# Table of Contents

- Task Force Final Report Background ........................................... 3
- Task Force Members .................................................................. 4
- Subgroup Descriptions & Objectives ........................................... 5
- Process, Deliverables & Timeline .............................................. 6
- Recommendations & Best Practices ......................................... 7
- Report: Operational Communications ....................................... 11
- Report: Program & Academic Communications ....................... 22
- Report: Walker School General Communications ...................... 25
- Appendix A: Operational Communications Survey Comments .... 29
- Appendix B: Program & Academic Communications Team Worksheet 40
- Appendix C: Program & Academic Communications Interview List 45
- Appendix D: Walker School General Communications Gap Analysis 46
In early 2016, President Stroble and Provost Schuster asked each Webster University school and college to assemble an adjunct faculty communications task force. Recent findings from fall 2015 adjunct faculty focus groups identified communications as a significant area requiring attention and improvement.

The George Herbert Walker School of Business and Technology’s Adjunct Faculty Communications Task Force was assembled in March 2016 and convened its initial meeting in April 2016. The charge of the task force was to assess the Walker School’s communications approach, explore opportunities for enhancements and develop a list of best practices and recommendations.

The task force was divided into three subgroups to focus on different communications areas within the Walker School. Each task force member was assigned to one subgroup:

1. Operational Communications
2. Program and Academic Communications
3. Walker School General Communications

Throughout the spring and summer, each subgroup moved through a process and deliverables timeline to accomplish the objectives within its prescribed area. Final reports and recommendations were presented to Interim Dean Thomas Johnson in July 2016.

These reports and recommendations have been consolidated into this Walker School Adjunct Faculty Communications Task Force full report.
## Task Force Members

### Operational Communications Subgroup

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebastian (Bud) Bellomo*</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>David Bowman</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Rosalind Norman</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Janet O’Halloran</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Debbie Ray**</td>
<td>Coordinator</td>
<td>Walker School of Business &amp; Technology</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Karl Reif</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves Campus</td>
</tr>
</tbody>
</table>

### Program & Academic Communications Subgroup

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Dilthey</td>
<td>Adjunct Faculty</td>
<td>Management Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Paul Frazier</td>
<td>Adjunct Faculty</td>
<td>Math &amp; Computer Science Department</td>
<td>Gateway Campus</td>
</tr>
<tr>
<td>Kurt Johnson</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Westport Campus</td>
</tr>
<tr>
<td>H. Michael Johnson*</td>
<td>Adjunct Faculty</td>
<td>Management Department</td>
<td>Online</td>
</tr>
<tr>
<td>Jim Marchbank</td>
<td>Adjunct Faculty</td>
<td>Management Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>LaTonya McFadden</td>
<td>Adjunct Faculty</td>
<td>Math &amp; Computer Science Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Jim Meadows**</td>
<td>Online Faculty Coordinator</td>
<td>Walker School of Business &amp; Technology</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Dana Walker</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Kathleen Young</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves Campus</td>
</tr>
</tbody>
</table>

### Walker School General Communications Subgroup

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Brink</td>
<td>Adjunct Faculty</td>
<td>Business Department</td>
<td>Webster Groves/Scott AFB</td>
</tr>
<tr>
<td>Wayne Davis*</td>
<td>Adjunct Faculty</td>
<td>Management Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Lisa Filkins</td>
<td>Adjunct Faculty</td>
<td>Management Department</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Glen Justis</td>
<td>Adjunct Faculty</td>
<td>Business</td>
<td>Webster Groves Campus</td>
</tr>
<tr>
<td>Greg Shapiro</td>
<td>Adjunct Faculty</td>
<td>Management Department</td>
<td>Westport Campus</td>
</tr>
<tr>
<td>Lori Sharp**</td>
<td>Adjunct Faculty Administrator</td>
<td>Walker School of Business &amp; Technology</td>
<td>Webster Groves Campus</td>
</tr>
</tbody>
</table>

*Subgroup Lead

**Walker School Liaison
Subgroup Descriptions & Objectives

Operational Communications
Examples of operational communications include course logistics; teaching assignments; department meetings/events; and evaluation review. Such communications generally originate from departmental representatives, coordinators and, on some items, department chairs.

Objectives:
1. Assess the Walker School’s operational communications approach
2. Explore opportunities for enhancements of operational communications
3. Assemble a list of best practices and recommendations for operational communications

Program and Academic Communications
Examples of program and academic communications include program development/revisions; course development/revisions; course content; and textbook selection. Such communications generally originate from department chairs and program leads.

Objectives:
1. Assess the Walker School’s program and academic communications approach
2. Explore opportunities for enhancements of program and academic communications
3. Assemble a list of best practices and recommendations for program and academic communications

Walker School General Communications
Examples of Walker School general communications include accreditation; Concourse; school meetings/events; and orientation. Such communications generally originate from the Dean's Office and executive team.

Objectives:
1. Assess the communications approach for Walker School general communications
2. Explore opportunities for enhancements of Walker School general communications
3. Assemble a list of best practices and recommendations for Walker School general communications
Process, Deliverables & Timeline

Step 1: Assess the Walker School’s communications approach (April 7 – April 28, 2016)
- Each subgroup reviewed the communications practices taking place within its specific area to develop a general inventory of existing actions, procedures and timing of communications. Reviews included researching previously received emails, flyers, post cards, etc. as well as evaluating the Walker School website and reaching out to applicable parties within the Walker School and Webster University for information. Each subgroup was assigned a Walker School Liaison to assist with requests for information and to assist in the group’s direction.

Step 2: Explore opportunities for enhancements (April 28 – May 18, 2016)
- After researching and compiling information regarding current practices, each group evaluated how these items could be improved as well as identified areas where communications are lacking, inconsistent, confusing, not timely or irrelevant.

Step 3: Assemble a list of best practices and recommendations (May 18 – June 15, 2016)
- Each group developed actionable and implementable recommendations and best practices based upon findings.

Step 4: Develop executive summary (June 15 – July 11, 2016)
- Each group developed an executive summary encompassing the work undertaken to accomplish each objective and the general findings.

Step 5: Submit final reports to Dean’s Office (July 15, 2016)
- Final reports were submitted to the Dean’s Office c/o Lori Sharp

Step 6: Review consolidated report (July 25-29, 2016)
- The Dean’s Office consolidated the subgroup reports into one document and sent to all task force members for final review and comment.

Step 7: Walker School report submitted to the Provost’s Office (early August 2016)
- The Walker School Adjunct Faculty Communications Task Force report was submitted to the Provost’s Office.
Recommendations & Best Practices

The following recommendations and best practices were compiled from the reports of each of the three task force subgroups. For details on how these were developed, please refer to the individual subgroup reports as noted in the Table of Contents.

Operational Communications Subgroup Recommendations

1. Create a task force of appropriate personnel, including IT, to devise a method to collect enrollment data by student by program, which would provide the ability to determine which core courses are most needed, and which electives would be most appropriate to schedule. This approach should consider all St Louis area campuses to determine the location and term for a given course with the objectives of minimizing low enrollment situations and maximizing enrollment in courses to be scheduled.

2. Consider some form of compensation for adjuncts when courses are cancelled.

3. Create a formal process for adjuncts to apply to teach specific courses.

4. Consider a policy that would provide tentative academic year teaching schedules for long-serving adjuncts with the understanding that it is not a contract.

5. A list of courses that require labs or a certain configuration should be provided to the Registrar’s Office, which schedules all classroom assignments.

6. A process should be provided to inform adjuncts of how to request a classroom change.

7. Notify all publishers’ representatives that hardcopy textbooks are to be provided upon request by instructors who use their books for classes they teach.

8. Provide a list of textbook publishers’ representatives’ names and contact information to instructors.

9. Consider equipping the Faculty Lounge room with a second printer.

10. Maintain a functioning shredder in the Faculty Lounge room.

11. Consider requiring all instructors to use Canvas for their classroom course even if only to post their syllabi, then change the requirement of the instructor to provide a hardcopy syllabus.

12. It is understood that the online evaluation is the most efficient method for collecting and disseminating course evaluation results. But the drop off in participation from paper copy evaluations completed in classrooms together with the belief by instructors that the smaller number of participants does not provide meaningful information is a serious concern. Thus, the recommendation is to make course evaluations a requirement so that students know that they will not have access to course grades if their evaluation is not submitted by the due date.
13. Survey all St. Louis area adjuncts to determine which day and time would provide the broadest opportunity for them to attend department meetings.

14. Consider one department meeting in the spring and one in the fall for adjunct and full-time faculty accordingly.

15. Consider scheduling special meetings/events no earlier than 5:00pm if adjunct faculty members are to be invited.

Program & Academic Communications Subgroup Recommendations

1. Create a GLOBAL Walker School of Business and Technology dashboard that tracks and reports monthly progress on projects within the School of Business. The dashboard should be published on the World Classroom as a class so whomever accesses the site can be controlled. The discussion board can be used as well as being able to add individual departments just as you would students in a class so individual programs have a discussion board and a place to save documentation. The Dean, Department Heads, Program Leads, and remote campus directors and advisors would be added to the world classroom to provide maximum visibility to the site content.

2. The graduate council and curriculum committee meeting minutes related to business and management should be posted after every meeting on the World Classroom site and a summary included in the Walker School Dashboard to give maximum visibility to all projects in the Walker School Project Portfolio.

3. The Walker School should develop a global roadmap of current and planned Walker School changes detailing a deliverable timeline, identifying the sponsor, stakeholders, project manager and subject matter experts. The roadmap would allow the entire global team to know what is coming, when and from whom. The roadmap should be reviewed in faculty meetings and published on the World Classroom Walker School Page.

4. The program lead should implement a global social media process (team room) to invite global department faculty to comment on current or proposed textbooks and e-learning materials with a program peer review committee to make final documented decisions on the referenced material. The final documented material selected and review documentation should be posted on the World Classroom program team room.

