Streamlining Motivation-Based Professional Development for Part-Time Instructors in Georgia

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Disclaimer

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Key Words

part-time faculty, professional development, motivation-based teaching practices, college persistence

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Introduction and Problem Statement

In 2018, nearly 19% of University System of Georgia (USG) first-time freshmen did not return to their schools for a second year (USG, 2019). Many USG initiatives focus on institutional resources and support that can help students persist in college. These initiatives, however, hold an underlying assumption that students want to be in school. To more effectively increase student persistence through any initiatives, USG must also consider how it can improve underlying student motivation. At a system-wide level, this means making sure that faculty who face students are trained to incorporate motivation-centered practices into their teaching.

Adjunct instructors represent one large group of faculty who face freshmen, but this group tends to report lower access to professional development trainings than other faculty. This gap suggests that USG might benefit from standardizing motivation training for adjunct instructors. Types of motivation initiatives vary and may be specifically targeted toward desired student outcomes, one of which is persistence. Currently, too many courses taught by adjunct instructors do not incorporate any motivation research-based practices, leaving students with gaps in their instruction that makes it difficult for motivation strategies to uniformly improve persistence. Failing to train all faculty on motivation-related classroom practices represents a missed opportunity for USG.

This document begins by providing an overview of USG and current efforts to increase persistence. Next, I discuss current research on motivation's role in persistence and USG's specific efforts to increase persistence. Current costs of this problem are considered in the following section. Using this background, the following section describes how interviews were conducted to better understand this issue. Interview data are used to inform three policy alternatives to address this policy gap. This report ends with a policy alternative recommendation and a plan for implementation in USG schools.

USG Background on Teaching and Learning Centers

University System of Georgia (USG) serves 28 higher education institutions in Georgia, 26 of which are colleges or universities. Overall, these institutions serve approximately 341,000 students each year (USG, 2020). The system employs 10,000 full time instructional faculty and 4,000 part time faculty, along with graduate teaching assistants and temporary faculty. USG breaks its institutions down into the following categories: research universities, state universities, comprehensive universities, and state colleges.

The faculty at these institutions are supported by teaching and learning centers at 22 of 26 schools, at least 22 have. The remaining four institutions also show evidence of having some sort of teaching and learning center, though no publicly accessible webpage currently exists for them. Teaching and learning centers are the most standard teaching-related feature across the institutions.

While teaching and learning centers are the most common teaching-related resources across the schools, some institutions share other useful resources for instruction and teaching. Six USG schools have dedicated faculty development coordinators within their provost offices. Similarly, twelve of the institutions have publicly viewable faculty development initiatives within departments. Several of these feed into faculty committees, which form the Chancellor's Learning Scholars (CLS) for all of USG. CLS represent their campuses within USG and facilitate Faculty Learning Committees (FLCs) on their campuses.

Several universities have particularly well-resourced faculty development programs. Georgia Tech has the most publicly available faculty development resources of all USG institutions. USG's four research institutions, including Georgia Tech, tend to have more faculty development resources than other types of schools. While the research universities generate the most faculty development resources, the state colleges group is by far the largest represented in the system. Some valuable faculty development resources come from this group as well, with institutions like Atlanta State conducting an institution-wide adjunct faculty symposium each year. From examples like Georgia Tech and Atlanta State, we tend to see most robust faculty development resources coming from state and research university groups.

Professional development variance among schools is noticeable in several area, but it becomes especially apparent with online professional development offerings. This variance becomes

especially noteworthy when considering online professional development opportunities offered in USG schools. Some are operated by teaching and learning centers, while others maintain separate offices. It should be also noted that some schools do not mention online learning opportunities for faculty.

Background on the Problem

Who does attrition impact?

The dropout rates associated with this policy problem do not impact all students equally. This means that USG must consider marginalized subpopulations when attempting to increase persistence across the system (US Department of Education, 2020). Nationally, the following background factors have been identified as being associated with increased dropout risk. All of the background factors mentioned in table 1 refer to characteristics associated with historically marginalized demographic groups (Horton, 2015). Other research supports the groups stated in Horton's study. Indeed, other research suggests that students from specific minority groups, defined by categories like income, race, gender, and ability status, are less likely to stay in college (US Department of Education, 2020). USG should consider how its failure to address this policy problem likely leads to disproportionate negative impacts on the identity groups listed below in table 1.

Table 1: Subpopulations at Risk for Attrition

Background Characteristics	
- **Age (older students)** - **Socioeconomic status** - **First generation college student status** - **Emotional, psychological, and behavioral problem history** - **History of incarceration**	- **Learning or physical disabilities (diagnosed and undiagnosed)** - **Cultural/language barriers** - **Minority racial group status** - **History of homelessness** (Horton, 2015)

The background characteristics presented in table 1 are not exhaustive nor are they mutually exclusive. As marginalized identities intersect, the risk for college dropout appears to increase even

further. While current research does not identify thresholds at which compounding risk factors influences dropout among general student populations, we do know that compounding risk factors are associated with higher attrition rates (Hammond et al., 2007). For example, this means that a student who identifies as being both physically disabled and as a first-generation college student faces higher dropout risk than a student who identifies with one of the identities depicted in table 1. Practically, this means that students who face barriers from multiple identity dimensions are also the students most susceptible to dropout. This policy problem impacts students across all identity groups, but it's especially pressing for USG's most vulnerable college students.

What We Know About Persistence and Faculty Development

Faculty development offers on one potential way to increase persistence. This works because faculty are the people who regularly face students. For example, one study shows how college success courses, where faculty form relationships with students during their first year of college, is strongly associated with increased student persistence (Gail Claybooks and Taylor, 2016). Faculty development initiatives like this can improve outcomes across the entire system, while other cases focus on how to increase persistence through faculty development for specific demographic groups.

Motivation's Role in Persistence

In considering how to increase persistence, motivation becomes a key factor. Many persistence efforts hinge on the idea that students want to be in school, but motivation's role should not be discounted here. Indeed, one recent Inside Higher Education article states that "without motivation and the effort it engenders, persistence is unlikely – institutional action aside" (Tinto, 2016). The idea here is that motivation should be at the root of persistence-related efforts. It needs to be prioritized for systems to make meaningful change in graduation rates.

The idea that motivation impacts persistence is also extensively supported by research. When controlling for prior performance and demonstrated ability, Robbins et al. (2004) showed that motivation was predictive of college academic performance and persistence in their meta-analysis of 109 schools. Their analysis showed that students who demonstrated a predetermined threshold of academic interest in course work were about 34 percentage points more likely to stay in school compared to peers who did not display interest over the study's threshold. Put differently, this research reveals strong associations between motivation and persistence that hold strong across big populations.

USG's work with UVA's Motivate Lab on persistence-related projects suggests that the system is already aware that this connection between motivation and persistence matters. Considering how much predetermined interest correlates with persistence, it's worth considering how faculty can foster student interest in school when students do not come in with high levels of academic motivation.

Rationale for Adjunct Faculty Focus

Adjunct faculty engage large proportions of those potentially unmotivated first-year students, thereby making adjunct teaching practices ideal targets for increasing motivation. Increased training for adjunct professors on motivation-based teaching practices demonstrates one potential way to increase persistence. In 2019, USG reported having 3,493 adjunct instructors (USG, 2019). From most recent reports available, it appears that over 21% of full-time faculty at the University of Georgia are not tenure track (Begnaud, 2006). While this level varies by institution, looking at the biggest university in the state provides a general idea of the proportion of adjunct faculty who teach students. Further, because nontenure track faculty tend to spend more time on institutional service compared to colleagues who do more research, it seems reasonable to assume that adjunct faculty, on average, may interact more with students more than other types of faculty.

Adjunct instructors are in unique positions to make students feel respected. Targeting those instructors could help increase student sense of perceived respect from adults that recent seminal research deems important for adolescent response to motivation-based behavioral interventions (Yeager, Dahl, and Dweck, 2018). If we're going to intervene with motivation efforts to increase persistence successfully, we need to make sure that students feel respected by the instructors they encounter daily.

In considering which types of faculty to target for persistence efforts, it's important to think about who wants access to trainings. Several studies note that adjunct faculty currently report being excluded from existing professional development opportunities, and that adjuncts often want to be involved in such trainings (Wallin, 2010; Tipple, 2010; Rich, 2017). The idea that adjuncts want to access trainings could mean that they see the need for the trainings in their classrooms. It could also mean that they may be more likely to implement the concepts they learn from trainings into their classrooms.

As I'll discuss later in this report, one significant shortcoming of this project is that I did not interview adjunct instructors. USG might consider talking with adjuncts to better understand motivations for training in the USG context. Even with this adjunct perspective missing from this report, however, some conclusions can be drawn here. By expanding existing motivation-based professional development practices to include more adjuncts, USG has an opportunity to fill this perceived training gap and thereby ensure that students receive more quality motivation-based instruction that can encourage them to stay in school.

Costs of Attrition

Helping students persist in higher education institutions and complete their programs is at the heart of USG's mission. Failing to improve persistence is a critical mission failure for USG and that failure has high costs to society as well. These costs are estimated below.

Attrition-Related Costs: Dropout is expensive. One recent Forbes study estimated an average income difference of $45,705 annually between Georgia bachelor's degree holders and high school graduates (Winters, 2020). Currently, the overall national college dropout rate is 40%. In 2016, 321,551 students enrolled in a USG school (Georgia Higher Education Data Book, 2017). Given this background, the attrition-related cost estimate is roughly $1,440,000,000 per year for USG.[1]

This estimate does not account for students who earn associate's degrees prior to attrition, which lowers the average projected income gap. The gap between bachelor's degree holders and associate's degree holders was projected at around $10,000 less than the gap between bachelor's degree holders and those with a high school diploma in 2020 (Winters, 2020). This estimate also reflects a national college dropout rate rather than one specific to Georgia, so it's possible that the Georgia dropout rate is significantly different. USG offers data on its specific dropout rates and allows information to be broken down by group, but those reports do not appear to run on USG's website. This does not reflect the cost of student debt for a degree never earned, which can also impact cost.

