Call for Book Chapter Proposals

The Invisible Colleagues:
Inclusive Development for Remote Adjunct Faculty in Higher Education

Editors:
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Publishers have expressed interest in our book proposal presenting research, theoretical frameworks, and program case studies highlighting effective strategies, innovative approaches, and unique considerations for creating professional development opportunities for remote adjunct faculty teaching online. Unlike traditional (i.e., full-time or adjunct campus-based faculty), remote adjunct faculty deal with issues of distance and isolation and face unique challenges pertaining to motivation, time, and compensation.   Hence, more consideration is needed to create institutional affinity and organizational commitment; build community; and create opportunities for remote adjunct faculty to be included as an integral component to their academic departments. Faculty developers must consider the unique needs of these faculty in creating relevant programs, while also working to include and integrate them into broader faculty communities.

Prior to moving forward with a specific publisher, we would like to assemble a content foundation with a high-level overview of our collection of articles. As such, we are currently soliciting ABSTRACTS for book chapters that would ultimately appear in this collection. Recognizing that contracting with a book publisher is not guaranteed, we have secured a secondary agreement with the *Journal of Educators Online* to publish the collection in journal format if a book contract cannot be reached.

As institutions continue to strategically invest in online education as a way to expand access to more students, address budget concerns, and meet student demands for flexibility (Neely & Tucker, 2010), the associated need for more faculty grows. Often, this teaching gap is filled with the most cost-effective option: adjunct faculty. Since 1975, higher education has experienced a staggering 70% increase in part-time instructional appointments, and this trend is likely to continue (The Annual Report on the Economic Status of the Profession, 2016). Despite the growing reliance on adjunct faculty, they often report a lack of support, professional development, connection to departments, and resources; these issues are intensified for remote faculty teaching in geographic isolation from the campus. Without dedicated support and inclusion, there is a risk of decreased quality of course offerings and student learning experiences (Mitchell & Leachman, 2015; Magna Report, 2015). Clearly, there is a need for more effective, economical, and efficient professional development to meet the needs of remote, adjunct faculty across higher education.

Audiences for the collection include:
- Faculty development professionals
- Higher education faculty, administrators, board members, and related stakeholders
- Full-time, part-time, adjunct, online, remote and hybrid faculty members

The collection includes research articles, theoretical frameworks, and program case studies highlighting a wide range of topics relevant to accommodating the unique needs of remote, adjunct faculty. Topics may include, but are not limited to:

- Research and generalizable models for assessing the needs of remote, adjunct faculty teaching online
- Programs and/or strategies for creating community among geographically dispersed faculty teaching online
- Program assessment strategies for measuring the effectiveness of professional development efforts
- Programs to support geographically-dispersed instructors
- Programs to create inclusive community for remote, adjunct faculty and their full-time counterparts in the academic programs.
- Organizational structures that support innovative and inclusive programming
- Influence of the programming on administrative decision–making
- Administrative changes as a result of the program operations
- Physical space and/or virtual spaces created to support faculty development for remote, adjunct faculty teaching online
- Impact and evidence of adjunct/distance faculty development and support
- Faculty community building and collaborative knowledge sharing practices
- Successes, challenges, surprises, and failures encountered
- Strategies for engaging and rewarding participation in faculty development by remote adjunct faculty
- Communication strategies and technologies used to support remote adjunct faculty
- Research about status of teaching (benchmark data, needs assessment data, change data) for remote faculty

Submitting an abstract:

Abstracts of 750 words should use the following format and be submitted at this link: https://form.jotform.com/83028302784153

Title of book chapter:

Author(s):

Corresponding Author Contact information:

Name of the Faculty Development Center (if applicable):

Name of the College/University:

Narrative (750 words): While you cannot address all of the following in the abstract, use one or more of the following approaches:

- Highlight how your center or program has addressed remote adjunct faculty development needs at your institution.

- Discuss a challenge or concern and explain how your institution has addressed this issue.
- Synthesize research on professional development for remote adjunct faculty.
- Provide a theoretical overview of the remote adjunct faculty role and explore future directions relevant to the role.

Questions to consider as you prepare include:

- What new knowledge about the professional development of remote adjunct faculty teaching online is generated by your research? To what extent could your research inform efforts at other colleges/universities?
- What theoretical or conceptual issues does your research raise awareness of and/or respond to? For program case studies: What can readers learn about purpose, structure, politics, and most importantly, impact of your program? Assessment of the impact of the Center's activities and evidence of the impact would be beneficial to the audience. How can you demonstrate an improvement in the quality of teaching and any resultant changes in student learning, motivation, engagement, employability and/or job effectiveness?
- How does assessment (both pre and post-faculty development) impact the participation of remote adjunct faculty in professional development?
- What do the faculty say about your program? What records have you kept for analyzing the effectiveness of your program? How have you sought to build a community of life-long enthusiastic learners? What have been the most important topics? Who has championed your program and why? What have been the most important lessons and recommendations arising from those lessons? How have issues of sustainability been addressed? Any other topic that provides insight into the nature and effectiveness of your program or it's applicability to other institutions?

Timeline:
- Abstract Submission: February 1, 2019
- Contacted with Decision: March 1, 2019
- Full Chapter Due: May 31, 2019