it. [They] stay away from a lot of opportunities because they’re not getting paid for it.”



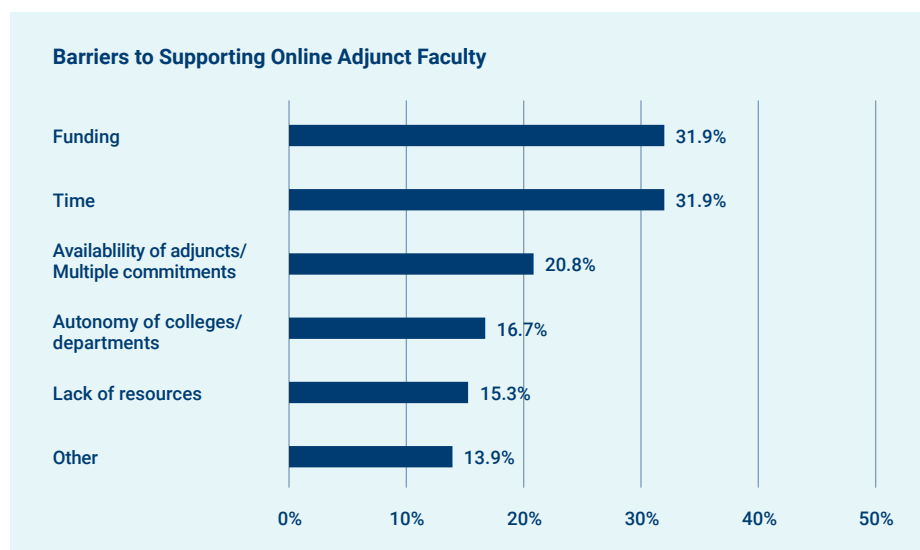
Major barriers to supporting online adjunct faculty

Barriers to supporting online adjunct faculty fall into several unsurprising categories with funding and time placed equally (31.9 percent) as the top two barriers. Several respondents elaborated that the busy lives of adjuncts made it difficult, if not impossible, to schedule and require professional development. One interviewee raised the additional challenge of some online adjunct faculty being hired at the last minute, leaving no time for training.

Other notable barriers include the availability of adjuncts for training (20.8 percent), the autonomy of academic units (16.7 percent), and a general lack of resources (15.3 percent). The lack of funding and resources is especially significant given that providing online adjunct faculty with paid training was raised by 10 percent of respondents as an effective strategy for supporting online adjunct faculty. In fact, as if to underscore the impact of a lack of resources, one respondent stated, “We don’t pay them enough for all that we ask of them.” And not to put too fine a point on it, another respondent wrote: “Funding is the number one barrier. We would like to include adjunct faculty in all in-service day activities, but the cost to do so is equivalent to the salaries for multiple full-time positions, so those get prioritized.” Yet another interviewee argued for greater investment in their adjuncts by pointing out that the cost of turnover, even for adjuncts, is expensive: “I feel like we owe it to investing in them and trying to maintain them.”

BARRIERS TO SUPPORTING ONLINE ADJUNCT FACULTY

- Funding
- Time
- Availability of Adjuncts / Multiple Commitments
- Autonomy of Colleges / Departments
- Lack of Resources



Other challenges include adjunct motivation, a lack of stable internet connection, and faculty unions or other employment agreements. As one respondent explained, motivation can be a significant challenge: “Getting everyone to understand that our focus is on student success and not a limitation of their academic freedom” is a challenge. Another respondent reflected on the role of “funding by way of actual digital resources, training, and human power to assist faculty that may never step foot on campus, usually work full-time day jobs, and have no incentive to reach out to us for assistance” as a challenge. Finally, more than one participant expressed that a primary barrier to requiring professional development was the institution’s Faculty Senate and a tension between academic freedom and requiring professional and instructional development. While faculty contracts and unions provide tremendous benefits to academic personnel, there is still work to do to work with faculty in understanding the additional needs for instructional development for quality online learning.

When asked in follow-up interviews what they would change about their work with online adjuncts, several interviewees mentioned being able to better communicate with adjuncts, so that they understood the professional development resources open to them. Another interviewee expressed a desire for better cooperation across campuses; yet another expressed a desire to provide online adjuncts with better onboarding. One sentiment, which was repeated, pertained to seeing online adjuncts as a critical part of an institution’s faculty. As one interviewee explained, “We want adjunct faculty to feel like they’re part of our college community. We have to rely on adjunct faculty. And we want to make sure that not only are they prepared appropriately to teach the content, but that they’re supported and have opportunities for growth and professional development.”

“ We want adjunct faculty to feel like they’re part of our college community...we want to make sure that not only are they prepared appropriately to teach the content, but that they’re supported and have opportunities for growth and professional development.”