[1] To estimate attrition cost for USG students, I multiply the number of students who enrolled in USG schools in 2026 by one fourth of the total dropout rate to arrive at an estimated 32,000 student dropouts for 2016. One fourth of the total dropout rate is used to account for the total dropout rate, divided by 4 years. When multiplied by the income difference between bachelor's degree holders and high school drop outs, this cost estimate becomes roughly $1,440,000,000 per year.

Finally, it's worth noting that addressing this one particular policy problem will not eliminate attrition. It's fair to argue that some attrition-related costs will remain when adjunct instructors become trained in motivation-based strategies to increase student persistence. These costs are provided to give a general sense of attrition's scale and how this problem most be thought of as a way to mitigate some of those costs.

Background Literature Takeaways

Using the background literature offered in this section, the latter part of this report will offer key findings from interviews and will use those interview findings, coupled with this background research, to deliver relevant policy alternatives for addressing this problem.

The following list covers key takeaways from the background research leading to this point of the report that will be used to inform action-oriented steps moving forward:

- Motivation strategies are key to improving persistence among USG students.
- There are big gaps in persistence efforts, and these gaps leave minority students most susceptible to dropout.
- Targeting adjunct instructors offers a way to get motivation-based strategies to the people who teach students. This could very well lead to increases in student persistence.

Interview Process to Inform Criteria and Alternatives

Using background research from the first portion of this report, I developed a series of research questions to better understand part time instructors' relationships to professional development across USG. I used the following research questions to establish purpose and to guide me through these interviews:

1. In what ways do adjunct professional development practices vary and align across USG institutions?

2. What types of professional development initiatives do adjunct faculty take part in?
3. How do individual USG schools promote professional development for adjunct faculty?
4. In what ways can Teaching and Learning Centers more effectively incorporate adjunct faculty into the PD they deliver?

To understand these issues, I developed the interview questions depicted in Appendix B. I conducted a series of interviews with six teaching and learning center members who work with professional development and adjunct instructors across five USG institutions. My goal was to gain deeper understanding of how adjunct professional development operates within individual USG institutions from people who interact with adjunct faculty within professional development spaces. Note that these institutions where interviewees work vary by type, size, and location. Through interviews, I sought to understand interviewees' specific institutional needs, but taken together, findings are transferable to USG more broadly.

Since interview responses informed my policy alternatives and recommendation, interviewee positionality within USG should be considered. This project was conducted with an awareness of adjunct faculty's relatively low positions of power within university systems. I intentionally chose to not interview current adjunct instructors because I thought that their positions of power within USG might make it difficult for them to talk to me about their criticisms of current professional development practices. Awareness of relatively low power levels was strengthened during the literature review phase and used as a guiding framework in designing and carrying out the project. See Appendix C for more information about operating research paradigm.

Choosing to interview teaching and learning faculty instead of adjuncts helped me better understand system shortcomings in ways that lend well to policy change, but the decision also presented some negative consequences. As multiple interviewees pointed out, adjunct instructors should have some input in their own professional development. It's important to note that only one of the six interviewees was a former adjunct instructor. The fact that all of these people work closely with adjuncts made their input important for me to understand these issues, but their perspectives should not be viewed as a replacement for adjunct instructor input.

Alternatives and Criteria Determination Process

The section outlines the process through which I came to understand my interview data in relation to the alternatives and recommendation I offer in this report. I began by reviewing literature on USG's schools, adjuncts, and professional development. I used themes from that literature review to inform a set of interview questions that I developed for USG Teaching and Learning Center faculty and staff members. I coordinated with USG's Director of Faculty Development, Dr. Denise Domizi, to identify appropriate faculty contacts at various USG institutions. I conducted 30-minute interviews via Zoom with 6 participants and produced field notes from each interview. These interviews followed the interview guide approach, where questions were developed in some detail, with room for some variation at the interviewer's discretion. This allowed me to adjust my questions as I came to understand the USG context better through the interview process.

After producing field notes, I conducted a reflexive thematic analysis using in text comments on copies of each set of original field notes. I then developed a coding scheme where I grouped responses from each school by question, thereby allowing me to see responses across schools categorized by question. By revisiting the data multiple times in different contexts, I was able to refine the themes I selected for the alternatives phase.

Once I felt like I had a stronger understanding of the data, I started to thematically organize. Key words were used to label each theme, and the analysis is shown alongside the relevant portion of field notes selected for the "theme" column in my coding scheme. I also labeled each response by valence to indicate which practices may harm adjunct professional development participation rates, which practices may improve adjunct professional development rates, and which appear to have no impact on adjunct professional development participation rates. Further details on my analysis process are offered in Appendices A and C.

This process allowed me to better anchor my policy alternatives in the interview data. I wanted to generate policy alternatives that addressed the lived realities of USG adjunct professors as well as possible, given the scope of this project. The criteria offered here are extracted from the codes I pulled from the data and ranked by the frequency and extent that each area was identified across the interviews. In each alternative description, these criteria will be assessed on a scale of 1 to 3 based on measurement factors listed below. On this scale, 1 indicates low criterion fulfillment, 2 indicates medium criterion fulfillment, and 3 indicates high criterion fulfillment. It should be noted that, in addition to the measurement factors below, scoring will consist of a relative comparison of criteria fulfillment among the three alternatives.

Alternative Assessment Criteria

The criteria listed below will be used to assess each policy alternative:

Effectiveness: Will this alternative change the behavior of the faculty in the classroom? The criterion will be measured by considering the significance of positive, motivation-based change that the alternative may create, when instructors attend trainings and implement the concepts in their classrooms.

Equity:

- Adjunct Access – Will all adjuncts have the opportunity to attend these trainings? This criterion will consider any systematic barriers to participation that adjunct instructors may face in accessing the trainings.
- Impact across Institution Type – Do these policies differentially impact R1 (research university) students vs community college students?
- Impact on Low SES Groups – Are these the policies impacting low income and first generation college student groups via the mechanism above or other mechanisms in systematically different ways?

Adjunct Instructor Uptake Likelihood: This criterion will consider perceived sense of belonging, time flexibility, and possibility of advancing career development as predictors for adjunct p.d. participation. More complete information on these subcategories is available in Table 2, located in Appendix A of this report.

Alternatives to Address the Problem

As a reminder, these alternatives are intended to address the following problem: *Currently, too many courses taught by adjunct instructors do not incorporate any motivation research-based practices, leaving students with gaps in their instruction that makes it difficult for motivation strategies to uniformly improve persistence. Failing to train all faculty on motivation-related classroom practices represents a missed opportunity for USG.* Each alternative is described below, along with consideration of how alternatives address the criteria in the section leading to this one.

Alternative 1: Adjunct Spring Break Symposiums on Classroom Motivation Practices

In this alternative, each USG teaching and learning center should conduct an adjunct professional development symposium during each institution's spring break. As noted in multiple interviews, adjuncts are limited to 19 hours of work per week at all USG institutions. Holding a symposium over spring break would allow adjunct instructors to be paid for their time, which was brought up as a potential barrier to trainings conducted during normal school weeks. USG would also need to limit adjunct participation to one symposium, since many of these faculty work at multiple institutions and could otherwise attend the same trainings multiple times. While attending multiple symposiums poses some potential educational benefits, it would also add significant costs beyond the scope of this proposed alternative.

Structurally, a spring break symposium should offer several training options for adjunct instructors to choose from. These options should be scattered throughout the day during Monday through Friday of spring break, and some options should be offered asynchronously. This would allow for greater time flexibility and for adjuncts to choose content that is most relevant to their career goals. The symposium should not require attendance. After lectures, adjunct instructors should have dedicated time, ranging from 30 minutes to one hour, to reflect on what was learned and to work independently to integrate concepts learned into their course or teaching plans. This is the type of protected time that emerged as an important theme across multiple interviews in terms of p.d. qualities that adjuncts valued. This time should also be compensated.

It is important that this symposium be offered during spring break to accommodate adjunct instructor schedules. As one interviewee at pointed out, "symposiums for part time faculty have to be within the semester that they're contracted to teach. We can't do it over winter or summer because they aren't in their contracts. We didn't do it during Thanksgiving because, well, Thanksgiving." While it might make sense to offer symposiums during the summer so that faculty members to use content learned to plan upcoming courses, this interview response helped explain why USG's adjunct symposiums need to be conducted during spring break.

Individual symposium sessions will be scattered throughout the week, but all participants should be invited to participate in a Zoom lunch on Monday and Friday of the symposium week. As one interviewee noted, Zoom capability means that symposiums no longer require renting a physical meeting space. This means that USG would save money on meeting space, and that funding could be allocated for participant lunches.

Lunches may seem like a small detail, but they appear to encourage people to attend trainings. All six interview participants commented on feeding people as a means of incentivizing faculty to do professional development. Three participants also noted that having time to come together over a

meal is important, especially during social isolation. Getting lunches can be difficult in remote environments, but it does seem possible. USG should offer lunches on a reimbursement basis. Given the fact that all USG employees are paid through a centralized system and can be reimbursed through that payment system, this option makes sense and shows potential to get people to attend trainings.

Adjunct instructors should provide input for the types of classes offered in these symposiums. Indeed, three interviewees noted the importance of involving adjunct instructors with professional development planning. To get class content-related input from adjunct instructors, a pre-survey should be administered to registered participants 2 - 3 months before the symposium. This pre-survey should ask adjunct instructors to select from possible trainings centered on persistence-related motivation strategies in their classrooms. That data should be compiled and used to form the list of course offerings for the symposium. It's important that these surveys be open ended so that adjunct instructors have the most opportunity for authentic, uninfluenced input. This will give them for of a stake in planning the most appropriate course offerings to meet the most pressing needs in their classrooms.