5. The program lead should implement a global social media process (team room) to invite global department faculty to comment on program curriculum changes, course material additions, course material deletions, catalog descriptions and related program curriculum material with a program peer review committee to make final documented decisions on the referenced material. The final documented material selected and review documentation should be posted on the World Classroom program team room.
Walker School General Communications Subgroup Recommendations

1. Develop a Walker School partnership agreement/expectations to explain what adjunct faculty can expect of the Walker School and what is expected of them. Include a commitment to utilizing one’s Webster email address along with the basic expectations for teaching in the school including teaching responsibilities, credential updating, creating a Concourse Syllabus, and so on. Provide it to all adjunct faculty at their time of hire, include it in orientation, and attach it to course contracts.

2. Send regular email newsletters on behalf of the Walker School to adjunct faculty consolidating information which would generally be sent via multiple emails. Decrease the use of single email communications and utilize it only in cases where information must be sent out immediately or for subjects requiring higher priority.

3. Make the Walker School Adjunct Faculty page more easily accessible and better communicate its existence. Include a feedback mechanism for general questions and comments from adjunct faculty so they can be quickly and efficiently directed to an appropriate resource or contact.

4. Create a schedule of lunch and learns, webinars, informal/formal Q & A sessions, round tables and/or panels for full-time and adjunct faculty along with subject matter experts to share current trends, subject expertise, new developments and updates. Ensure such events take place at convenient times for adjunct faculty.

5. Create, regularly update, and provide open access to a listing of adjunct faculty which includes credentials and areas of expertise. Make providing such information for the listing a high priority and required responsibility of faculty.

6. Share information regarding enrichment opportunities through the Walker School or Webster University and teaching opportunities for open and/or new classes within the Walker School to adjunct faculty on a consistent basis.

7. Create a handout of resources and contact information sheet for distribution at the beginning of every term. The handout should include details related to who to contact for printer, classroom, and other emergency issues and basic non-academic information for running a successful course. Create and post clearer signage in the Adjunct Faculty Lounge regarding room resources.

8. Automatically add all faculty to the FDC’s supplement organization in Canvas at the conclusion of orientation. Eliminate the “opt-in”.

9. Create, update and allow access to a repository of posted resources content rich and specific (tools, guides, exercises, classroom activities, how-to’s accessible for anyone) for others to look to and learn from; best practices given different formats of classes (logistics).

10. Create a discussion or community board, blog/forum for adjuncts to directly communicate with one another regarding specific adjunct issues, classroom successes, and novel teaching ideas, challenges and adjunct community interests.
Consolidated Best Practices

1. Communication to and from adjunct faculty and the Walker School administration, and among adjunct and full-time faculty peers, should be actively sought, facilitated and acted upon.

2. The Walker School and University communications can be improved by having a greater distribution of the curriculum committee meeting minutes and the graduate council meeting minutes.

3. The Walker School program status, planning and tracking can be improved by the development of a portfolio roadmap approach to tracking and reporting projects.

4. The Walker School needs to develop a global change process for review, selection and control of textbooks and e-learning materials.

5. The Walker School needs to develop a global change process for curriculum development.

6. Ensure clear and consistent information is both distributed (pushed) and easily accessible (pulled) to all adjunct faculty members regarding expectations; resources and tools; general information such as exam schedules and faculty meetings; school, program and course updates; and so on.

7. Establish communication practices which convey priority and/or action required.

8. Ensure online adjunct faculty information is consolidated and quickly accessible.

9. Create opportunities for adjunct faculty to connect with each other, full-time faculty and staff in meaningful and productive ways.

10. Ensure adjunct faculty are aware of important key contacts within the Walker School and Webster University and to whom to reach out on specific topics.

11. Clearly communicate need-to-know practical information for faculty teaching each term.

12. Regularly share enrichment opportunities (i.e. professional development) as well as teaching opportunities for open and/or new classes with adjunct faculty.

13. Enable information contained within orientation to be readily accessible for adjunct faculty after orientation’s conclusion.

14. Create and maintain a database of teaching, exercises and resource materials available to all adjunct faculty to utilize in conducting their classes.

15. Create adjunct community board for direct access to Walker School adjunct faculty.
Operational Communications Subgroup

FINAL REPORT

Subgroup Members: Bud Bellomo, David Bowman, Rosalind Norman, Janet O’Hallaron, Karl Reif; WSBT Liaison Debbie Ray

The following is the complete report of the above subgroup members who were charged with assessing the operational communications approach of the Walker School of Business and Technology with the aim of finding opportunities to improve certain areas of communications with adjunct faculty. The report examines seven communications topics with respect to current practices, comments based on experiences submitted by adjuncts, and changes suggested by adjuncts to improve communications efforts.

Objectives

1. Assess the Walker School’s operational communications approach
2. Explore opportunities for enhancements of operational communications
3. Assemble a list of best practices and recommendations for operational communications

Process and Deliverables

Step 1: Assess the Walker School’s operational communications approach
The subgroup’s initial meetings identified seven major topics of operational communications and current practices:

1. Course Scheduling
   The Main Campus schedules courses for all St Louis area campuses. The previous year and term are copied for the new year and term, and then adjusted as needed.

2. Teaching Assignments
   The department associate sends offers to instructors who have previously taught the course. Offers to new instructors are made when appropriate. Initial appointment letters are emailed to instructors three weeks before the term begins. Final appointment letters are adjusted if necessary and emailed to instructors in the third week after the start of the term.

3. Classroom Assignments
   Classrooms are assigned by the Registrar’s Office, which rarely makes changes on its own. Change requests usually come from instructors when assigned to a classroom, which is not configured for the course, for example, the course requires a lab. Classroom changes can cause a communication problem to notify students.

4. Course Textbooks and Related Materials
   Publishers, through requests from department associates, supply instructor textbooks and related material such as videos, PowerPoint, and instructor manuals. Publishers want to provide online desk copy textbooks for instructors, but many instructors want hard copies. Instructors need publishers’ contact information to request books and materials.
5. **Class Session Instructor Preparation**
Some instructors request syllabi and exams to be printed for them by the department associates, but that is not the responsibility of associates. If the copy machine in the Faculty Lounge is not working just before evening classes, instructors need to know the location of, and have authorization to use a backup printer on the 3rd floor of the EAB.

6. **Course Evaluations**
Evaluations are completed online during the 8th week of the course. Computer lab availability during class hours is necessary to encourage participation. Evaluations are left open until after the final exams are taken and in some cases grades could already have been posted. This gives students who had issues with the final to give disgruntled evaluations. One student told his instructor that he does not do evaluations until after the final. There is a sense that because evaluations are left up to the will of the students to complete, they have become irrelevant as less than 50 percent respond. When evaluations were completed on paper in the classroom, responses were at or close to 100 percent.

7. **Department Meetings/Events**
Adjunct faculty are invited to attend periodic Walker School business meetings and other special events where information is provided, questions are asked and answered, and opportunities occur to develop collegial relationships with full-time faculty, administrators, and staff.

**Step 2: Explore opportunities for enhancements**
Subgroup members stated their individual thoughts, experiences, and suggested changes (or no change) for each of the above topics. With the help of Lori Sharp, a survey was sent to all St. Louis area WSBT adjuncts. For each of the above communication topics, responders were asked to provide comments on their experiences with what has been done well and would like to see continued, and what they would suggest for improvement. Thirty-six adjuncts responded.

- **Department**
  - Business: 16
  - Management: 15
  - Math & Computer Science: 4
  - Other (Criminology): 1

- **Campus**
  - Webster Groves: 24
  - Westport: 1
  - Wing Haven: 0
  - Gateway: 5
  - Online: 3
  - Multiple: 3

Comments submitted by adjuncts are paraphrased and summarized here for each communications topic. A list of unedited comments is attached (Appendix A).

1. **Course Scheduling**
   - No comment (2)
   - Works well/satisfied (15)
o Suggest information be sent about year to year changes such as new courses
o Need more core courses and limit topics courses to minimize low enrollment course cancellations
o Campus coordinator should create schedule, review with program lead, then submit to department head
o Want an opportunity to teach other courses [This should have been submitted under Teaching Assignments]
o New instructors are not given same opportunities as old instructors [This should have been submitted under Teaching Assignments]
o Revisit this when new system Debbie Ray is planning is closer to implementing
o Assignments for long-time instructors should be for a one year contract with stipulation that course cancellations may occur
o I developed a course syllabus that was not used—SLU pays adjuncts for developing syllabi
o Webster unable to predict enrollment even in core courses resulting in more cancellations than should be
o I request courses that I usually do not get [This should have been submitted under Teaching Assignments]

2. Teaching Assignments
o No comment (4)
  o Works well/satisfied (13)
  o There is no follow up reminder for when the course begins—should send reminder one week before
  o Suggest maintaining a profile of instructor preferred courses, locations, years of service to facilitate assignments
  o Assignments should be for entire year (Fall and Spring)
  o Need to determine who should teach a class, i.e., retired professional, working professional, professor—create a refined list of core instructors dedicated to education
  o Consult with the program lead who could help new instructors get started
  o Include a procedure for adjuncts to request different courses in addition to or in lieu of previous scheduled courses
  o Adjuncts should be contacted to discuss what classes are available and what works best for both the University and instructor
  o A little more notice would be great, but realize it is contingent on enrollment
  o First term adjunct—appreciated Dr. Rhiney allowing six weeks to prepare for course.
  o Does not recall ever getting appointment letter three weeks before the term starts
  o Instructors are not offered additional courses—I have made multiple requests and never received a response
  o Repetitious—would like to also teach Business Law, a course I used to teach regularly—made requests to department chair
  o Never received an offer by email or an Initial Appointment letter—have to check schedule online to find out if I am teaching
  o Would like to see if other teaching assignments are available
  o Other universities plan schedule far sooner—fall schedule appointment confirmed before end of spring term
  o The University should consider a minimum course preparation stipend if a course is cancelled within three weeks prior to start of course
Suggest describing a process for how to add courses to be taught as an adjunct—could be made available through adjunct website or professional development or scheduled meeting with adjuncts.

I have a problem trying to juggle timing with other opportunities at other universities—suggest accelerate the timeline on this for each semester—Webster is behind the curve on timing.