Conclusions and Recommendations

Conclusions

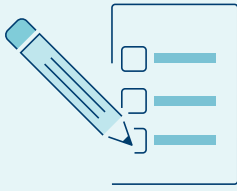
Both the results of the survey as well as follow-up interviews have led us to a number of findings related to the experiences of online adjunct faculty. Undoubtedly, online adjunct faculty have been and continue to be instrumental for institutions. We hope the following conclusions and recommendations will help institutions better understand and support these critical faculty members.



Findings and Implications

The following statements are the most significant findings from the research.

1. **Common policies are still lacking.** When compared to 2015, more institutions are developing email response and time to grade policies, but large numbers of schools still lack these policies. This also holds true for written policies on online office hours.
2. **Mandatory training and instructional design support is decreasing.** In a number of cases, institutions require less mandatory training prior to teaching online than in 2015. This is especially the case for online orientation to student services and online technologies as well as training on effective teaching methods.
3. **Culturally relevant pedagogical training may not be required but is still prevalent.** While not quite 17 percent of respondents indicated that training on digital learning, diversity, equity, and inclusion was required of online adjunct faculty prior to teaching, over a third of respondents indicated that all of their online adjunct faculty had access to training on culturally relevant pedagogical practices.
4. **The pandemic did not significantly change professional development requirements for faculty.** Over 54 percent of respondents indicated that the pandemic has not changed the amount of professional development required of online adjunct faculty.
5. **The most effective online pedagogical practices are often those identified as the most challenging to implement.** Some of the same practices associated with the most effective online adjunct faculty are also identified as some of the most challenging practices to implement. Many of these practices also correspond with evidence-based teaching practices known to be particularly beneficial to students.



Recommendations

Based on the findings of the survey, as well as interviews with over a dozen higher education administrators and leaders, we have developed a number of recommendations of best practices for the use and support of online adjunct faculty. We understand that each institution has its own unique situations and, therefore, these recommendations may not be applicable for all institutions. Nevertheless, we hope these recommendations will help institutions better support and utilize online adjunct faculty.

1. **Create sustained, structured connections with online 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 regular meetings, as-needed interactions, and feedback from experienced faculty provides robust opportunities for connection and development for online adjunct faculty.
2. **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.
3. **Incentivize professional development options for online adjunct faculty.** Compensate adjunct faculty for their time and incentivize attendance by offering compensation for professional development offerings.
4. **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 connections between students
 - Facilitating group discussion
 - Active learning strategies
 - Creating an inclusive classroom
 - Culturally relevant teaching
5. **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.
6. **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.

In conclusion

Although the use of online adjunct faculty appears to be decreasing at many institutions, they remain a critical component of the faculty population. For the most part, institutions provide online adjunct faculty with many of the same professional development opportunities that they provide their full-time faculty. However, in many cases, institutions lack clearly articulated written policies on critical areas such as office hours, providing online discussion prompts, responding to student discussion posts, promptly responding to student emails, and providing timely feedback and grades for assignments. It is unclear if face-to-face and full-time faculty also lack such written guidelines or if they are lacking only for online adjunct faculty.

Online education plays a critical role in the academic life of many institutions, perhaps even more so than prior to the COVID-19 pandemic. As institutions strive to provide students with a variety of high-quality educational experiences, they should carefully consider their relationship with online adjunct faculty, especially the ways in which they can support this critical faculty population.

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Appendix: Survey Results

Graphics and Data Tables for Adjunct Faculty Survey 2021

1. Do you consent to participating in the survey?

Answered: 119, Skipped: 0

ANSWER CHOICE	NUMBER	PERCENTAGE
Agree	116	97.5%
Disagree	3	2.5%

2. Is your institution...?

Answered: 82, Skipped: 37

ANSWER CHOICE	NUMBER	PERCENTAGE
Two-year public; primarily offers associate	35	42.7%
Four-year public; primarily offers baccalaureate and/or graduate degrees	21	25.6%
A private, nonprofit	23	28.1%
A private, for-profit	1	1.2%
Other	2	2.4%
Total	82	100.0%

Appendix: Survey Results

3. In a typical year, what size is your institution in terms of fully online enrollments?

Answered: 83, Skipped: 36

ANSWER CHOICE	NUMBER	PERCENTAGE
Fewer than 500	16	19.3%
500 to 1,000	14	16.9%
1,001 to 3,000	22	26.5%
3,001 to 5,000	11	13.3%
More than 5,000	20	24.1%
Total	83	100.0%

4. Thinking of the online courses during the 2020–2021 academic year in which adjunct faculty were employed, excluding courses that were taught using emergency remote instruction, what percentage were...?