Alternative 1 Criteria Fulfillment

Costs: This estimate ranks alternative 1 as a "2" in this category. It's difficult at predict exact costs for an adjunct faculty symposium, as professional development workshop costs vary widely. To arrive at an estimate for additional professional development workshops, this analysis factors in multiple estimates from a third-party vendor. In the case of motivation-based professional development, a third-party vendor can be understood as an organization outside of USG who can deliver motivation-centered professional development workshops using in-house content area expertise. The estimate here is **$**6,750 for symposium trainings at each school.[2]

Given USG's long-standing relationship with Motivate Lab, it seems likely that Motivate Lab would possibly serve as the third-party vendor under this option. Motivate Lab's rates are not calculated in the same hourly way as Population Education, however, making it difficult to produce an estimate without more specific information regarding the nature and scope of professional development workshops.

[2] Population Education, a nonprofit third-party vendor, offers PD workshops a rate of $125 per hour, plus the cost of materials and travel (Population Education, 2020). For a standard 3-hour workshop with a $50 per person material cost and $250 travel cost, the estimated cost of each additional workshop is $675. Assuming that each symposium would have the equivalency of two 3-hour trainings per day over a five-day period, this estimate becomes $6,750 for symposium trainings at each school.

In terms of other limitations, this estimate assumes that workshops will be conducted by third party vendors. However, real costs will vary depending on the specific vendor and whether USG institutions have the capacity and motivation-based expertise on persistence to conduct additional professional development workshops internally. Professional development workshop costs also vary widely, so it's possible that the sample workshop costs used for the calculations are not representative of average PD workshops. Finally, this estimate does not account for adjunct faculty who already receive motivation-based professional development trainings related to persistence, nor does it account for potential costs of procuring physical space to hold professional development workshops.

In addition to the costs of workshops, USG must consider the cost of adjunct instructor time to attend trainings and implement content learned from the trainings into their teaching. Adjunct instructor direct hourly time cost is estimated below:

Instructors are not paid at an hourly rate, but an hourly rate time estimate can help clarify the cost of time per instructor that this intervention might cost USG. Part of the purpose of hosting this symposium during spring break is to be able to pay adjunct faculty for their 18-hour maximum allotment, so those 18 hours should be accounted for in cost considerations. To expand professional development training to all USG adjunct faculty, it's important to consider the direct costs of paying faculty to participate. Adjunct professors can be defined as professors who are hired on a contractual basis, usually in part-time but possibly full-time positions (Resilient Educator, 2020). These faculty are ineligible for tenure and are typically exempt from some faculty requirements, though they may carry teaching loads similar to full-time tenure eligible faculty.

If two lunches are reimbursed at $15 per attendee for each lunch, this estimate becomes $30 per attendee.

The estimate for faculty pay for attending these symposiums is around $634 per attendee.[3][4]

[3] In 2019, USG reported having 3,493 full-time instructors who were not on track for tenure (USG, 2019). Average salary for these faculty in 2019 was $54,949 (USG, 2019). To arrive at the hourly adjunct instructor estimate, the average adjunct faculty salary is divided by the average number of weeks in the academic year across USG institutions, or 39 weeks (USG, 2020). This produces an average weekly salary of $1,408.95, which is then divided by a standard 40-hour work week to arrive at $35.22 per hour. Assuming that a one-week symposium would require 18 hours per attendee, this estimate for faculty pay becomes around $634 per attendee.

[4] This estimate also contains instructor pay limitations. As stated earlier, adjunct instructor hourly rates are false constructs and are only intended to serve estimate purposes. In reality, these figures would be combined into total salaries that USG spends per instructor. Full time professor hours worked varies widely, with personal adjunct faculty narratives recalling as many as 70 – 80-hour average work weeks (Inside Higher Education, 2015). Further, this estimate only accounts for full-

Effectiveness: Following costs, USG should also consider effectiveness in evaluating this alternative. Alternative 1 scores "2" in this category. Interview reports suggesting that adjunct faculty want to learn how to teach indicates that they will take away lessons from the symposium that can be useful in their classrooms. However, the nature of a symposium means that it will be a one-off event, even though that event will extend over multiple days. One Georgia Highlands interviewee noted that, "we really want to emphasize things with multiple points of contact vs one off, because that's what research is showing works better". Similarly, a Columbus State faculty member noted that "somewhat counterintuitively", multiple sustained points of contact are the only way they can reach adjuncts. These comments suggest that a one-off symposium may not trigger the same level of significant changes in teaching practices as multiple point-of-contact alternatives.

Equity (adjunct access): As a reminder, equity is broken down into 3 subcategories. Adjunct access is considered as a means to getting the content of these trainings to the students adjunct professors teach. For this first subcategory, alternative 1 scores "3". Interviewees from University of North Georgia, Georgia Highlands, and Georgia State all point to evening trainings being important to busy adjunct schedules. This alternative requires that some trainings be held during the work day, but some trainings must also be available in the evenings.

It should be noted that this might not practically make a difference in the trainings that adjuncts choose. One interviewee from Kennesaw State pointed out that "1 - 3 attendees come to evening trainings". She said that she's discovered that what people say they want and what they do isn't the same, and that adjunct instructors get busy. This comment illustrates how offering evening trainings alone may not make p.d. more accessible to adjunct instructors in practice. This makes the spring break aspect of this alternative particularly promising in tandem with offering training options during evenings. If adjunct instructors want evening trainings but competing demands prevent them from attending those events, offering trainings during a designated break period may give them the type of access they want with less barriers to attendance.

The types of adjuncts who can access trainings is also important to consider here. One interviewee from Columbus State noted the importance of making trainings free, and respondents from Georgia Highlands and Kennesaw State emphasized the need to pay adjuncts for trainings. Payment

time faculty, but a spring break symposium is intended for part-time faculty. The full-time salaries were the closest ones I could find to an adjunct instructor rate, but it should be noted that the positions do not map onto each other perfectly. Still, this estimate provides a frame for understanding some sense of the hourly cost of adjunct instructor time in attending a symposium.

and free access may serve as an incentive for anyone, but it becomes especially important when considering the wide range of financial positions that adjuncts come from. Some adjuncts may be working professionals with stable income, making payment less of a barrier for training participation. For younger or less established part time instructors though, payment matters them to be able to access these trainings.

One final access component was giving faculty enough notice to plan for attendance. Interviewees at Columbus State and Kennesaw State both emphasized the importance of including adjuncts on listservs. Adjunct instructors have busy schedules. Giving them enough notice to attend trainings impacts both faculty belonging (another criterion below) and training access. Giving them notice allows for them to plan for trainings and thereby makes it easier for them to attend. This alternative involves ensuring that communication is delivered in advance, thereby fulfilling this part of the access criterion.

Equity (impact across institution type): This second component of equity focuses more directly on students. Alternative 1 scores "2" in this category. A symposium has the capacity to focus some trainings on first-year students. These trainings offer the most advantage for students at 2-year institutions. As an interviewee at Georgia Highlands pointed out, at colleges like theirs, 80-90% of students either complete a 2-year degree or a Pathways program that allows students to transfer to 4-year institutions. This means that most of their students are first year students, so courses offered for first-year students may disproportionately impact these smaller schools compared to larger ones.

USG should also consider types of part time instructors represented at each school for this category. As Georgia State and Kennesaw State interviewees noted, there are four types of part time instructors, and their needs vary. These typologies include the following:

- Retired instructors who come back to teach a class
- Former GTAs – Their departments hire them while they're looking for jobs to provide some income.
- Professionals in the field who want to teach a class
- Traditional PTIs

A spring break symposium may have a disproportionate impact among these typologies. Multiple interviewees noted that younger traditional PTIs might be the most likely to attend trainings. This means that departments with high numbers of younger, traditional PTIs might see more of an impact on student persistence than schools or departments with other types of adjuncts.

One interview pointed out that, in practice, smaller schools with less graduate programs and GTAs might see more of an impact from these trainings since they tend to hire more traditional PTIs.

Equity (impact on low SES groups): Alternative 1 scores "3" in this subcategory. Because traditional PTIs may be more likely to attend these trainings, it seems likely that schools with more of those PTIS will see a disproportionate impact from this alternative. As one interviewee at Georgia State noted, there's generally an inverse relationship between PTIs and graduate teaching assistants. Practically, this means that smaller schools with more socioeconomically disadvantaged students might see more benefits here.

Adjunct Instructor Uptake Likelihood (faculty sense of belonging): The next criterion is adjunct instructor uptake likelihood, which also consists of 3 subcategories. The first subcategory is faculty sense of belonging. The idea here is that instructors are more likely to participate in professional development if they feel like they belong tot their institutions and departments. By participating, the same instructors seem more likely to implement the concepts from p.d. into the teaching practices that reach students. Being able to reach students with this content seems likely associated with positive outcomes related to persistence, though it should be noted that this connection is a prediction.

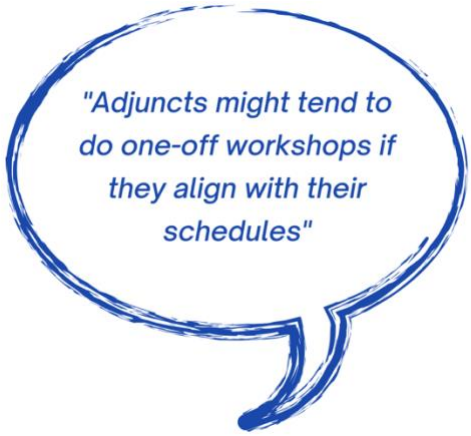
This alternative provides some potential for adjunct belonging. One interviewee at Georgia State noted that, when many people work in practice all day, it's nice for them to come together with people in their field to talk about ideas. A symposium offers dedicated time and space for faculty to come together in this way. As the interviewee noted, this seems particularly useful for industry professionals to feel like they belong when these instructors spend most of their time away from their institutions. For this group, trainings occurring during the work day may create entry barriers that don't foster belonging.