3. Classroom Assignments
   - No comment (5)
   - Works well/satisfied (17)
   - Teach online only (2)
   - Audio/visual equipment at Dardenne Prairie campus did not work for 2 consecutive weeks—IT persons tried to fix from main campus but should have driven out there—results were a disaster
   - This practice needs to be streamlined
   - If an instructor requests a change he/she should contact students and post a notice on the board of the old room on the first day of class
   - Course scheduling and classroom assignments should be available to the same time— instructors should make their classroom requirements known as soon as possible
   - Could use a room with student PCs with more memory than EAB 110—course requires manipulation of large transactional data files
   - It would be helpful to get an email or other notification if classroom changes
   - Better to be on 2nd floor of EAB (closer to Room 237 copier and supplies)—registrar should fill up the 2nd floor first, then go to 1st floor
   - Courses requiring computer labs are highest in demand—encourage students to bring own devises, provide student discounts for devices

4. Course Textbooks and Related Materials
   - No comment (1)
   - Works well/satisfied (7)
   - Allow at least two choices of textbooks—have been required to use textbooks that are not the best because department chair uses them
   - Notify instructors when a new edition is released and provide it to instructors
   - It is helpful for instructors to have publishers’ contact information
   - Was not notified of new edition until after first day of class
   - Publisher’s contact information needs to be shared with instructor
   - Hardcopy of textbook preferred
   - Prefer hardcopy
   - Have had students on first night of class with prior edition of text
   - Prefer hardcopy—department representatives always help to obtain
   - Hardcopy is better for tagging specific information—the online desk copy will not retain the history for future use
   - Provide more advanced notice of textbook changes such as new editions—email instructors who have or will be teaching the course
   - Prefer hardcopy
   - Publishers should supply hardcopies
   - Textbooks are supplied by publishers through department associates, but not PowerPoint, Instructors Manual, etc.
Instructors should have access to both online and hardcopy textbooks and related material
Publishers information is available at the publishers website and should be available at administrative offices as well
I have a hard time getting files for the instructor materials—I go to publisher and assistance from library personnel
Textbook is okay, but I spend many hours each week building new screenshot PowerPoint slides—prefer hardcopy textbook
Never had trouble having someone help me order a physical desk copy—hardcopy is the preferred default
I have gotten this information from the department and from the publisher
I think the Management 5000 text should be updated
Department administrator has always requested hardcopies for me
Would like to be made aware of videos, PowerPoint slides, etc., from publishers—especially videos
Selection of textbooks would benefit from adjuncts whose experience is comparable to faculty charged with those decisions
I like the hardcopy textbook
I have never been consulted as to what text we use—but maybe I’m not supposed to be
In general textbooks are adequate, but often flawed—content is there, but organization is terrible
My course requires two textbooks which are very expensive and somewhat redundant—the department chair was informed, but I am scheduled again to teach the course in the fall

5. **Class Session Instructor Preparation**
- No comment (2)
- Works well/satisfied (12)
- Online only (2)
- I print my own materials
- You have a 45 minute tutorial on how to upload a syllabus—system is NOT USER FRIENDLY—solution, ask adjuncts to email syllabi to one person in charge of syllabi
- Need a shredder that works in EAB 237, and a supply of file folders
- News to me—thought that department associates were available for printing support—will print my own going forward
- Extend hours—I may not have printed materials prior to class—or offer weekend access
- I make all copies on my personal printer
- Don’t ever eliminate the Adjunct Faculty Lounge—extremely useful and provides adjunct a wonderful location to meet and share information
- Stop telling students that the instructor will supply a copy of the syllabus during class—often a pre-assignment prior to 1st class is required, so students should be advised to access syllabi on Canvas
- I have not used the Faculty Lounge or third floor copiers
- I make copies in advance to avoid inconvenience of broken copier
- Instructors should have codes to all available copy machines and not rely on administrative staff for coping services
- I print at home—the EAB lounge is not at other locations I teach
o Adjunct Faculty Lounge equipment is often not working—backlog of instructors trying to get copies made prior to 5:30—not always a student resource available in lounge
o Provide a second copy machine in the Faculty Lounge with both machines available until 9:30pm
o The inconsistent availability of the Adjunct Faculty Lounge printer requires a non-class date trip to the University to accomplish printing needs
o It could be useful to have an annual online refresher/orientation for adjuncts to be more at ease with Canvas and online resources that would engage students and facilitate learning outside of the classroom

6. **Course Evaluations**

   o No Comment (1)
   o Works well/satisfied (5)

   o Since electronic evaluations began, participation rate fell from 100% to sometimes as low as 0%—solution is to schedule 15 minutes in computer lab in same building
   o Isn’t the solution pretty obvious to go back to paper evaluations?
   o I find the current system lacking—how can low participation serve any valid purpose?—the importance of student feedback seems diminished
   o Not sure what to suggest, but we’re obviously doing something wrong here
   o The longer they have to complete them the longer they procrastinate—students hate them—evaluations have become unreliable and skewed
   o Students do not want to do them outside of the classroom—even when led to computer lab some did not know their logon—at another university students do not have access to their grades until evaluation is submitted
   o Student lack interest or are unwilling to take the time outside of class—it is inconvenient to take time during class to go to a lab
   o Don’t take the time if they are satisfied—others do because you ask them to—still others do if they are mad or upset with their grade—low participation results make it look like a complaint session rather than a course review
   o I see the advantages for online entry, but miss the feedback I used to receive—could we continue with online, but also return to allowing students class time to submit?
   o A student doing poorly will not accept responsibility and will blame the instructor—the evaluation of the instructor becomes meaningless—suggest making the questions more open-ended
   o I asked students to fill these out and gave them 5-10 minutes in second to last class session
   o When presented with paper to fill out, students did it
   o Include it in the course syllabus that class will meet on a certain date and time in a lab to complete evaluations—meeting should count as “points” for class participation
   o Online evaluations are open beyond end of course thereby students can be influenced by the final exam and final grade—recommend closing availability before the final week—department chairs and deans should assess if these evaluations are satisfying their needs, and if not then revert back to paper—evaluation results should be shared for with all who teach the same course (without instructor names)—revise the evaluation form to reduce the number of questions
   o It worked better in class on paper—got more feedback versus making it another thing for students to do—also think all sites should give adjuncts an opportunity for feedback
- This is a problem but not sure how to improve participation—I always remind them in class and on Canvas
- Make sure new instructors know to send students to the computer lab
- I normally conduct evaluations in class and use a computer lab
- Return to former practice
- Evaluations should be done in class
- I encourage return to paper evaluations—when left to themselves many do not respond
- Makes me wonder how honest the previous feedback may have been since they are not willing to provide it now
- Would like to know the percentage of students completing evaluations—when voluntary does it tend to be the most dissatisfied students completing evaluations?
- It should be mandatory policy for students to go to a lab on second to last class
- Wife teaches at Maryville and they have the same problem—since we have computers in our classrooms the obvious solution is to have them do it in class—isn’t everyone already doing that?
- Doing on paper form worked a lot better in the past
- Have evaluation completed before students can see their grade
- I suggest course grades be withheld from students until evaluations are completed—I am aware of other universities that make course evaluation completion mandatory
- Suggest an incentive such as a printed ticket or notice of completion for students who do it—points can be applied toward class participation—also recommend starting after mid-term and complete it by seventh week of class
- There needs to be a response rate much above the current rate for evaluations to be meaningful—there needs to be an incentive for students to complete them and the forms need to be condensed—students complained they are too long and if they are satisfied with the course there is no benefit to them to complete them—a brainstorming session with adjuncts would be useful in thinking through ways to improve the system

7. Department Meetings/Events
   - No comment (2)
   - Works well/satisfied (10)
   - Need better communication of schedule so I can arrange to attend—please allow adjuncts to contribute to agenda items—recognize adjuncts at these meetings or share what is working for them
   - Why schedule meetings at 3:00 or 4:00 to include adjuncts when many of them have 8 to 5 jobs—makes it look like the person responsible never worked outside of academia
   - If you want more adjuncts to attend, scheduling is a problem because many of us work during the day
   - I miss the daytime meetings, but attend most all of the evening events
   - Most department meetings don’t address adjunct issues—this needs to be addressed
   - Full time employment prevents me from attending—can the meetings be live-streamed?
   - I attend when I can—they are run fairly efficiently
   - Most times I cannot make the meetings—would take 4 hours out of my day—evenings would not be much better
   - Hard to attend when working full-time
   - Adequate but short notice changes and cancellations hamper attendance
   - I have a full-time job, so there is not time to attend
I would love to be included in this practice in the near future—also to participate on any committee seeking input or an initiative task force.

I have not attended a department meeting, but would like to in order to meet other instructors and exchange ideas.

Suggest every third month to hold department meeting later in the day for adjunct and full-time faculty.

Meetings are not convenient for adjuncts—not sure if adjunct faculty input is really considered important to the department.

It is imperative to have more department meetings for the satellite campuses—meetings should include department objectives, state of the department, curricula, textbooks, best practices, etc.

Those meetings don't work for me since I have another job—but then there is no love lost between the faculty and adjuncts—we are generally not liked.

Hard for adjuncts to attend given our work schedules.

Current scheduling accommodates full-time faculty—if the University wants adjunct participation, meetings should be scheduled in the evenings or weekends.

I don't think it's necessary for adjuncts to attend department meetings, but I do feel it is important that we are informed of policy and academic issues periodically—I have found only one meeting to be very beneficial—the University should schedule these meetings on an as needed basis.

Step 3: Assemble a list of best practices and recommendations

The following is the result of reviewing and analyzing comments, suggestions, and recommendations submitted by WSBT adjunct faculty for each of the above operational communications topics. It should be noted, however, that Debbie Ray is working with others in each of the three departments on new processes that may mitigate some of the current communications problems noted by adjunct faculty.

1. **Course Scheduling**
   A large number of survey responders (15 out of 36) believe the current process works well or are satisfied with the process while 2 others had no comment. A few individual recommendations were submitted, but probably the most significant involves course cancellations due to low enrollment. This is not unique to the WSBT and is a result of the inability to accurately predict enrollment probability for all courses planned for scheduling. This not only affects students who must find another course to replace a cancellation, but adjuncts lose as well and want some form of compensation. The recommendation here is to create a task force of personnel who are involved in enrollment, advising, course scheduling, and others deemed appropriate to come up with a process that will make course scheduling more efficient and effective.

**Recommendations:**

1. Create a task force of appropriate personnel, including IT, to devise a method to collect enrollment data by student by program, which would provide the ability to determine which core courses are most needed, and which electives would be most appropriate to schedule. This approach should consider all St Louis area campuses to determine the location and term for a given course with the objectives of minimizing low enrollment situations and maximizing enrollment in courses to be scheduled.