Answered: 82, Skipped: 37

ANSWER CHOICE	100%	76–99%	51–75%	26–50%	1–25%	0%
Online courses allowing for no customization	2	6	2	3	15	40
Online courses allowing for minimal customization	5	3	0	6	30	28
Online courses allowing for some customization	5	3	5	15	22	20
Online courses allowing for 100% customization	14	6	8	12	11	21
Courses designed by the adjunct faculty person	14	9	7	9	16	18
Total	40	27	22	45	94	127

Appendix: Survey Results

5. In the 2020–2021 academic year, excluding courses that were taught using emergency remote instruction, has the percentage of adjunct faculty who taught online only...?

Answered: 83, Skipped: 36

ANSWER CHOICE	NUMBER	PERCENTAGE	ANSWER CHOICE	NUMBER	PERCENTAGE
Increased	39	47.0%	Increased by 75% or more	1	1.2%
Stayed the same	36	43.4%	Increased by 50–74%	2	2.4%
Decreased	8	9.6%	Increased by 25–49%	6	7.2%
Total	83	100.0%	Increased by 1–24%	30	36.1%
			Stayed the same	36	43.4%
			Decreased by 1–24%	5	6.0%
			Decreased by 25–49%	2	2.4%
			Decreased by 50–74%	1	1.2%
			Decreased by 75% or more	0	0.0%
			Total	83	100.0%

6. What is your written policy for online adjunct faculty for them to...?

Answered: 83, Skipped: 36

ANSWER CHOICE	THERE IS NO SET POLICY	WITHIN A WEEK	49–72 HOURS	25–48 HOURS	WITHIN 24 HOURS	TOTAL	WEIGHTED AVERAGE
Post a topic on a message board	61	3	0	15	4	83	4.23
Respond to student posts on a message board	45	1	1	24	12	83	3.52
Respond to student email or inquiry	27	0	2	34	20	83	2.76
Grade assignments	41	27	8	7	0	83	4.23

Appendix: Survey Results

7. Is there a written policy for online adjuncts to hold online office hours?

Answered: 83, Skipped: 36

ANSWER CHOICE	NUMBER	PERCENTAGE
Yes	31	37.4%
No	51	61.4%
Not sure	1	1.2%
Total	83	100.0%

8. If yes, how many hours per week?

Answered: 83, Skipped: 36; Not applicable: 49, 59%, n=34

ANSWER CHOICE	NUMBER	PERCENTAGE
One hour	6	17.6%
Two hours	7	20.6%
Three hour	3	8.8%
More than three hours	2	5.9%
Unspecified	16	47.1%
Total (without Not Applicable)	34	100.0%

9. How often do the following individuals formally evaluate your online adjunct faculty?

Answered: 83, Skipped: 36

ANSWER CHOICE	IT VARIES BY COLLEGE, DEPARTMENT AND/OR PROGRAM	NEVER	ONCE A YEAR	ONCE A TERM	MORE THAN ONCE A TERM
Students	2	0	4	71	6
Supervisors	35	1	28	17	2
Peer faculty members	46	31	2	3	0

Appendix: Survey Results

10. Do you survey your adjunct faculty for their overall satisfaction at your institution?

Answered: 83, Skipped: 36

ANSWER CHOICE	NUMBER	PERCENTAGE
Yes	40	48.2%
No	33	39.8%
Not sure	10	12.0%
Total	83	100.0%

11. Which of the following describe the activities that you require of online adjunct faculty prior to teaching their first online class for your institution? (Select all that apply.)

Answered: 83, Skipped: 36; Total Responses: 228

ANSWER CHOICE	NUMBER	PERCENTAGE
Orientation: Academic and Student Policies	55	66.3%
Orientation: Online Student Services	37	44.6%
Training: Online Technologies	56	67.5%
Training: Effective Teaching Methods	44	53.0%
Training: Digital Learning and Diversity, Equity, and Inclusion	14	16.9%
None of the above	14	16.9%
Other	8	9.6%
Total responses	228	
Total respondents	83	

Appendix: Survey Results

12. In what ways do you communicate to your online adjunct faculty about where to refer students for needed student services or campus resources? (Select all that apply.)

Answered: 83, Skipped: 36; Total Responses: 289

ANSWER CHOICE	NUMBER	PERCENTAGE
Boilerplate syllabus policy language about campus resources	75	90.4%
Adjunct faculty orientation	45	54.2%
Adjunct faculty handbook or other institutional teaching resource	41	49.4%
Attend new faculty orientation	29	34.9%
Get direction from department chair	56	67.5%
Explore campus website	26	31.3%
None of the above	1	1.2%
Other (please specify)	16	19.3%
Total responses	289	
Total respondents	83	

Appendix: Survey Results

- 13. In what ways, if at all, do you recommend online adjunct faculty communicate to students about available referrals for student services or campus resources that they might need? (Select all that apply.)**