For broader groups of adjunct faculties though, this alternative may indeed promote belonging. One Kennesaw State interviewee noted that part time faculty wanted opportunities to collaborate and interact with their peers. She also added that they wanted to be part of their institutions. This alternative offers an opportunity to interact with peers in ways that may foster institutional belonging.

Adjunct Instructor Uptake Likelihood (time flexibility): The second sub-criterion of this component is time flexibility. Alternative 1 scores "3" in this category. The idea is that instructors will be more likely to attend trainings if those trainings accommodate their schedules. Again, the

underlying assumption here is that increased attendance will allow more instructors to implement these concepts into their classroom practices, thereby impacting student persistence outcomes.

The one-off nature of alternative 1 lends itself well to adjunct instructor schedules. As a Georgia Highlands interviewee noted, "adjuncts might tend to do one off workshops if they align with their schedules." While a symposium would occur over multiple days, it would take place within one week consistently. This, coupled with the symposium occurring during a break, offers flexibility that may encourage attendance.



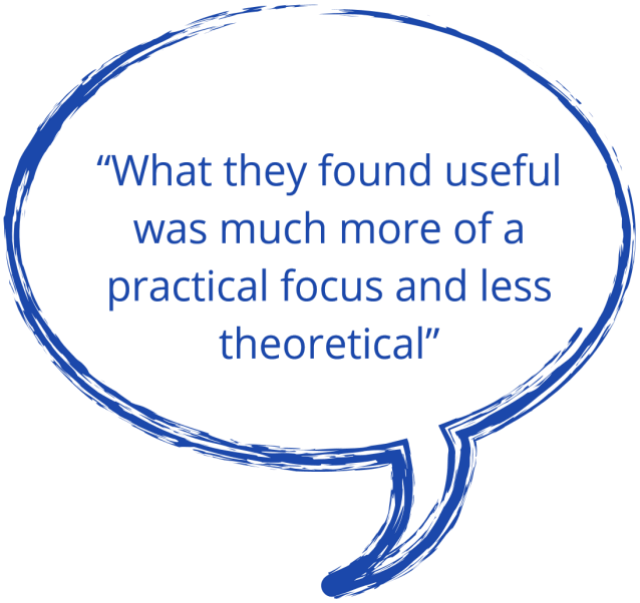
Alternative 1 also has the capacity to include some asynchronous components that create flexibility. Interviewees at both Georgia Highlands and University of North Georgia touched on asynchronous and synchronous activities, while an interviewee at Kennesaw State noted that adjunct instructors sometimes ask her for recordings of live trainings (though she also noted that it's unclear how many people watch them). Alternative 1 will rely on mostly synchronous activities, but by making room for some asynchronous parts, this alternative may attract more adjunct instructors.

Adjunct Instructor Uptake Likelihood (advances adjunct careers): This is the final sub-criterion for adjunct instructor uptake likelihood. This criterion relies on the assumption that adjunct instructors may be more likely to attend professional developments that may have them grow professionally in their careers, and that students will benefit from this participation.

Alternative 1 scores "3" in this category. Content delivered through the symposium would be based on teaching, not career development. However, as interviewees from University of North Georgia and Georgia State indicated, completion certificates for trainings can help part time faculty advance their career goals. At schools like UNG, where adjunct faculty can be promoted to senior lecturer, such completion certificates being added to instructor files can be directly used in their promotion review. Similarly, Georgia Highlands uses a digital badging system to signal to departments when faculty complete trainings. From these schools, it seems that completion certificates can be a useful incentive for PTIs seeking full time employment.

Alternative 2: System-Wide Faculty Article Review Clubs

This alternative involves implementing article review clubs, where faculty read articles and meet to discuss them regularly. Three interviewees referenced the importance of multiple point-of-contact trainings, and article review clubs frequently came up in this category. Two interviewees responded that adjunct faculty tended to attend book clubs, which makes them stand out from other lower turnout multiple-point of contact trainings. Two interviewees also suggested that, rather than long books, many part-time faculty seemed interested in article or podcast reviews. This makes sense given lower preparation time required for these club meetings.



In terms of content, articles should be directly related to motivation-related teaching practices. As one interviewee noted, "what they [adjunct instructors] found useful was much more of a practical focus and less theoretical.". Instructors need to be able to see a clear connection between article content and what they can be doing in their classrooms. Table 3 includes some examples of motivation research-based materials that can be practically implemented in classrooms:

Table 3: Sample Motivation Resources

RESOURCE	SOURCE	FUNCTION	DESCRIPTION
Students see little value in the course or its contents	Carnegie Mellon Eberly Center	Strategy	Excerpt from Carnegie Mellon about how professors/teachers need to inject purpose and relevance into their curriculum to keep students engaged and motivated. Suggests connecting material to students' academic, professional, and personal values and adding real world examples and real-world applications of the material.
Value Intervention	Motivate Lab	Activity	Value intervention writing activity teachers can use in the classroom (includes handout)
Build Connections	Motivate Lab/Character Lab	Activity, Knowledge	One page lesson to help students connect what they are learning in school with their life. Includes supporting documents and a video to help teachers understand the research and implementation strategies.

Note that Motivate Lab is currently in the process of preparing a comprehensive database with practitioner-friendly articles like these. USG may be able to draw on these articles for faculty article review clubs.

Motivate Lab has developed an information repository that contains such articles that includes practitioner resources which are geared toward fostering motivation in higher education classroom contexts (see note above). The resources in that database are research driven, but all are aimed at translating motivation research directly into practice. From that database, part time instructors within individual institutions should be asked to rank order choices based on relevance to adjunct instructors' classroom contexts.

Alternative 2 Criteria Fulfillment

Costs: Alternative 2 scores "3" in this category. It is the lowest cost alternative presented in this report, but there are still relevant costs to consider:

- Participant pay ($1,200 - $3,600 per participant): Multiple interviews pointed to the importance of providing some financial incentive for instructors attending trainings, and one interview suggested that even $25 can be a powerful incentive.[5]
- Teaching and learning center staff time ($75 per teaching and learning center): Because these employees are typically paid on salary, there is no direct hourly cost for article review club coordination. It should be noted, however, that hourly time will be spent coordinating this project.[6]

Effectiveness: Alternative 2 scores "3" for effectiveness. Six interviews indicated faculty interest in book or article review clubs, and multiple comments suggested that adjunct faculty want to learn about concepts that they can implement in their teaching. For example, one Kennesaw State interviewee noted that, "a lot of folks appreciate short, targeted articles on teaching practices". If given the opportunity to choose articles on

[5] To arrive at this estimate range, $25 per club is multiplied by the minimum proposed number of meetings (6) and the minimum participants per club (8). Then, another estimate is calculated multiplying $25 by the maximum number of participants per club (12) and the maximum number of meetings (12).

[6] This estimate uses the same $25 hourly estimate that's used for participant pay. It should be noted that actual teaching and learning center staff varies widely based on position. For this alternative to be most cost effective more junior staff members should be responsible for article review club coordination. 3 hours is estimated for total time needed from teaching and learning center staff members to send outreach materials, organize respondents into review groups, to collect post-club data, and to make and send out completion certificates.

teaching, one interview noted that there's an interest in learning how to implement those concepts into their classrooms.

Article review clubs offer a realistic way to teach adjunct faculty how to teach in ways that motivate students to persist. Review clubs are not just about introducing adjunct instructors to theoretical motivation concepts. Articles selected for these clubs should all focus on application. One Georgia State interviewee noted that many adjuncts are experts who haven't taught, "so classroom management content is important to them". This comment suggested that adjunct faculty want to learn how to teach, and article clubs might provide them with proven ways to apply motivation-based concepts into their classrooms in order to encourage persistence.

Equity (adjunct access): Alternative 2 scores "2" in this sub-category. Since these meetings occur during evenings, and require relatively low time commitment, they should be mostly accessible. That said, because article review clubs occur during the school year, adjunct faculty may get too busy to attend. Further, because this is a multiple point-of-contact intervention, instructors face the added concern of having to attend multiple meetings at different times. For some, this may present an access barrier.

Instructor pay should also be considered here. This alternative offers some compensation for attending trainings, but it does not pay faculty for time spent reading articles or integrating concepts from trainings into their course structures. As a Kennesaw State interviewee pointed out, adjunct instructors often spend time planning courses where the course gets cancelled and the instructors are not paid. Asking adjunct instructors to integrate article concepts in their course design means that they need to work on course redesign, and this alternative does not compensate them for that time. This might mean that some adjuncts with less financial means to support these activities may not have the same level of access to trainings as instructors who are less dependent on pay when deciding whether to spend time on trainings.

Equity (impact across institution type): Alternative 2 scores "3" in this category. This alternative will likely produce a greater impact for smaller schools that hire more traditional PTIs. Being that many motivation-based articles on persistence are especially applicable to first-year students, it also seems that two-year schools with more first year students would benefit more from these clubs than other schools. Multiple interviews suggested that schools with field expert PTIs may also disproportionately benefit from teaching-centered trainings and article review clubs, since these instructors usually have less teaching experience and thereby more to learn from trainings,

Alternative 2 presents some advantages for schools with smore traditional part time instructors. As both Georgia State and Kennesaw State respondents noted, traditional PTIs tend to have less departmental ties than other types of PTIs, yet these instructors want to belong to their institutions. Having a multiple point-of-contact intervention like this one may be especially appealing to such faculty, which would lead to bigger impacts for schools with higher rates of traditional PTIs.