2. Consider some form of compensation for adjuncts when courses are cancelled.
2. **Teaching Assignments**

Here again, a large number of responders (13 out of 36) believe the current process works well or are satisfied while 4 others had no comment. Several process recommendations were submitted, but two prevalent themes were noted: some would like the opportunity to teach more courses and would like a process that allows them to formally submit requests. Others want a formal process to be able to plan for an academic year for what they would be offered to teach with the understanding that a course or courses could still be cancelled. This is especially so for adjuncts who teach at multiple universities. Even so, it is understood that courses might still be cancelled.

**Recommendations:**
1. Create a formal process for adjuncts to apply to teach specific courses.
2. Consider a policy that would provide tentative academic year teaching schedules for long-serving adjuncts with the understanding that it is not a contract.

3. **Classroom Assignments**

This is another communications topic with a significant number of responders who feel the current process works well or are satisfied (17 out of 36), another 5 had no comments, and 2 teach only online. If an instructor requires a certain classroom configuration there should be a process for him or her to submit a timely request.

**Recommendations:**
1. A list of courses that require labs or a certain configuration should be provided to the Registrar’s Office, which schedules all classroom assignments.
2. A process should be provided to inform adjuncts of how to request a classroom change.

4. **Course Textbooks and Related Materials**

Only a few adjuncts (7 of 36) believe this communications topic works well or are satisfied and just 1 who had no comment. Many adjuncts want hardcopies of textbooks instead of online copies publishers prefer, and also want publisher representatives’ contact information so that they could request related materials. Instructors want to be notified as far in advance as possible when a new edition of a textbook is going to be released. Another issue raised is that adjuncts would like to have input on textbooks approved for their courses. A recommendation is to assess the current textbook practice for instructor textbooks and materials, and to provide instructors with the process information.

**Recommendations:**
1. Notify all publishers’ representatives that hardcopy textbooks are to be provided upon request by instructors who use their books for classes they teach.
2. Provide a list of textbook publishers’ representatives’ names and contact information to instructors.

5. **Class Session Instructor Preparation**

Responses for this communications topic included 12 out of 36 who believe that the current practice works well, or are satisfied. There also were 2 who did not comment and 2 who teach only online. It is apparent in responses that the Adjunct Faculty Lounge is well used and very
much appreciated as a place to prepare for classes and meet with fellow adjuncts. Suggestions for improvement include a second printer to back up the other, a shredder that works; and a request to stop telling students that the instructor will supply a copy of the syllabus during class—it’s available on Canvas before the class begins. A comment was also submitted that criticizes the requirement to upload syllabi in that a 45 minute tutorial video is needed to learn how to do this and is not user friendly. The request is for instructors to send their syllabi to a staff person designated to upload them.

**Recommendations:**
1. Consider equipping the Faculty Lounge room with a second printer.
2. Maintain a functioning shredder in the room.
3. Consider requiring all instructors to use Canvas for their classroom course even if only to post their syllabi, then change the requirement of the instructor to provide a hardcopy syllabus.

6. **Course Evaluations**

Just 5 out of 36 responders believe the process works well or are satisfied, and just one other who did not comment. Overwhelmingly, instructors reported that the drop off in participation since moving to the online evaluation system has significantly reduced their value to the point that they are deemed useless by several instructors. Some believe that students who were satisfied will not bother to complete evaluations, and that data will be skewed by others who will submit evaluations because they did poorly and blame the instructor. Recommendations to improve this process include reverting to in-class paper evaluations (thought to be the best practice), listing evaluations as a course requirement on syllabi, denying access to grades until evaluation is submitted, and awarding “class participation points” as an incentive to complete evaluations. Another suggestion is to close access to evaluations before final exams and grades are submitted. The current practice allows students to submit negative evaluations after they see their grades.

**Recommendations:**
- It is understood that the online evaluation is the most efficient method for collecting and disseminating course evaluation results. But the drop off in participation from paper copy evaluations completed in classrooms together with the belief by instructors that the smaller number of participants does not provide meaningful information is a serious concern. Thus, the recommendation is to make course evaluations a requirement so that students know that they will not have access to course grades if their evaluation is not submitted by the due date.

7. **Department Meetings/Events**

This last communications topic works well or satisfies 10 of the 36 responders and another 2 had no comment. The overwhelming response is that many adjuncts would like to attend, but have full-time jobs thus cannot make 3:00 or 4:00pm meetings. Suggestions to improve this would be to schedule meetings at 5:30pm or later; include adjunct issues and to allow adjuncts to submit agenda items; live-stream the meetings; and to hold meetings with adjuncts at the other St Louis area campuses.
Recommendations:

- Survey all St Louis area adjuncts to determine which day and time would provide the broadest opportunity for them to attend.
- Consider one meeting in the spring and one in the fall for adjunct and full-time faculty accordingly.
- Consider scheduling special meetings/events no earlier than 5:00pm if adjunct faculty members are to be invited.
Program & Academic Communications Subgroup
FINAL REPORT

Subgroup Members: David Dilthey, Paul Frazier, Kurt Johnson, H. Michael Johnson, Jim Marchbank, Tonya McFadden, Dana Walker, Kathleen Young, WSBT Liaison Jim Meadows

Objectives

- Assess the Walker School’s program and academic communications approach
- Explore opportunities for enhancement of program and academic communications
- Assemble a list of best practices and recommendations for program and academic communications

Scope

The scope of the team analysis addressed the global communications aspect of Webster University and the Walker School of Business and Technology by taking a world view of each specific objective and all of the Webster environments impacted including the School of Business and Technology, Departments, Programs, Home Campus, Remote Campuses, Military Bases and Online Learning.

Definitions

Faculty – encompasses both full-time faculty and adjunct faculty

Data Gathering Process

- The team completed a GAP analysis of Walker School communications (Appendix B).
- The team completed individual and team interviews and data gathering of communications (Appendix C).
- The team reviewed findings and each team member presented their findings.
- The team members gave individual recommendations of best practices and how to improve communications.
- The team members developed SMART recommendations based upon best practices.

GAP Analysis

- Top down and bottom up communication was discussed with Walker School of Business faculty, student advisors and students to identify communications channels, program and course information flow to faculty and students for determination of what is currently being communicated and possible alternatives and enhancements.
- Textbook selection was discussed with Walker School of Business faculty and a search was conducted for a formal textbook and learning materials change process.
- Walker School of Business program and course changes as well as catalog changes were discussed with Walker School of Business faculty and a search was conducted for a formal curriculum change process.
Opportunities for Enhancement of Program and Academic Communications

1. The student advisors feel horizontal and vertical communication within the Walker School concerning course additions, deletions or changes should be more robust.
2. The student advisors, faculty and program leads many times have no knowledge of changes in programs and courses until the change has already been made.
3. The Walker School students do not receive program change information in a timely manner.
4. The only information of what is happening in curriculum changes is the “curriculum committee meeting minutes”.
5. The “Curriculum Committee meeting minutes” are not generally distributed to all departments and program leads.
6. The “Graduate Council” has no meeting minutes distributed to advisors, faculty or course leads.
7. The Walker School departmental programs and course changes are not tracked for definition of delivery time, who is making the changes, who the subject matter experts are or what the scope of changes are.
8. The Walker School has no organized process for full-time and adjunct peer discussion and information sharing.
9. The Walker School has no process for textbook evaluations and selections with faculty or program lead input.
10. The Walker School has no process for reviewing course descriptions, catalog descriptions or syllabus inserts with faculty or program lead input.

Best Practices

1. Communication to and from adjunct faculty and the Walker School administration, and among adjunct and full-time faculty peers, should be actively sought, facilitated and acted upon. (Opportunities 1, 2, 3)
2. The Walker School and University communications can be improved by having a greater distribution of the curriculum committee meeting minutes and the graduate council meeting minutes. (Opportunities 4, 5, 6)
3. The Walker School program status, planning and tracking can be improved by the development of a portfolio roadmap approach to tracking and reporting projects. (Opportunity 7)
4. The Walker School needs to develop a global change process for review, selection and control of textbooks and e-learning materials. (Opportunities 8, 9)
5. The Walker School needs to develop a global change process for curriculum development. (Opportunities 8, 10)
Recommendations

1. Create a GLOBAL Walker School of Business and Technology dashboard that tracks and reports monthly progress on projects within the School of Business. The dashboard should be published on the World Classroom as a class so whomever accesses the site can be controlled. The discussion board can be used as well as being able to add individual departments just as you would students in a class so individual programs have a discussion board and a place to save documentation. The Dean, Department Heads, Program Leads, and remote campus directors and advisors would be added to the world classroom to provide maximum visibility to the site content.

2. The graduate council and curriculum committee meeting minutes related to business and management should be posted after every meeting on the World Classroom site and a summary included in the Walker School Dashboard to give maximum visibility to all projects in the Walker School Project Portfolio.

3. The Walker School should develop a global roadmap of current and planned Walker School changes detailing a deliverable timeline, identifying the sponsor, stakeholders, project manager and subject matter experts. The roadmap would allow the entire global team to know what is coming, when and from whom. The roadmap should be reviewed in faculty meetings and published on the World Classroom Walker School Page.

4. The program lead should implement a global social media process (team room) to invite global department faculty to comment on current or proposed textbooks and e-learning materials with a program peer review committee to make final documented decisions on the referenced material. The final documented material selected and review documentation should be posted on the World Classroom program team room.

5. The program lead should implement a global social media process (team room) to invite global department faculty to comment on program curriculum changes, course material additions, course material deletions, catalog descriptions and related program curriculum material with a program peer review committee to make final documented decisions on the referenced material. The final documented material selected and review documentation should be posted on the World Classroom program team room.

