Community Despite Contingency: Working Together, Achieving Together

Carrie Rogan Floom
University of Dayton, stander@udayton.edu

Follow this and additional works at: http://ecommons.udayton.edu/stander_posters
Part of the Arts and Humanities Commons, Business Commons, Education Commons, Engineering Commons, Life Sciences Commons, Medicine and Health Sciences Commons, Physical Sciences and Mathematics Commons, and the Social and Behavioral Sciences Commons

Recommended Citation
http://ecommons.udayton.edu/stander_posters/414

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.
**Introduction**

For a variety of reasons, especially of an economic nature, institutions of higher education are increasingly relying on adjunct/part-time faculty to teach courses. “Adjunct, contingent faculty members now make up over 1 million of the 1.5 million people teaching in American colleges and universities.” (Bérubé, 2012)

Challenges adjunct faculty face:

- notoriously low wages
- a lack of job security
- dissatisfaction with the support offered by institutions (Hoyt, et al., 2008).
- insufficient administrator assistance to fully integrate into the institution; may not even have standards for the position (Hainline, et al. 2010).
- minimal research on the diverse adjunct faculty group
- increased workload for all faculty
- increased focus on accountability and outputs

**Potential of Faculty Learning Communities**

- Help to develop a culture
- Reinvigorate scholarship of teaching
- Encourage the complexity of teaching/learning
- Promote multidisciplinary thinking

*Elements of F.L.C.*

**Types:** (Cox,2004)
- Cohort-based F.L.C: meet the needs of a particular group
- Topic-based F.L.C: opportunity to collaborate on a project

**Action:**


Activities should “enhance autonomy, competence, and relatedness, which in turn contribute to strong intrinsic motivation to grow and develop as a faculty member.” (Daly, p. 11, 2011).

**Possible Barriers**

- Pseudo Community
- Competition among faculty members
- Institutional structures
- Adjunct faculty schedules

**References:**


Daly, C.J. (2011). Faculty learning communities: Addressing the professional development needs of faculty and the learning needs of students. *Currents in teaching and learning,* 41, 3-16.