Answered: 83, Skipped: 36; Total Responses: 165

ANSWER CHOICE	NUMBER	PERCENTAGE
Through syllabus policy language about campus resources	68	81.9%
Classroom presentations from campus staff about campus resources	12	14.5%
On an individual, or as needed, basis	55	66.3%
We do not make specific recommendations about how adjunct faculty should make these recommendations	13	15.7%
Other	17	20.5%
Total responses	165	
Total respondents	83	

Appendix: Survey Results

14. For the following professional development activities for online adjuncts, which are offered and which are required?

Answered: 83, Skipped: 36

ANSWER CHOICE	OFFER	REQUIRE	DO NOT OFFER	TOTAL	WEIGHTED AVERAGE
A professional development experience offered by your institution	53	22	8	83	1.82
A professional development experience offered by a professional organization	40	0	40	80	2.5
Professional development support through internal resources	73	3	5	81	1.26
Credit-bearing courses	14	1	65	80	3.46
Attending conferences related to online education	41	0	39	80	2.46
A mentoring program	36	4	39	79	2.58
Instructional design support to customize courses	63	10	9	82	1.57

15. Are online adjunct faculty provided with any instruction on culturally relevant pedagogical practices for online teaching?

Answered: 83, Skipped: 36

ANSWER CHOICE	NUMBER	PERCENTAGE
Yes	29	34.9%
Differs by college, department, or program across the institution	27	32.5%
No	21	25.3%
Not sure	6	7.2%
Total	83	100.0%

Appendix: Survey Results

16. Did the pandemic change professional development requirements for your online adjunct faculty? If so, how?

Answered: 83, Skipped: 36

ANSWER CHOICE	NUMBER	PERCENTAGE
We do not require professional development for online adjunct faculty.	27	32.5%
Yes, we now require less professional development.	2	2.4%
We require the same amount of professional development.	45	54.2%
Yes, we now require more professional development.	9	10.9%
Total	83	100.0%

17. When are the following instructional support services available to support online adjunct faculty?

Answered: 83, Skipped: 36

ANSWER CHOICE	DO NOT OFFER	BUSINESS HOURS/ WEEKDAYS ONLY	BUSINESS HOURS/ WEEKDAYS & SOME EVENINGS	BUSINESS HOURS/ WEEKDAYS, SOME EVENINGS, & WEEKENDS	24/7	TOTAL
Campus-based technical support services	1	26	16	25	14	82
Third-party (LMS or other) technical support services	12	6	6	10	49	83
Instructional design support	5	45	12	19	2	83
Faculty development/ instructional support	3	43	11	22	4	83

Appendix: Survey Results

18. Which teaching practices do your institution's more effective online adjunct faculty engage in regularly? (Select up to the 5 most important practices.)

Answered: 82, Skipped: 37

ANSWER CHOICE	NUMBER	PERCENTAGE
Provide a well-organized course clearly designed around learning outcomes	54	65.9%
Create connections between instructor and students	50	61.0%
Provide timely feedback on student work	48	58.5%
Create connections between course content and the world	46	56.1%
Provide students opportunities for active learning	37	45.1%
Communicate via email in a timely manner	32	39.0%
Offer availability and approachability to meet with struggling students	30	36.6%
Provide timely summative feedback connected to course goals and learning outcomes	28	34.1%
Provide formative feedback to students	25	30.5%
Create connections between students	24	29.3%
Show respect for students	24	29.3%
Create an inclusive classroom environment	18	22.0%
Facilitate group discussion	14	17.1%
Include opportunities for student reflection	12	14.6%
Utilize collaborative learning	12	14.6%
Provide students thoughtful questions	7	8.5%
Other (please specify)	5	6.1%
Total responses	466	
Total # of Respondents	82	

Appendix: Survey Results

19. Which teaching practices do your institution's online adjunct faculty struggle most to incorporate? (Select up to the 5 most difficult practices.)

Answered: 82, Skipped: 37

ANSWER CHOICE	NUMBER	PERCENTAGE
Utilize collaborative learning	37	45.1%
Create connections between students	34	41.5%
Facilitate group discussion	32	39.0%
Provide students opportunities for active learning	30	36.6%
Create an inclusive classroom environment	25	30.5%
Provide formative feedback to students	24	29.3%
Provides timely feedback on student work	21	25.6%
Provide timely summative feedback connected to course goals and learning outcomes	21	25.6%
Offer availability and approachability to meet with struggling students	20	24.4%
Create connections between instructor and students	18	22.0%
Include opportunities for student reflection	18	22.0%
Provide a well-organized course clearly designed around learning outcomes	14	17.1%
Provide students thoughtful questions	10	12.2%
Communicate via email in a timely manner	9	11.0%
Create connections between course content and the world	5	6.1%
Other (please specify)	5	6.1%
None of the above	3	3.7%
Show respect for students	2	2.4%
Total	328	