Summary

In summary, the Program and Academic Communications Team identified communication gaps, reviewed current and past Walker School of Business and Technology communications including a review of the graduate and undergraduate catalogs, interviewed student advisors and faculty. The team then looked at best practices and developed communication recommendations.
Walker School General Communications Subgroup

FINAL REPORT

Subgroup Members: Wayne Davis, Benjamin Brink, Lisa Filkins, Glen Justis, Greg Shapiro, WSBT Liaison Lori Sharp

The General Communications subgroup focused on communications from the Walker School as a whole, particularly subjects originating or with oversight from the Dean’s Office and Walker School executive team. The group assessed the Walker School’s current action in this area by conducting and compiling an inventory of communications from members of the Dean’s staff and identifying communications received by St. Louis area adjunct faculty over the course of the past year. The group identified concerns and opportunities for enhancement by utilizing this research and performing a gap analysis (Appendix D) to inform the Best Practices and Recommendations developed. Four themes encompass these opportunities for improvement:

Email Communication
While not the only means of communication at Webster, this area is one of both major concern and significance. Through our research and efforts we have determined that this is the most frequently accessed form of communication by adjunct faculty, staff and administration of the Walker School. Nevertheless, there is no consistency of usage and moreover, no assurance that this methodology is the most effective. Here, we explore the nature of the communication, priority, accountability and frequency of email communications.

Resources and Tools
There remains a general sense amongst the adjunct population that information and resources are not readily accessible. Information needs to be both readily available through ease of access and just-in-time training. More effort should be applied toward a solution that involves clearer communication on where to find resources; how to get help when needed; available enrichment, development and enhancement opportunities for adjuncts; and resources for improved classroom experience.

Community/Connection
Generally there is a consensus of lack of community among the Walker School adjuncts. A feeling of disconnectedness exists when addressing the relationship among adjunct faculty and staff, full-time faculty, administration and other adjuncts. Overwhelmingly there is a desire to create some forum whereby these relationships and communication can be improved. This “us v. them” mentality must be addressed in order to improve both communication and overall university relations. Adjuncts are far too important and essential of an asset to continue to alienate. Bottom line: Adjuncts want to feel like they are a valued and respected resource within the overall University community.

Adjunct Expectations
Generally there appears to be no consistency on what is expected of adjuncts and their roles within the Walker School. Some guidelines and framework needs to be established for expectations and continued teaching opportunities. We do not want to lose the collegial feel of the Walker School, but we do want all adjuncts to clearly understand that some minimum requirements are necessary in order to continue to teach and to maintain the accreditation of the Walker School. Minimal efforts like mandatory usage of Webster email, updating professional credentials, and maintaining a list of current adjunct faculty are some potential areas of concern.
Best Practices

16. Ensure clear and consistent information is both distributed (pushed) and easily accessible (pulled) to all adjunct faculty members regarding expectations; resources and tools; general information such as exam schedules and faculty meetings; school, program and course updates; and so on.
   Themes: Email Communication, Adjunct Expectations, Resources and Tools, Community/Connection

17. Establish communication practices which convey priority and/or action required.
   Theme: Email Communication, Adjunct Expectations

18. Ensure online adjunct faculty information is consolidated and quickly accessible.
   Themes: Email Communication, Resources and Tools

19. Create opportunities for adjunct faculty to connect with each other, full-time faculty and staff in meaningful and productive ways.
   Theme: Community/Connection

20. Ensure adjunct faculty are aware of important key contacts within the Walker School and Webster University and to whom to reach out on specific topics.
   Theme: Community/Connection

21. Clearly communicate need-to-know practical information for faculty teaching each term.
   Theme: Resources and Tools

22. Regularly share enrichment opportunities (i.e. professional development) as well as teaching opportunities for open and/or new classes with adjunct faculty.
   Theme: Adjunct Expectations, Resources and Tools

23. Enable information contained within orientation to be readily accessible for adjunct faculty after orientation’s conclusion.
   Theme: Resources and Tools

24. Create and maintain a database of teaching, exercises and resource materials available to all adjunct faculty to utilize in conducting their classes.
   Theme: Resources and Tools, Community/Connection

25. Create adjunct community board for direct access to Walker School adjunct faculty.
   Theme: Resources and Tools, Community/Connection
Recommendations

11. Develop a Walker School partnership agreement/expectations to explain what adjunct faculty can expect of the Walker School and what is expected of them. Include a commitment to utilizing one’s Webster email address along with the basic expectations for teaching in the school including teaching responsibilities, credential updating, creating a Concourse Syllabus, and so on. Provide it to all adjunct faculty at their time of hire, include it in orientation, and attach it to course contracts.

*Theme: Email Communications, Adjunct Expectations*

12. Send regular email newsletters on behalf of the Walker School to adjunct faculty consolidating information which would generally be sent via multiple emails. Decrease the use of single email communications and utilize it only in cases where information must be sent out immediately or for subjects requiring higher priority.

*Theme: Email Communications, Resources and Tools*

13. Make the Walker School Adjunct Faculty page more easily accessible and better communicate its existence. Include a feedback mechanism for general questions and comments from adjunct faculty so they can be quickly and efficiently directed to an appropriate resource or contact.

*Theme: Resources and Tools*

14. Create a schedule of lunch and learns, webinars, informal/formal Q & A sessions, round tables and/or panels for full-time and adjunct faculty along with subject matter experts to share current trends, subject expertise, new developments and updates. Ensure such events take place at convenient times for adjunct faculty.

*Theme: Community/Connection*

15. Create, regularly update, and provide open access to a listing of adjunct faculty which includes credentials and areas of expertise. Make providing such information for the listing a high priority and required responsibility of faculty.

*Theme: Adjunct Expectations*

16. Share information regarding enrichment opportunities through the Walker School or Webster University and teaching opportunities for open and/or new classes within the Walker School to adjunct faculty on a consistent basis.

*Theme: Adjunct Expectations, Resources and Tools*

17. Create a handout of resources and contact information sheet for distribution at the beginning of every term. The handout should include details related to who to contact for printer, classroom, and other emergency issues and basic non-academic information for running a successful course. Create and post clearer signage in the Adjunct Faculty Lounge regarding room resources.

*Theme: Resources and Tools*

18. Automatically add all faculty to the FDC’s supplement organization in Canvas at the conclusion of orientation. Eliminate the “opt-in”.

*Theme: Resources and Tools*
19. Create, update and allow access to a repository of posted resources content rich and specific (tools, guides, exercises, classroom activities, how-to’s accessible for anyone) for others to look to and learn from; best practices given different formats of classes (logistics).
   Theme: Community/Connection, Resources and Tools

20. Create a discussion or community board, blog/forum for adjuncts to directly communicate with one another regarding specific adjunct issues, classroom successes, and novel teaching ideas, challenges and adjunct community interests.
   Theme: Community/Connection
### Course Scheduling

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comment</td>
</tr>
<tr>
<td>It would be great to get a communication that details any changes from year to year such as new courses.</td>
</tr>
<tr>
<td>This is OK as is.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>No comments</td>
</tr>
<tr>
<td>This process is fine with me. I have no suggested changes.</td>
</tr>
<tr>
<td>Current Practice works.</td>
</tr>
<tr>
<td>Adjustments should not be made &quot;as needed&quot; there needs to be a more substantial and reliable class core available to students, additionally topics courses like I teach need to be limited in order to adhere to departmental standards, or in other words quality of quantity.</td>
</tr>
<tr>
<td>Current practice is working well from my perspective.</td>
</tr>
<tr>
<td>This is an effective practice, in my view.</td>
</tr>
<tr>
<td>The process works pretty well but could be improved by having the campus coordinator create the schedule and review the schedule with the program lead then the campus coordinator would submit the schedule to the department head who would review the schedule and discuss the schedule with the campus coordinator.</td>
</tr>
<tr>
<td>I do not have any trouble with current course scheduling. I frequently check the web to verify how enrollment is going and to get my room assignment.</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Works for me.</td>
</tr>
<tr>
<td>The present system works OK, however I would like the opportunity to perhaps expand to include other courses from the three which I usually teach. I like teaching my current three courses, but if they are not offered in a session, I may not have a class to teach. By expanding the number of courses I can teach permits me the better chance of having at least one class each term.</td>
</tr>
<tr>
<td>The new adjunct faculty members are not given the same opportunities to teach the number of courses they want compared with the old adjunct faculty members. This issue needs to be fixed or improved!</td>
</tr>
<tr>
<td>OK, no problem here</td>
</tr>
<tr>
<td>We should revisit this topic when the new system Debbie Ray is working on is closer to implementation, so we can have an opportunity to comment on the new system.</td>
</tr>
<tr>
<td>No I am not. Having been on staff for over 18 years this would be nice and an appropriate thing to do by both the MGNT and BUSN Departments. I have no input regarding classes they are just assigned via email.</td>
</tr>
<tr>
<td>Seems to work well, consistent and easy to follow.</td>
</tr>
<tr>
<td>I'm still in my first year of teaching, so I do not have experience with adjustments or repeating courses. However, this would be a welcome practice for me.</td>
</tr>
<tr>
<td>This seems to be working well.</td>
</tr>
<tr>
<td>Adjunct Faculty assignments for long term members should be proposed for the entire school year, and annual contracts provided with stipulations that course cancellations may occur if conditions warrant.</td>
</tr>
<tr>
<td>Okay from my standpoint. I am far less than pleased with the syllabus development and the lack of attention paid by the former reviewers. I developed a syllabus, it was not reviewed, therefore, I cannot use to create a new one. I am an adjunct at SLU also and I get paid for developing a syllabus. This takes time and energy. So far, it has been a waste of time for me.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
Webster seems woefully unable to predict enrolment in even its core courses, resulting in late cancellations more often than should be the case.

The system stays about the same, the future course lists come out about 5 months in advance, and I request courses that I usually do not get...

Works well...

Scheduling is good.

Works well

We should revisit this topic when the new system Debbie Ray is working on is closer to implementation, so we can have an opportunity to comment on the new system.

This is a topic that I believe the University is doing quite well given the dynamics of student enrollment and instructor availability. I would especially commend Debbie Ray, Workflow Office Manager and the rest of the staff for getting this accomplished each semester.

**Teaching Assignments**

_no comment_

This works well for me

Why is there no follow-up reminders about when the course begins? I almost missed a class one time last year because I thought it started the week after it actually started. EASY SOLUTION: Program it in your computer to send out an automatic reminder 1 week before the course starts. The lack of communication is a joke (but it is not very funny)

None

Comment: Suggest you maintain a profile of instructor preferred courses/locations/evenings/years of service. Would this facilitate assignments?