Equity (impact on low SES groups): Alternative 2 scores "3" in this category. For this alternative, it should be noted that different types of schools hire different numbers of PTIs. A Georgia State interviewee noted that the number of GTAs within a school or department tends to have an inverse relationship with the number of adjunct faculty they hire. In other words, research universities don't need to hire as many part-time instructors because they have graduate students to teach those classes.

This relationship between adjuncts and school type should be considered alongside student costs of attending different types of schools. For the 2020-2021 school year, Georgia State's annual tuition and fees for in-state students totaled $11,076 for 15 or more credit hours per semester (Georgia State, 2020). At Georgia Highlands, by contrast, in state students pay $3,914 for the same number of hours (Georgia Highlands, 2020). Big research institutions tend to present higher tuition costs versus two-year USG schools. This suggests that students who may not have financial resources to attend a more expensive school could be disproportionately likely to be taught by PTIs versus GTAs. This means that this alternative is likely to have a greater impact on schools with less socioeconomically advantaged students.

Adjunct Instructor Uptake Likelihood (faculty sense of belonging): Alternative 2 scores "3" in this category. This alternative provides a space for part-time and full-time faculty to come together, which gives it high potential to increase adjunct faculty belonging. One Georgia State interviewee noted that mentorship would help part-time faculty navigate administrative barriers and would promote belonging. While an article review club would not assign mentors, bringing full and part-time faculty together through a multiple point-of-contact program might help naturally encourage these mentorships.

Holding adjunct faculty as equal members of these clubs also encourages belonging. By bringing part- and full-time faculty together, emphasis shifts from "part versus full time faculty" to "faculty". One interviewee at Kennesaw State advocated for changing language from part time faculty to faculty who teach part time with this same sentiment in mind. If CTLs signal that part-time faculty belong to the broader faculty group, they may be more inclined to participate.

It's important to note that belonging must be genuinely promoted through structural changes in USG rather than by placing the task of belonging on adjunct instructors. Note that this report intentionally uses the terms "adjuncts", "adjunct faculty", and "part time faculty" rather than "faculty who teach part time". This choice to use identity-first language, as opposed to person-first language, stems from my background in critical theory. Specifically, this choice comes from the social model of disability, which advocates for calling people "disabled people" instead of "people with disabilities" in order to reclaim an identity status that systems in power have marginalized.

I bring up language here to emphasize the expectations of USG and of adjunct instructors in promoting belonging. There are moments where it might make sense to use the person-first language that the interviewee referenced above, and language should be considered when thinking about belonging efforts. However, note that this report focuses on how USG as a system can remove barriers for adjunct instructors as a means to generate positive outcomes in student persistence rates. It's important to understand that these alternatives have to be rooted in expectations that the systems will change to meet adjunct instructor needs. The expectation is not to put the responsibility on adjunct instructors to adapt to better meet the needs of the system.

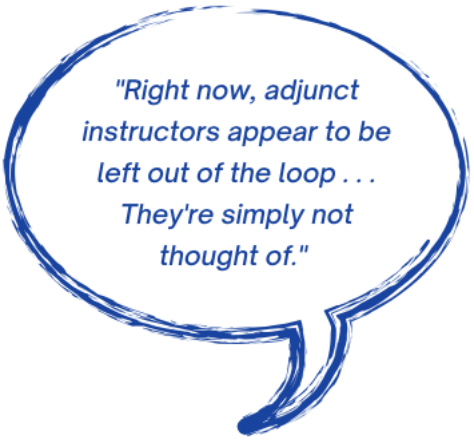
Adjunct Instructor Uptake Likelihood (time flexibility): Alternative 2 scores a "2" in this category. While instructors are expected to attend most club meetings, they do not have to attend all trainings to receive participation credit. In this respect, the structure grants some flexibility. However, the structure does require instructors to attend multiple meetings scattered throughout the academic year. These meetings occur at a fixed time and must happen synchronously, making them less flexible than options like alternative 1.

Adjunct Instructor Uptake Likelihood (advances adjunct careers): Alternative 2 scores "2" in this category. Article review clubs may offer a certificate of completion, but such activities would likely need to be branded in more targeted ways than traditional article review clubs to make those certificates maximally helpful for career prospects.

Alternative 3: Hiring an Adjunct Instructor to Advise Each CTL

This alternative consists of hiring adjunct instructors to serve in advisory capacities as fellows within USG centers for teaching and learning. Given the information learned about CTL faculty positions, this would need to be done strategically by USG.

One interviewee directly suggested hiring an adjunct instructor to work in centers for teaching and learning, and others focused on the need to make adjunct instructors feel included. As one interviewee from Columbus State noted, "Right now adjunct instructors appear to be left out of the loop. In my research they want to be looped in and they're not. They're simply not thought of." This alternative offers that deeper level of inclusion in decision making processes that's currently missing in USG's professional development programming.



This alternative required determining what type of advisory position would be feasible within USG. One CTL director went on to describe that the problem is that fellows are granted to CTL's on half time release from their departments. For this alternative to hire a part time advisor, individual teaching and learning centers must coordinate with individual departments to buy out faculty time.

This alternative does provide offer some limitations that USG should consider in evaluating it. In practice, advisory fellows will likely only teach one class in order to stay below USG's 19 hour weekly part-time hours cap at each institution. The fellowship position might reasonably account for

3 – 5 hours weekly built into teaching contracts. To streamline the process, departments should be the primary salary payers, and CTL can buy out the hours required for the fellowship role.

Criteria Evaluation

Costs: Alternative 3 scores "1" in this category. Costs will vary considerably depending on how this alternative is implemented. For example, a full-time advisory position would cost significantly more than a part-time position, but both satisfy alternative three. To get some idea of cost, USG might look at the average full time lecturer salary for 2020, **$57,669** (USG, 2020).[7]

This alternative does offer some potential savings compared to other alternatives. It should be noted that alternative 2 will likely present a fewer number of costs and less administrative difficulty in implementation compared to other alternatives. Costs should stay fairly contained to the position salary and benefits.

Effectiveness: Alternative 3 ranks "1" here, as this alternative does not establish any accountability measures to ensure that adjunct professor behavior will change. This alternative should not be mistaken, however, for the idea that instructor behavior will not change. It has potential to foster more general motivation amongst adjunct faculty, which can lead to a number of positive outcomes for both instructors and students. As an interviewee at University of North Georgia pointed out, "'This work is on positionality. We need an adjunct on the board to develop programming.' ... He concluded by saying that, 'if we are doing this work, adjuncts need to be at the center.'" This comment suggests that including an adjunct faculty on each CTL board might motivate adjunct instructors to participate in programming geared toward their interests. However, as a stand-alone alternative, this option does not suggest that adjunct faculty will be more motivated to participate in motivation-based professional development initiatives that target persistence or to implement those initiatives in their teaching.

[7] This estimate does not fully map on to a full-time teaching and learning center position, but the similar level of status and qualifications needed for the job makes it close. Note that benefits package estimates are missing from the salary figure estimate but would need to be considered for a full-time position.

Equity (adjunct access): Alternative 3 scores "2" in this category. In itself, this alternative provides no guarantee that part-time instructors will receive access to professional development. By having adjunct instructors advising CTLs, it seems likely that those people will promote adjunct access to trainings. While access will likely increase through indirect measures associated with this alternative, increased access not being a direct effect associated with this alternative should be considered.

Equity (impact across institution type): Alternative 3 also scores "2" in this category. This alternative is likely to disproportionately impact socioeconomically disadvantaged students. One Georgia State interviewee stated that her job is to work specifically with part-time instructors and GTAs. This suggests that these positions already exist at big research universities. At small schools like Columbus State, however, teaching and learning centers are staffed by one person. This makes an adjunct instructor's input at smaller, less funded schools seem more likely to generate meaningful impact with fewer voices being involved in conversations surrounding professional development. A "2" is assigned because the alternative will not impact all institutions equally, but will rather have a disproportionate impact on the schools that need it most.

Equity (impact on low SES groups): Alternative 3 scores "3" in this category. As stated in the last subcategory, this alternative will disproportionately impact smaller schools in USG. Because those schools also tend to serve more socioeconomically disadvantaged students, it seems likely that group will benefit most.

Adjunct Instructor Uptake Likelihood (faculty sense of belonging): For this first subcategory under adjunct instructor uptake likelihood, alternative 3 scores "3". Alternative 3 appears to be the most consistent way to promote belonging among part-time faculty. An adjunct teaching and learning center member on staff provides a sustained voice for adjuncts on all teaching-related decisions, not just the problem listed here. The position also serves as a signaler to show that part-time faculty matter to their institutions and to USG.

Adjunct Instructor Uptake Likelihood (time flexibility): Alternative 3 scores "N/A" in this category. Alternative 3 does not neatly fit in this category, since it doesn't involve an event or series of activities that involves scheduling.

Adjunct Instructor Uptake Likelihood (advances adjunct careers): Alternative 3 scores "1" in this category. Alternative 3 offers no direct incentives that promote career advancement. By providing a voice for adjunct faculty in teaching and learning centers, this alternative could very well promote adjuncts advancing in their careers over the long-term. This factor should be considered. To fulfill this criterion, however, adjuncts would need to be able to clearly see the career advancement opportunities the alternative offers. This option does not allow for that.

Criteria Fulfillment Comparison

All of these alternatives have potential to help USG improve student persistence through adjunct instructor access to professional development. Each of the alternatives is supported by interview findings as potential ways to address student persistence by supporting adjunct faculty un using motivation-based strategies to keep their students in school. Table 4 ranks each alternative side-by-side on the 1 – 3 scale used to assess the alternatives. As a reminder, a score of 1 indicates lowest potential efficacy to fulfill the criterion while 3 indicates highest potential efficacy.

