Rhoades (2012), in a paper prepared for National Commission on Higher Education
Attainment, suggests that “faculty are central to the quality and completion” of college learners hat in today’s educational landscape, there is heightened scrutiny in higher education with pressure 

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faculty and a strong focus on learner outcomes (p. 1). It is generally understood that faculty play a
critical role in the classroom or courseroom but what impact do they have on learner engagement?
Increasing faculty engagement is often a challenge for organizations that have a high ratio of part-time
to full-time faculty and limited funds to compensate adjuncts.

The purpose of this best practices session is to showcase an online undergraduate
program’s faculty engagement series which includes biweekly meetings, webinar presentations,
committee, and subject matter coursework. A successful model of faculty engagement will be
presented in this session that demonstrates how a team, consisting primarily of part-time and
adjunct faculty, willingly engages in online, non-mandatory experiences that enhance their
professional and personal growth. This session will also provide an opportunity for attendees to
discuss the role and responsibility that faculty play in engaging learners outside of the classroom
or courseroom by increasing their own engagement.

References

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