This process is fine with me. I have no suggested changes.

Teaching assignments need to be for the entire school year (ie Fall+Spring)

A determination needs to be made on who you want teaching a class. That is, is the dept. looking for a retired professional, a working professional a professor etc. The difference between who is teaching have tremendous impact on the quality of the course. Perhaps the dept should consider a more refined list of core professors who have a dedicated interest to education, as opposed to an egotistical one.

Current practice is working well from my perspective.

Works well for me. I appreciate the consistency with which Merryl Hall provides support and feedback.

The process works but could be improved by consulting with the program lead who could better help new instructors get started with the instructor processes.

No trouble with the current system. Debbie Ray always notifies me in a timely manner.

Satisfactory

Works for me.

This is fine.

This is working fine.

Good process, would like to see more availability of classes for adjuncts to teach..

This topic is an extension of the course scheduling topic above. The new system that Debbie is working on should include a procedure for adjunct facility to ask to teach different courses in addition to or in lieu of previous schedule courses. This is important in the event their work/travel schedule changes and also they may want the challenge of a new course.

I do receive notification via email but it is for one class with no other options. It would be good to get a phone call to discuss what classes are available and what works best for both Webster U and me.
A little more notice would be great! But I realize it is contingent on enrollment.

While I realize I am in my first term as an adjunct, I really appreciated that Dr. Rhiney allowed me close to 6 weeks to prepare for my course. This allowed me to read the textbook, establish a syllabus, create requirements for deliverables as well as prepare multi-faceted lesson plans that would engage the class in participation and provide resources for our students for both personal and professional development. Relationships are the most important thing! And by having this opportunity to prepare, I can invest more personally in and outside of the classroom with students and other faculty.

This works well.

I can not ever recall getting a initial appointment letter three weeks before the term starts. I usually received the appointment letter about three weeks after the term starts.

Current practice should be amended for long term adjuncts as outlined in "Course Scheduling" above acceptable

Working better. Why are instructors not offered additional courses? I have asked multiple times for new courses and have never received a response.

N/A

No Issues

It is a bit repetitious... Sometimes I ask for a change, like to teach Business Law, a course I used to teach regularly. For the last few years there have been no changes for me, even though I requested them via email from my department chair.

I have never received an offer via email or an "initial appointment letter." I do receive the Final Appointment Letter but it's like an after-thought. To find out whether I'm scheduled for a class, I have to log on and look at the course schedule just like the students do. No one has ever asked me for my feedback before, but it isn't very business-like.

Good procedure, but would like to see if other teaching assignments are available. This would be helpful with enrollment down these last couple of semesters.

Works very well for me.

Other universities plan the schedule far sooner. As of now I have not been approached for fall classes at Webster my schedule at a another university was confirmed before the end of the spring term.

This topic is an extension of topic the course scheduling topic above. The new system that Debbie is working on should include a procedure for adjunct facility to ask to teach different courses in addition to or in lieu of previous schedule courses. This is important in the event their work/travel schedule changes and also they may want the challenge of a new course.

The only problem I have with this issue is one of trying to juggle timing with respect to other opportunities at other universities. As I suspect others are in the same boat, my suggestion would be to accelerate the timeline on this for each teaching semester. My experience has been that Webster is a little behind the curve on timing. If possible, it would be helpful to have the process described for how to add courses to be taught as an adjunct professor. This could be made available through the adjunct website and/or professional development session or scheduled meeting with adjunct faculty.

I believe that the University should consider a minimum "course preparation stipend" if an adjunct professor is requested to teach a course and the course is cancelled within the last three weeks prior to the start day of course. An adjunct professor should be doing preparation and also making time available in their schedule when they commit to teaching a course. If the course is cancelled at the last minute, the adjunct professor has already done significant preparation and blocked his/her schedule for the course that will not happen. A professor’s work doesn’t begin the first night of class (or shouldn’t).
Classroom Assignments

no comment

I have never had any issues with classroom scheduling.

The audio / visual equipment at the Dardenne Prairie campus would not work for 2 weeks in a row. It broke down 6 or 7 times IN ONE NIGHT. The problem is that the IT people tried to fix it from the Webster Groves campus, when it was necessary to get out of their chairs and go out there to see it. That was very unprofessional, and the results were a disaster.

None

No comments

This process is fine with me. I have no suggested changes.

This practice needs to be streamlined.

These are fine.

I have not encountered any problems with classroom assignments.

No issues. Works effectively and meets my needs.

The current process works well but if an instructor requests a change the instructor should contact the students informing them of the room change and the first night go to the old classroom and write on the board the course name and number plus the new room number.

No problem in this area.

Satisfactory

Works for me.

This is fine.

This is working fine.

N/A On-Line

Course scheduling and classroom assignments should be available at the same time. Instructors should make their class room requirements known as soon as possible.

I've only had a couple issues in this area over 18+ years. Thus I feel they do a good job.

Ok but I could use a room with student PCs with more memory than EAB 110. My class requires manipulation of large transactional data files.

It would be helpful for me to get an e-mail or some kind of "push" notification for my classroom assignment and any changes.

This has not been the problem for me. At the same time, I don't require a lab.

N/C

acceptable

Never had a classroom change

N/A

No issues

If you teach in the EAB, you quickly learn that it is better to be on the 2nd floor, close to Room 237 (Adjunct Room with the copier and other supplies). I have requested changes to the 2nd floor and usually receive them. The Registrar should fill up the 2nd floor first and then go down to level one. I think they start at the first floor.

N/A, teach on-line

I have not had any problems in the past.

Works.

Course scheduling and classroom assignments should be available at the same time. Instructors should make their class room requirements known as soon as possible.
Courses requiring lab resources (computers) are usually the highest in demand and create a number of the classroom assignment issues. Maybe working on greater WiFi bandwidth and encouraging students to bring their own devices would help alleviate the issue. Also making student device purchases through a student discount program and the bookstore might be a progressive way to encourage student devices. This would allow a number of classes currently using Computer Labs to use the more general purpose classrooms. This should assist with making Webster workstations more available for the students and courses that need device from the university (software configuration and availability would also need to be addressed).

**Course Textbooks and Related Materials**

Please allow faculty at least two choices of text books in consultation with Departmental Leadership. Historically adjunct faculty, in my opinion, have been required to use texts that are not the best simply because the department chair uses the text and did not want to change. I encourage you to talk with Simone Cummings, Ph.D., about this issue as she see it in much the same light.

When a new edition is being used it would be great to notify instructors and provide the updated version.

This is OK as is.

None

Comment: I agree that it is helpful to have publisher contact data, and the earlier the better!

The only thing I would bring up here is that I wasn’t aware that Brigham and Erhardt had published a new edition of their textbook until after the first day of class in Spring 2 2016. It was probably just one-off mistake and wasn’t really a big deal, I adapted quickly.

Publishers contact info needs to be shared with the Instructor who is teaching the course.

I also prefer a hard copy, other wise I am left to depend upon a pre-produced power point that offers an all to generic explanation of the material, and may not provide proper instruction to the particulars of students.

I prefer a hard copy of the text. The Department has made them available to me. I have had issues where I was told a more current textbook edition was being used, but when I arrived at the first week of class the students had the prior edition.

I prefer hardbound resources. The Department representatives are always helpful to obtain the resources, when needed.

The hard copy text is much better for documenting and tagging specific information plus tips. Many times instructors pass the text to another instructor and the documented hard copy is important. The online desk copy will not retain the history for the instructor or a new instructor.

No problem in this area.

Obtain more advance notice of textbook changes such as new editions of an existing textbook and an email to instructors who have taught or will be teaching the course for which the textbook will be used.

Has been a good process.

I prefer the hard copies of the textbook.

Instructors textbooks are supplied by publishers through Department Associates, but not PowerPoint, Instructors Manual, etc. This approach is fine except that the publishers should provide hard copies of the desk copy textbooks, rather than the online desk copy textbooks.

Great process, no problems here

Instructors should have access to both on line and hard copies of all textbooks and related material. Publishers contact information is available at the publishers web site and should be available at Webster University administrative offices as well.

I have a hard time getting the files for the instructor materials. Normally I go to the publisher and get assistance for our support personnel in the library. They really are helpful.

The Forensic Analytics textbook is ok but I had to spend many hours each week on building new screenshot PowerPoint slides. I still prefer a hard copy text.
I do not have publishers’ contact information, but I’ve never had trouble having someone help me order a physical desk copy. I much prefer the hard copy text as a default. I have gotten this information from the department and also have requested from the publisher. I do think the management 5000 text should be updated.

Appropriate acceptable

Department administrator has always requested hard copies for me. Would like to be more aware of the videos, powerpoints, etc. from publishers; especially videos.

The selection of texts would benefit from input from adjuncts whose experience is often comparable to the faculty charged with those decisions.

I have never been consulted as to what text we use in the classes I teach -- but maybe I’m not supposed to be. In general, the textbooks are adequate, but often very flawed. Usually all the content is there, but the organization is terrible.

In my particular case, there were two textbooks used and included in the syllabi. These textbooks were very expensive and somewhat redundant. The Department Chair was informed. However, I am scheduled to again teach the course in Fall 2016.

I like the hard copy of the textbook...

Class Session Instructor Preparation

I print all of my own materials

You have a 45-minute tutorial that shows how to upload a syllabus!!! Most of the adjunct professors have regular careers, so we don’t have that much time to waste on learning how to use a system that NOT USER-FRIENDLY... EASY SOLUTION # 1: Ask us to email it to one person, who is in charge of syllabi. EASY SOLUTION # 2: Have the geniuses waste time out of their day walking each instructor through it, so they can see first-hand how un-user-friendly their complicated system is. The smartest programmers design things that are EASY to use.

It would be convenient to have a shredder that works in EAB 237, as well as a small supply of file folders.

Comment: This is news to me. I thought that department associates were available for printing support. Will print my own going forward.

This process is fine with me. I have no suggested changes.

extend the hours, because I start class at 5:30 and may not have printed materials prior to class, or offer weekend access.

I make all copies on my personal printer. Convenient and no last minute surprises if a copier is down or in use.

No issues.

The process works and should remain in place.

NO problem in this area. Please do not ever eliminate the Adjunct Faculty Lounge it is extremely useful facility. And from a personal position, it has provided the adjunct faculty a wonderful location to meet and share information.