Table 4 is meant to allow illustrate how alternatives compare against each other in addressing this policy problem: *Currently, too many courses taught by adjunct instructors do not incorporate any motivation research-based practices, leaving students with gaps in their instruction that makes it difficult for motivation strategies to uniformly improve persistence. Failing to train all faculty on motivation-related classroom practices represents a missed opportunity for USG.*

Table 4: Criteria Evaluation Matrix

Criterion	Sub criteria	Alternative 1: Adjunct Spring Break Symposiums on Classroom Motivation Practices	Alternative 2: System-wide Faculty Article Clubs	Alternative 3: Hiring an Adjunct Instructor to advise each CTL
Cost		2	3	1
Effectiveness		2	3	1
Equity	Adjunct Access	3	2	2
	Impact across institution type	2	3	2
	Impact on low SES groups	3	3	3
Adjunct Instructor Uptake Likelihood	Faculty sense of belonging	2	3	3
	Time flexibility	3	2	N/A
	Advances adjunct career development	3	2	1

Recommendation

As stated earlier, all of these alternatives present potential fto improve adjunct faculty motivation-based teaching practices geared toward persistence. Each seems likely to impact adjunct instructors in different ways, thereby making it challenging to choose one. However, when considering criteria alongside each other in relation to this particular problem, I recommend alternative 2.

While all criteria are important, effectiveness takes priority in this choice. Motivation-based teaching practices offer tremendous potential for improving various types of student outcomes, including student persistence, but they cannot work unless adjunct instructors implement what they learn in their classrooms. Both alternatives 1 and 2 demonstrate some direct potential here, but interview responses suggests that article review clubs may be best suited for addressing this problem.

Another significant criterion in determining which alternative is most appropriate is instructor belonging. Belonging and inclusion came up frequently throughout every interview. To get instructors to implement motivation-based concepts in their teaching, they need to also be motivated. Belonging is a big part of that. To get there, USG has to genuinely support its' adjunct instructors.

While alternative 2 does not rank highest in every category, it's also worth noting that it does not score 1, or lowest impact, in any category. As evidenced in Table 4's comparison matrix, this alternative demonstrates significant potential to improve outcomes in every category assessed here.

Recommendation Implementation

Article review clubs should be implemented in accordance with the guidelines for Faculty Learning Communities. It should be noted that, in addition to providing content related to articles, this article review club model focuses on fostering a sense of community among faculty members. To determine best practices for implementation, I consulted Milton Cox's 2004 Faculty Learning Community model and inquired about other motivation-based book clubs that Motivate Lab has worked with in the past. Based on these precedents, clubs should follow the following sample timeline:

Sample Implementation Timeline

July 2021: USG contacts teaching and learning centers. To do this, **Dr. Denise Domizi** should send a list serve email to teaching and learning centers. Dr. Domizi and her team should select 2 – 4 pilot schools for the first year of implementation. This will prevent more advantaged schools disproportionately opting in. All components of the list outlined above should be included in that initial outreach email. Sending an email to this listserv presents a quick, efficient way to get the information to the appropriate people.

- Note that, for its 2021 pilot year, uptake should be voluntary by school. Teaching and learning centers can choose who to distribute the club requirement information at their discretion. Being that these staff members should understand the environments for their schools best, this option allows them to reach the people most likely to benefit from these clubs.

July 2021: Teaching and learning centers send out recruitment emails. Emails should be customized to each school. They should address the teaching and learning center member by name and state that their school is being strategically chosen for this program. Emails should end by asking the email recipient to follow up by email within the next week. If recipients do not reply within a week, send a follow up email at a different time of day.

These recruitment emails should be sent at the beginning of July, with an explicit expectation that interested faculty sign up by the end of July. When asking faculty for interest responses, teaching and learning center staff contacts should ask that they also indicate their preference among choices listed under the alternative in this report.

- Note that, for its 2021 pilot year, uptake should be voluntary by school. Teaching and learning centers can choose who to distribute the club requirement information at their discretion. Being that these staff members should understand the environments for their schools best, this option allows them to reach the people most likely to benefit from these clubs.

July 2021: Teaching and learning centers send out recruitment emails. These recruitment emails should be sent at the beginning of July, with an explicit expectation that interested faculty sign up by the end of July. When asking faculty for interest responses, teaching and learning center staff contacts should ask that they also indicate their preference among choices listed under the alternative in this report.

August 2021: Teaching and Learning center staff send emails to interested faculty. If more than 10 people sign up, two clubs should be organized. Each club should receive a separate email from the T&L contact. This email should include the date and time for initial September meetings (first Tuesday of the month, 4 p.m.), a Zoom link, and a link to the article based on the preferences selected in the outreach email.

September 2021: First book clubs meet. During first meeting, groups should establish an order for faculty leading meetings and sequence for remaining meeting articles. Clubs should continue meeting on the first Tuesday of each month at 4 p.m. for 6 – 12 months, depending on the number of faculty members in the club (1 meeting for each faculty member).

Early July 2022: Final meeting for groups of 10. Dr. Domizi should send an email to participating schools with a link to a Qualtrics post-survey prepared by Dr. Domizi's team. That email should contain instructions for teaching and learning center staff to distribute certificates to all members who participated in the clubs, as well as the link to the feedback survey.

July 2022: Teaching and learning centers should send out completion certificates at the article review club's conclusion.

Late July 2022: In order to determine whether to run the program again, Dr. Domizi or a member of her staff should review the faculty feedback alongside the criteria matrix offered in table 4 of this report. That option should determine whether, to its judgement, if the program was successful enough to run again with more schools. At this stage, that office can determine whether to repeat the process for the following school year on an optional basis, expand to require the program, or abandon the alternative.

Other Implementation Logistics

- Each school's teaching and learning center should be responsible for sending out listserv emails. Sign-ups should include a link to Zoom meetings.
- For implementation to work, faculty must be willing to participate. Each group should have 8 – 12 members, meaning that at least 8 people need to sign up and consistently attend.

Timing of day could present a barrier for participation. Trial and error will likely be most useful in finding best times to host clubs at each school.

- Note that this component requires teaching and learning centers to keep track of who attends meetings in a centralized repository. Faculty should attend at least 80% of meetings to receive a completion certificate

Stakeholder Perspectives to Consider

Teaching and learning center staff: this proposal requires that teaching and learning center staff send listserv emails, manage registration data, and send completion emails. All of these tasks are administrative and may produce some resistance from staff. To mitigate this risk, purpose of article review clubs should be emphasized. Teaching and learning center staff should know that this administrative work is intended to help faculty reach students and motivate them to persist.

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Adjunct faculty: this plan requires adjunct faculty to sign up for these review clubs, make room for clubs in their schedules, and be willing to lead discussions on a rotating basis. These factors might serve as access barriers for participation. To mitigate this risk to some degree, it should be made clear that adjunct instructors will be compensated for attending club meetings. Adjunct instructors should also be granted flexibility to choose within their groups when they will lead discussions based on their schedule preferences.

Conclusion

USG is already working hard to integrate motivation-based professional development practices across its schools, as evidenced by USG's partnership with UVA's Motivate Lab. USG demonstrates awareness that motivation is key to making sure that students persist in college. In practice though, student instruction strategies only work if they're being offered to the instructors who face students. This project sought to help promote college persistence by addressing the following problem: *Currently, too many courses taught by adjunct instructors do not incorporate any motivation research-based practices, leaving students with gaps in their instruction that makes it difficult for motivation strategies to uniformly improve persistence. Failing to train all faculty on motivation-related classroom practices represents a missed opportunity for USG.*

Background research and interview data yielded multiple viable options for addressing this problem. In terms of prioritization though, I recommend the institution of article review clubs across all USG schools. Article review clubs offer a feasible way for adjunct faculty to improve their

motivation-based teaching practices, which will allow them to implement those practices in their USG classrooms. This study revealed large gaps in adjunct professional development across the system, and a system-wide initiative like this one helps ensure that students at different types of schools are all exposed to motivation-based teaching that can help those students overcome some barriers to persistence.

A system-wide rollout has the potential to disproportionately increase persistence among students at smaller USG institutions where attrition rates tend to be highest, as these schools have less resources to implement these types of initiatives on their own. In the proposed alternative, voluntary self-selection during the initiative's pilot year might make some of these benefits for smaller schools less readily apparent. However, this gradual rollout will allow USG to gauge how the clubs work in practice. USG can then adjust as necessary. Increasing persistence is a long-term effort, but this recommendation offers realistic potential to help more students finish their degrees.

Appendix A: Criteria Strengths, Limitations, and Frequency Count Processes

Criteria Selection Strengths and Limitations:

These interviews were conducted in accordance with a critical constructivist research paradigm, which relied on a reflexive thematic analysis to inductively develop criteria. This reflexive thematic analysis approach was chosen for the following reasons: (1) it created some standardization that allowed me to compare responses across multiple interviews and (2) I was the only interviewer for all interviews, so I could make room for slight variation to extract meaningful information in each interview without considering variability among interviewers.

In terms of limitations, I recognize that this approach produces data that are subjective and that my codebook stems from subjective data analysis. To address this subjectivity, I used multiple common techniques to ensure my data's validity (LeCompte and Goetz, 1982). First, I used purposive sampling in my recruitment. I intentionally reached out to people who work with part-time instructors and professional development within teaching and learning centers. My interviewees all brought unique understandings of these issues from different USG school contexts. I also used discipline subjectivity throughout the analysis process to think about my role as a new researcher. In my field notes, I documented times when I felt nervous and when I was inserting analysis into my record. Finally, in each of my alternative assessments, I consider alternative explanations for the themes I saw in interviews when evaluating intervention potential efficacy. While I only collected one form of primary data and could thereby not triangulate data across different data collection forms, I did compare interviews with my literature review in constructing my alternatives. I also triangulated data between interviews, as shown in my thematic frequency counts. Note that member checking would likely have strengthened validity, but I did not have time to engage in that process within the scope of this project.