No problem using the copier in the faculty lounge at EAB. However, let’s stop telling students that the instructor will supply a copy of the syllabus during class. Often, a pre-assignment prior to the 1st class meeting is required so students should be advised to go on Canvas and obtain a copy of the syllabus online.

I have not used the Faculty Lounge for copies nor the third floor of EAB.

I’m not always teaching at the EAB so I usually do my copying at Winghaven or Westport. in advance of my class sessions. I do this well in advance of my classroom session to avoid the inconvenience of a broken copier.

This is fine.
I teach On-Line, no problem for me here
Instructors should have access and codes to all available copy machines. Instructors should not rely on administrative staff to provide coping services.
No problem other than how the loading process does not interface causing more work vs a one time input.
Seems to work ok most of the time. Can get busy during first week of class.
This works well for me.
The current arrangement is satisfactory.
I just print at home as the EAB lounge is not at all locations I teach.
Equipment in the Adjunct Faculty Lounge is often not working. It is difficult for the backlog of instructors to get all copies made prior to 5:30. There is not always a student resource available in the lounge.
N/A
No Issues
About once or twice a semester, the copier in Room 237 breaks down. It is a major problem... The best solution would be to purchase and place a second copier in room 237. Otherwise, a sign needs to be placed on the broken copier, directing the adjuncts to a room with a workable copier. Additionally the workable copier need to be accessible and operational until 9:30 because some of us copy our handouts first and later return to copy tests.
N/A, teach on-line
No problems so far.
works
Instructors should have access and codes to all available copy machines. Instructors should not rely on administrative staff to provide coping services.
Because of the inconsistent reliability and availability of the EAB Adjunct Faculty Lounge copy machine, I believe a significant number of Adjunct Professors are using private resources or personal funds at a copy center to create materials off campus, before the class day. The handouts, tests, and syllabus are critical to course, a professor must plan ahead and have the printing done prior to arrival on campus. Competing for the copier (that often is not working) just before a class really isn't worth risk to the course and the lesson plan. The inconsistent availability of the EAB Adjunct Professor Faculty Lounge discourages a separate preplanned, non-class date trip to the university to accomplish printing needs.
If possible, it could be useful to have an annual online refresher/orientation for adjunct faculty to become more at ease in using Canvas and online resources that would engage students and facilitate learning outside of the classroom.

Course Evaluations
Ever since the University went to electronic evaluations my student participation rate fell from nearly 100% to sometimes as low as 0%. The system we have now does not work. The only solution I see is that all classes should be scheduled for 15 minutes in a computer lab in the same building in which the course is held (toward the end of each semester after the evaluation period is open). This would more or less force students to complete an evaluation.
No changes... I encourage my students to participate and fill out the surveys
"Since converting to online evaluations, participation rates have significantly dropped." Not to be sarcastic, but isn't the solution pretty obvious: Go back to the old system of handing out paper evaluation forms for the students to fill out in class!
After receiving evaluation reports for many years, I find the current evaluation system lacking from a number of perspectives. How can the low participation rate serve any valid purpose? The importance of the student feedback seems to be diminished by the fact that participation is now much more voluntary. Of course, a student with paper evaluation could choose to leave it blank, but that was not the norm.
Not sure what to suggest, but we're obviously doing something wrong here.

This process is fine with me. I have no suggested changes.

no comment

The longer they have to complete them the longer they have to procrastinate. Additionally, finally acknowledge that students hate these things. I understand the value but evaluations have become the equivalent of polling data, which is tremendously unreliable and skewed. If the course is needed as a credit and builds upon previous coursework a student has no choice but to answer positively.

I have experienced the observed drop off in participation. Students do not want to take the time outside of the classroom to do the evaluations. Even when led to the computer lab, some did not know their logon criteria. My son said at his university the students were not given access to their grades until the online evaluation was completed.

I believe the decrease in participation rates resulting from the conversation to online evaluations will continue, as students often lack the interest or are unwilling to take the personal time outside of class to complete this task. It’s very inconvenient to take time during class to avail the students to computer resources for this purpose.

The students are very concerned about submitting material and taking final exams and many times just do not take the time to complete the survey (if they are satisfied). Some students answer the survey because you ask them to others only answer the survey if they are mad or upset with their grade. The one figure not on the evaluations to the instructor is the number of survey’s submitted compared to the number of students in the class. Example: The class has 24 students and 6 respond with four good reviews and one or two with negative comments. The point is 6/24 is not a good sample and sounds like a complaint session rather than a course review session.

I noticed that the students participation has dropped significantly since the evaluations went online. I can see the advantages for online entry, but truly miss the feedback I used to receive. (Would it be feasible to continue with the online format, but return to allowing students class time to complete this task?)

I recognize that evaluations are necessary however, if a student is doing poorly in a class, the great majority of the time, the student will not accept responsibility and blame the instructor for most everything. The evaluation of the instructor becomes meaningless. Instead of asking some specific questions, make the questions more open-ended. Since the evaluation rate has dropped, I would make the logical leap that most students are satisfied.

I asked students to fill these out and gave them 5-10 minutes in the second to the last class period.

I’m not surprised. When presented in class with the paper to fill out, the students did it. I did all the things necessary to have them do the on-line evaluations, but was not sure how it was working.

It will be quite helpful to include in the course syllabus that students and the instructor will meet in the computer lab for online evaluations. The meeting should include an announcement for the date and time in the final two weeks, depending on the computer availability. The meeting should count towards the “points” for the class participation for the course.

Great feedback from students, helps to improve the class

Note: I have separate recommendations/comments

1. Current system has online evaluations open to the students beyond the end of the course. Student comments can be influenced by the final exam and final grade. Recommend they close availability before final week and before Class 8 or class 9 of evening courses. 2. Given that student responses to online evaluations are poor, department Chair’s and Dean’s should evaluate how the current Course Evaluation system is satisfying their needs in this area. If the Department Chairs and Deans find that the current method of course evaluations is not satisfying their needs, then consideration should be given to reverting back to paper evaluations that are completed in class before the end of each course. 3. Adjuncts should be able to compare their evaluations with evaluations from other instructors of the same course. The names of the instructors would be withheld. This would give the instructor a good indication on how their evaluations compare to others teaching the same course. 4. The evaluation form should be revised with the goal of reducing the number of questions.
It worked better when they handed out the second last week of the course. We got more feedback vs making it another thing for the student to do. Also, I think at all of our cites the adjunct faculty should be given an opportunity for feedback. This has stopped DWTN and on campus. Westport still does it. It should be done for all campuses.

This is a problem. I am not sure how to improve participation though. I always remind them about it in class and on Canvas.

This works well. Make sure to let new instructors know to send students to the computer lab to get this done. I didn't know to do this in my first semester and had very low participation rates for my first two classes.

I normally conducted these evaluations in class and use a computer lab. It is very important to get full participation.

Return to the former practice.

Evaluations should be done in class.

I encourage a return to paper evaluations to increase participation rates. If the lab is scheduled, many students feel they are forced to respond at a specified yet when left to themselves, many do not respond.

Makes me question how honest the previous feedback may have been since they are not willing to provide it now.

Would like to know the percentage of students completing the evaluations. When it is voluntary, does it tend to be the most dissatisfied students completing the evaluation?

No Issues

It should become mandatory policy for the students to travel to a computer lab to fill out the evaluations during the 2nd to last class.

My wife teaches at Maryville and they have the same problem. Since we have computers in our classrooms, the obvious solution is have them fill out the evaluation online in class. Isn't everyone already doing that?

Good procedure, like the feedback from the students. This info is used to improve the class for the next semester.

I would like if we had better participation. Doing evaluations on paper form worked a lot better in the past.

Better practice would be to have the evaluation completed before the students can see their grade in the course to assure 100% student evaluations

Note: I have separate recommendations/comments

1. Current system has online evaluations open to the students beyond the end of the course. Student comments can be influenced by the final exam and final grade. Recommend they close availability before final week and before Class 8 or class 9 of evening courses. 2. Given that student responses to online evaluations are poor, department Chair's and Dean's should evaluate how the current Course Evaluation system is satisfying their needs in this area. If the Department Chairs and Deans find that the current method of course evaluations is not satisfying their needs, then consideration should be given to reverting back to paper evaluations that are completed in class before the end of each course. 3. Adjuncts should be able to compare their evaluations with evaluations from other instructors of the same course. The names of the instructors would be withheld. This would give the instructor a good indication on how their evaluations compare to others teaching the same course. 4. The evaluation form should be revised with the goal of reducing the number of questions.

Given the importance of evaluations and feedback, I would suggest that course grades be withheld from students not completing the evaluation until the evaluation is completed. The confidentiality can be maintained by the system. The student must log onto the system for a specific course to provide the evaluation, therefore adding the requirement should be straightforward. I believe that we currently receiving the majority of the evaluations back from students that either really enjoyed the course, or have a concern about a lower grade. Hopefully the university and the professors would get a more complete picture if all students completed the evaluations. I am aware of other universities that make student course evaluation completion mandatory.

I feel this is an area that needs focus. Since the purpose is to get feedback from the students on ways to improve the course, there needs to be a response rate much above the current rates Webster is experiencing for the evaluations to be meaningful. It is my belief that there needs to be an incentive for students to complete the evaluations, and that the evaluation forms need to be condensed. The complaint I've heard from
students about the evaluation process, is that the forms are much too long and if they are satisfied with the course there is no real benefit for them to complete the evaluations. I think a brainstorming session with a group of adjunct instructors would be useful in thinking through Ways that the system can be improved.

I suggest that the online evaluation offer an incentive such as a printed ticket or notice of completion for students who complete it. Points can be applied toward class participation. Also I recommend starting the process early. For instance, start online evaluation after mid-term and have it completed by the seventh (7th) week of school.