The use of codebooks here demonstrates a tension between the subjective nature of my analysis and concerns regarding reliability and coding accuracy (Braun and Clarke, 2020). I chose to include a coding scheme to serve as a guide for understanding my data as a whole, but this tension should be noted. Further, additional coding for interrater reliability would likely increase coding validity and reliability, but this should be done with awareness of the increased tension between the subjective themes offered and accuracy concerns that establishing interrater reliability creates.

Criteria Frequency Count Determination Process

The following terms were searched for in the spreadsheet containing my interview themes to determine the frequency of each subcategory's appearance depicted above,

- Sense of belonging: belong*, communit*, inclu*
- Time flexibility: schedule, busy, evening
- Advances career development: career, advance, full time (only relevant results included in count)

Table 2: Adjunct Instructor Uptake Likelihood – Selected Sub-criteria from Interviewees

Criterion	Sub-Criteria	Significance Indicated by Interviewees	How Criterion will be Measured
Adjunct Instructor Uptake Likelihood	Faculty sense of belonging	This was the most commonly mentioned theme across interviews. People pointed out that adjunct instructors tend to participate when they feel like they belong. One interviewee emphasized how much adjunct instructors want to feel like they belong, and how late notice or exclusion from communication can signal the opposite. Another emphasized advantages of having an adjunct faculty member on staff at CTLs and how doing so can better represent adjunct faculty member needs. In assessing possible alternatives, USG should consider how that alternative will impact adjunct faculty member's perceived levels of belonging to both the institution and overall system.	Sense of belonging will be measured by perceived room for adjunct faculty input, potential to communicate about upcoming events in a timely manner, and potential for fair pay.
	Time flexibility	Multiple interviewees brought up time flexibility as being especially important to adjunct faculty. USG should consider how amenable each plan might be to unconventional instructor schedules.	This will be measured by considering whether the alternative is synchronous or asynchronous, whether it may be offered on evenings or weekends, and whether trainings have flexibility to be moved or offered at multiple times.
	Advances adjunct career development	Multiple interviewees noted that certificates or other formal documents go into adjunct faculty files and that those documents are used in review processes. One interviewee explained that, at their school, adjuncts can be promoted to senior lecturer using those types of documents in their files. USG should consider whether alternatives present a formal incentive for adjunct faculty to advance their careers with the system.	This will be measured by indicating whether the alternative presents a formal marker of p.d. completion, whether adjunct faculty have autonomy in choosing which professional development programs to participate in, and whether professional development content may be helpful in developing lecturer skills.

Criteria selections strengths and limitations are discussed in Appendix A, along with details regarding the process used to measure frequency of each criterion's mention

Appendix B: A Priori Interview Questions

1. Tell me about your role at X school.

   Follow up probe
   1. Tell me more about your work with professional development. What types of pd initiatives do you typically work with?

2. What types of content does your professional development programs focus on?
   a. What types of p.d. initiatives are currently offered for faculty who work with first year students?
   b. "Who are the instructors that work with first year students?"
      Follow up
      - What is their designation?

3. How, if at all, does your office incentivizes pd participation among faculty members?

4. What types of work you do with adjunct faculty?

   a. What types of pd you see adjunct faculty participating in?
   b. What are some factors about those programs that may be especially useful for adjuncts?
   c. What type of p.d. program lengths do you see adjuncts participating in most often?

5. How involved are adjunct faculty in the professional development initiatives you usually work with?

   Follow up probes
   1. How often do you interact with adjunct faculty?
   2. From what you see, how, if at all, does adjunct involvement pd vary by department?

6. What types of feedback do you receive from adjunct faculty about professional development programs?

7. What are some professional development programs do you see your office focusing on in the next year?
   Follow up
   1. What, if anything, makes those particular forms of p.d. stand out as promising?

8. That covers everything I wanted to ask. Is there anything you would like to add?

Appendix C: Analysis Process and Limitations

I approached this study with a critical constructivist research paradigm. The thematic analysis for these field notes draws from Charmaz's constructivist approach toward grounded theory (Charmaz, 2006). I wanted to build a theory, grounded in interview data, to better understand adjunct instructor barriers to motivation-based professional development. This theory served as a basis for my policy alternatives and recommendation. Initial interview questions were constructed using findings from literature reported earlier in this paper, but those questions developed and shifted as new interview themes were induced from each interview. In terms of coding, my analysis began by open coding each interview in isolation (open coding). I did this through annotations within each individual document.

I then engaged in axial coding to cluster themes in accordance with predetermined interview questions and to other interviewee responses. Constant comparison was essential in this phase, as I compared each interview to the responses to similar questions in interviews before it. One important shortcoming to note is that I did not memo when I noted discrepancies in this constant comparative analysis. This is my first research process and, at the time of data collection and initial analysis, I did not know that memo'ing was essential to grounded theory approaches.

Finally, in the selective coding state, I selected codes from my spreadsheet that matched the alternatives that seemed most plausible to me based on intuition from conducting all of the interviews. Note that one limitation here is that I came to this project with some knowledge of the specific types of alternatives Motivate Lab tends to use, which likely influenced the types of alternatives I saw as stemming from the data during interviews and field note analyses.

The first 5 sets of field notes do not contain analytic notes, but the last set does. Again, this discrepancy is due to this being my first time conducting interviews. I did not fully understand the importance of producing analytic notes until too much time had passed for me to produce accurate analytic notes for my first 5 interviews. I do not believe that this lack of analytic notes skewed my data analysis, but it should be noted that I was not able to trace analytic themes between the interviews.

Appendix D: Interview Disclaimers

Note that names of individual interviewees are omitted from these appendices. This is done in order to ensure some level of individual anonymity for interviewees, though I recognize that there remain some potentially identifying factors in the transcripts.

It should also be noted that all of these interviewees have either been trained or are currently being trained as researchers. I do not believe that their understanding of the interview process skewed the type of data they produced, but I do believe that it likely informed the targeted type of information they revealed and the length of time they spent addressing each question. This position is worth considering, as it may yield systematically different outcomes than interview reposes from masters-level educated part time instructors.

Finally, saturation should be taken into account. The term "saturation" comes from the notion of theoretical saturation, introduced in Glaser and Strauss's 1967 seminal book in qualitative research, *The Discovery of Grounded Theory*. In its modern application, data saturation refers to the point where new data no longer produce substantive new information to address research questions. Some empirical research argues that operationalizing saturation can help validate interview data, while other research suggests that the concept of saturation functions in opposition to interpretive research (Braun and Clarke, 2019). Note that that I was not able to predetermine saturation before analysis. Rather, the themes noted in this report are constructed through my dialogue with the participants. That said, I started noticing recurring themes as the interviews progressed. This suggested that I was moving closer to saturation.

This study relies on reflexive thematic analysis, which makes me tend to believe that saturation is not the gold standard here for determining interview validity. As Braun and Clarke note, the purpose of reflexive thematic analysis is tied to the researcher's interpretation of the data, not the data itself. This means that it's nearly impossible to exhaust "new" information, as even fairly redundant data might offer new lenses for interpretation.

If saturation were to be assessed here, I do not believe that I reached it. Some empirical research suggests that the first five to six interviews typically reveal the majority of themes (Morgan et al., 2016; Guest et al. 2020). However, it's important to note that saturation is based on fulfillment of the research questions. Adjunct instructor perspectives would be useful for understanding my research questions. Without them, I cannot confidently say that this data neared saturation.

Appendix E: Field Note Transcripts (names omitted – ML Only)

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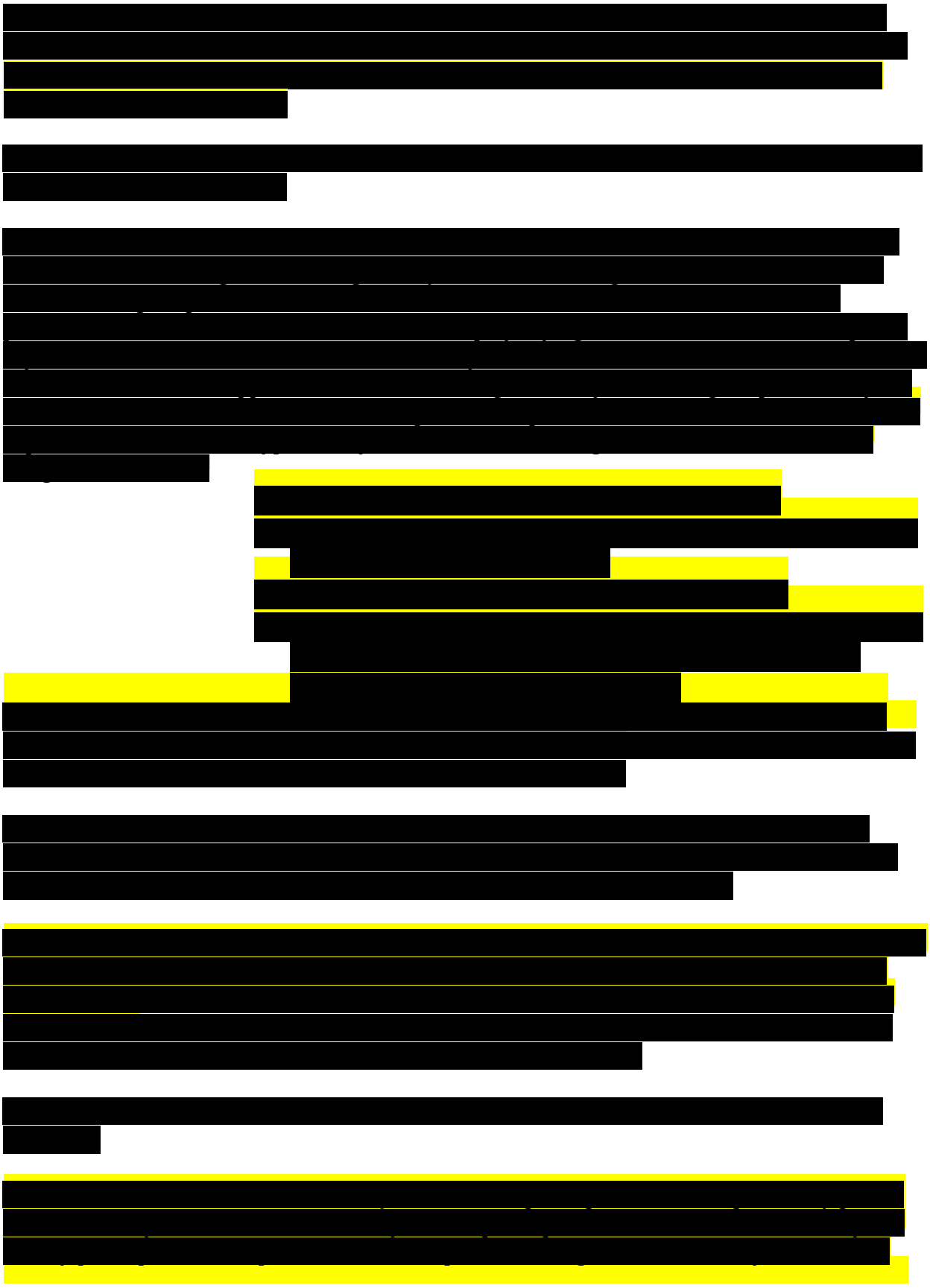
[redacted] Associate Directors of the Center for Excellence in Teaching and Learning [redacted]



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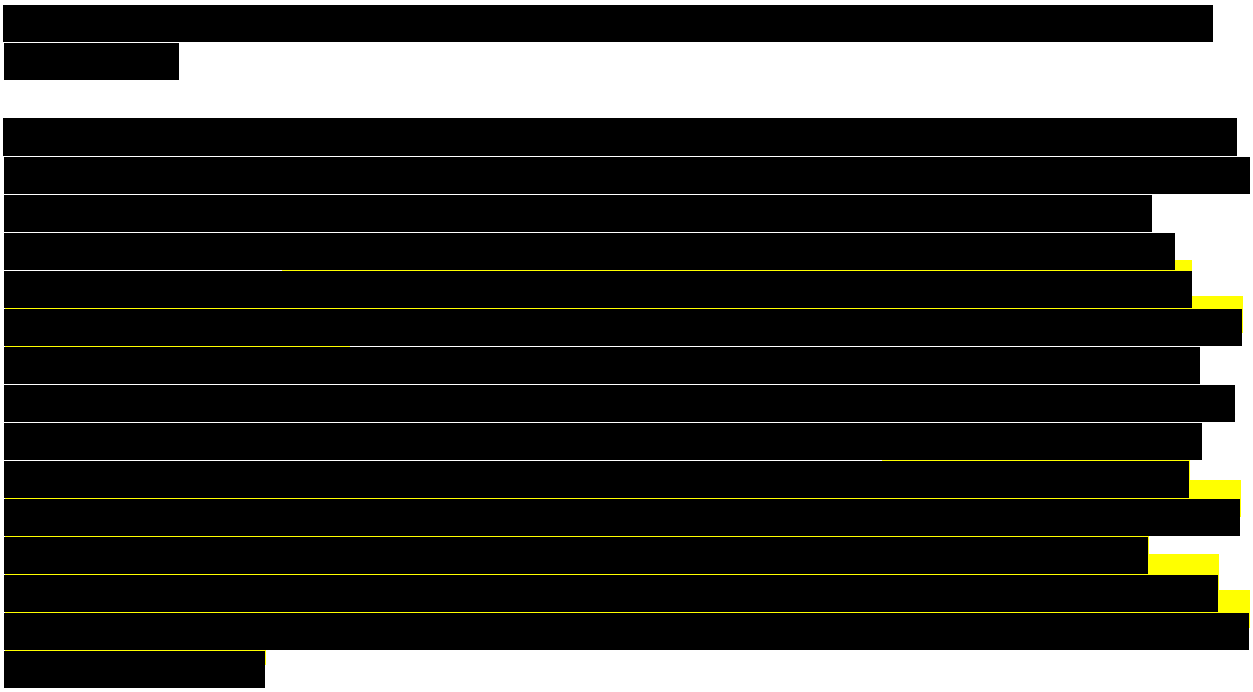

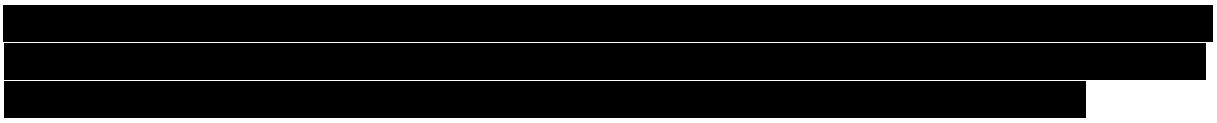

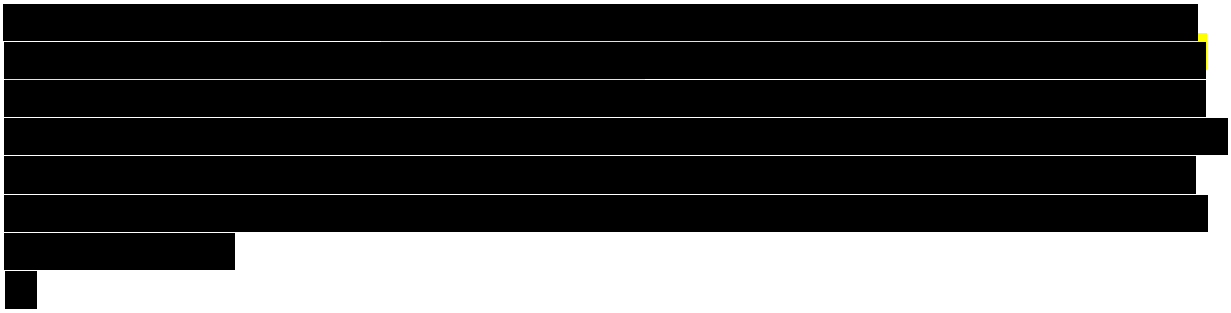

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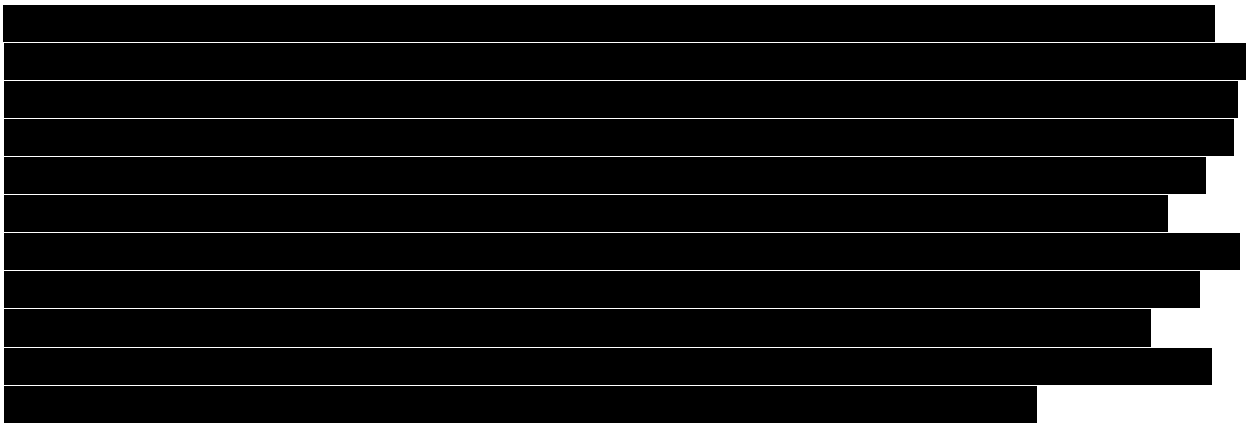

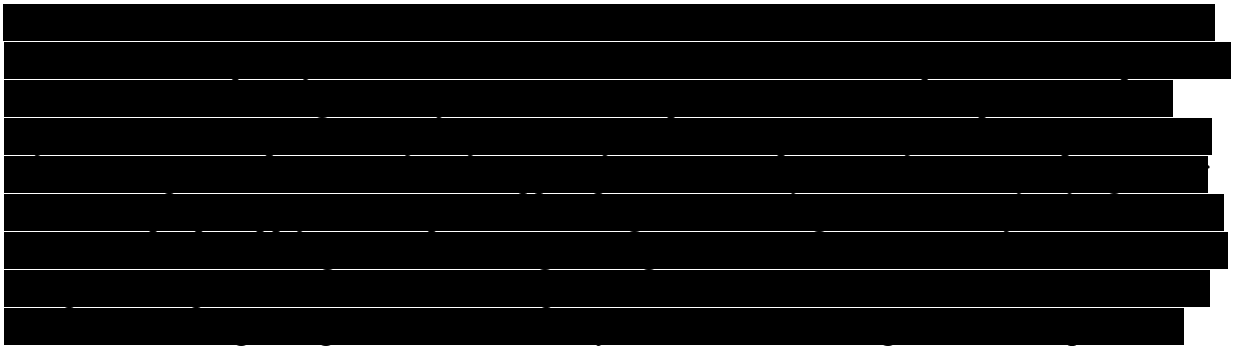

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Appendix F: Interview Response Code (ML only)

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