### Department Meetings/Events

<table>
<thead>
<tr>
<th>Comment</th>
<th>Acceptable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to attend. I need better communication or a schedule of these so I can arrange to attend. Please allow adjuncts to contribute to agenda items. Recognize adjuncts from time to time at these meetings or share what is working for them.</td>
<td>Full time employment prevents me from attending weekday Department meetings. Usually, I am able to catch up via email discussion/notification of the topics that have an impact on me. Could the department meetings be live-streamed?</td>
</tr>
<tr>
<td>WHY DO YOU KEEP SCHEDULING MEETINGS AT 3:00 OR 4:00 WHEN THE MEETINGS INCLUDE THE ADJUNCT PROFESSORS? We have regular careers, meaning regular jobs, from 8 - 5 so we can't make these meetings? This is just one of those things that make it look like the person who is responsible has never worked outside of academia!</td>
<td>I must say, after attending a few of these meetings, I've found little value.</td>
</tr>
<tr>
<td>None</td>
<td>The process is working and is scheduled later in the day which is good for full time and adjunct faculty which is a big plus. The process is the best I have seen in many years.</td>
</tr>
<tr>
<td>None</td>
<td>The current scheduling is not a problem for me.</td>
</tr>
<tr>
<td>I usually have to miss the daytime meetings, but attend practically all of the evening events.</td>
<td>Satisfactory.</td>
</tr>
<tr>
<td>I usually have to miss the daytime meetings, but attend practically all of the evening events.</td>
<td>I attend meetings when I can. They are run fairly efficiently.</td>
</tr>
<tr>
<td>Most department meetings don't address Adjunct Issues. This needs to be addressed.</td>
<td>Most of the time I cannot make the meetings. I am not on campus so to do so would entail taking about 4 hours out of my day in which I usually have other things scheduled. Actually, evenings are not much better.</td>
</tr>
<tr>
<td>Acceptable.</td>
<td>Since many adjunct faculty members work at different companies and their companies may have different schedules for meetings, it will be quite helpful for the department to send out request forms to each adjunct faculty for his or her availability at the beginning of each semester. The response from the faculty could then be used to assist the department for scheduling the monthly meetings.</td>
</tr>
<tr>
<td>Full time employment prevents me from attending weekday Department meetings. Usually, I am able to catch up via email discussion/notification of the topics that have an impact on me. Could the department meetings be live-streamed?</td>
<td>Hard to attend when working full time other than teaching.</td>
</tr>
<tr>
<td>I must say, after attending a few of these meetings, I've found little value.</td>
<td>Adjunct faculty are currently invited to faculty and staff meetings. These meetings are more relevant to adjunct facility than department meetings, which are held at times that are more advantageous to full time facility. Therefore no action is required regarding this topic.</td>
</tr>
<tr>
<td>The process is working and is scheduled later in the day which is good for full time and adjunct faculty which is a big plus. The process is the best I have seen in many years.</td>
<td>It's adequate but short notice changes and cancellations can hamper the attendance.</td>
</tr>
<tr>
<td>The current scheduling is not a problem for me.</td>
<td>I have a full time job so there's no time for me to attend these.</td>
</tr>
<tr>
<td>Acceptable.</td>
<td>I would really love to be included in this practice in the near future! In fact, I would love to participate on any committee seeking input, knowledge sharing or a task force for any Webster initiative.</td>
</tr>
</tbody>
</table>
No suggestions, here.

I am an adjunct and it never attending a department meeting. I have been invited dean’s meetings which event held periodically and I think are very helpful. I would like to attend department meetings in order to meet other instructors and exchange ideas.

Quarterly meetings (i.e. every third month the department meeting would be scheduled later in the day) involving both full-time and adjunct faculty would be conducted acceptable

Not convenient for adjunct faculty. Not sure if adjunct faculty input is really considered important to the department.

As an adjunct professor of 20+ years, I think that it is imperative that there is more department meetings for the satellite campuses. I don’t remember the last one that I attended. These meetings should address department objectives, state of the department, curriculum, text books, best practices, etc.

No Issues

Well, those meetings don't work for me since I have another job. But then again, there's no love lost between the faculty and adjuncts anyhow. We are generally not liked.

This is hard for the local adjuncts to attend, given our current work schedule...

I am fine with Department Meetings.

Works.

Adjunct faculty are currently invited to faculty and staff meetings. These meetings are more relevant to adjunct facility than department meetings, which are held at times that are more advantageous to full time facility. Therefore no action is required regarding this topic.

Current scheduling accommodates full time faculty. If the university wants participation from the adjunct faculty, more of the meetings and events will need to be in the evenings or weekends.

While I don't think it's necessary for adjunct instructors to attend department meetings, I do feel it is important that we are informed of various policy and academic issues from time to time. In the time I've been teaching at Webster, there has been one meeting for adjuncts only that I found to be very beneficial. I feel the university should schedule these types of meetings on an as needed basis from time to time.
### Appendix B

**Program & Academic Communications Team Worksheet**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluated: H. Michael Johnson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewed remote campus advisors, campus head of advising, department member and catalog for currency of information and communication of changes (Change Procedure) for the ITM program</td>
<td>Nothing is being communicated. The advisors, faculty and sometimes the program leader have no knowledge of changes in the program or courses within the program.</td>
<td>Communications can be enhanced and improved by creation of a global process of horizontal and vertical communication by the management of the Walker School of Business.</td>
<td>Create a GLOBAL Walker School of Business Dashboard that tracks and reports monthly progress on projects within the School of Business. The dashboard should be published on the Walker School Website and emailed to the Dean, Department Heads, Program Leads, and remote campus directors and advisors worldwide to give maximum visibility.</td>
</tr>
<tr>
<td>No information is flowing to the advisors and current course information is not getting to the students in a timely fashion</td>
<td>The only information of what is happening on curriculum matters is the &quot;curriculum committee meeting minutes&quot;</td>
<td>Communications can be improved by distributing curriculum committee meeting minutes.</td>
<td>The curriculum committee meeting minutes should be posted after every meeting on the Walker School Website and a summary included in the Walker School Dashboard to give maximum visibility to ongoing projects.</td>
</tr>
<tr>
<td>Curriculum revisions and textbook selection are very slow. Courses get added, revised and even removed without the program leader or faculty knowing anything about the change</td>
<td>A career course was added to each program and other courses are revised without the school and teaching faculty being aware of the changes until the change has been implemented</td>
<td>The communication process is lacking and has no consistent means of providing the Walker School of Business with a consistent roadmap of changes and timelines</td>
<td>The Walker School needs to create a twenty-four-month global roadmap of current and planned Walker School changes with a deliverable timeline with the sponsor, stakeholders, project manager and subject matter experts identified so the entire team knows what is coming, when and from whom. The Roadmap should be posted on the Walker School of Business Website and emailed to the Dean, Department Heads, Program Leads, advisors and GLOBAL campus directors and advisors on a monthly basis to increase visibility to curriculum recommendations and changes</td>
</tr>
</tbody>
</table>

**Evaluator: Jim Marchbank**

<p>| Communication between and knowledge of Adjuncts and full-time Professors teaching the same course is very limited and in some cases non-existent. We are missing an opportunity to share best practices | An informal opportunity exists to have some interaction at faculty meetings for those in attendance | Schedule time before or after faculty meetings for those in attendance to meet. Promote the opportunity to interact with peers teaching similar subjects | The departments should provide a global list of faculty members teaching similar courses with contact information. Department schedules initial meeting and then individuals decide how often they should meet. Suggest this be done annually |</p>
<table>
<thead>
<tr>
<th><strong>Evaluator: Kurt Johnson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook selection/textbook changes:</strong> Adjunct faculty not included for textbook selection discussion, not notified of textbook changes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluator: Kathleen Young</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program course descriptions/catalogue:</strong> Adjunct faculty not included for course descriptions in catalog or required inserts in syllabi</td>
</tr>
</tbody>
</table>

| **Faculty meetings seem to be silo’d for adjuncts vs regular faculty meetings for full time faculty.** | Currently have adjunct meetings, but no invites or meeting minutes of regular faculty meetings on campus | Include all adjuncts on any faculty meeting invites. Post meeting minutes for accessibility | Update Faculty meeting invite with all faculty and adjunct email addresses. Have a dial in conf call for anyone that cannot attend in person. Post meeting minutes to Canvas or deliver electronically. |
| Faculty collaboration and sharing of materials for courses tends to be one-offs. I share information with other faculty I meet, but there is no way to collectively collaborate and share with others that may be teaching same course(s). | Everyone tends to operate in a silo and there is no one place for adjuncts teaching the same course to share files, ideas, case studies. | Create a Canvas page for each course for instructors/adjuncts/faculty to post files, case studies, etc. This will encourage sharing of information, and will result in a better and similar experience for students. | Create a Canvas page for each course for instructors/adjuncts/faculty to post files, case studies, etc. |
| Textbooks are used according to the choices available in the Syllabus generator tool online. However, some instructors don’t use the textbook. Several students I talked to told me a nightmare story of an adjunct that taught a course and refused to use the textbook. They felt they had wasted money purchasing it and were confused in the course because they had no available resource to learn from. They ended up hiring a tutor to help them navigate thru the course. | Currently some adjuncts don’t utilize the recommended textbook. This is a waste of money for students enrolled in their classes and may be a risk to accreditation. There is also no efficient way in place to update instructors when there is a textbook change for a course. Adjuncts do not know and are not included in textbook selection discussions. | Enforce a policy that requires use of the selected textbooks and do not allow adjuncts to deviate. Create a process for textbook evaluation that incorporates a global reach including adjuncts across all campuses. Develop a communications plan for notifying instructors teaching a course of any changes such as textbooks. | Create textbook policies: require use in classroom; process for changing textbooks and communication plan for any changes to textbooks. |
| Discussions with other adjuncts have resulted in realizing that most don’t know where the course they teach fits in to a student’s overall learning plan/path. | There is no communication to faculty regarding the course they teach and how it relates to other courses in the overall curriculum or learning path. | Create a document that shows a typical for example MBA learning path and progression of classes. Distribute this to new hires as part of onboarding process and post to Canvas for accessibility. Update it with any changes. | Create a visual/learning path for each school and program. Distribute as part of onboarding of new hires. Update annually. Make sure that it is accessible so that anyone teaching a course can easily see where it falls in the general curriculum/learning path. |
Collaboration between adjuncts doesn't occur regularly. There is no forum available to share what is working, best practices, etc.

Outside of the adjunct meetings on campus, there really isn't a forum or place for adjuncts to communicate (such as a blog, or Canvas space for Q&A, insights, etc) on a regular basis. This is different than having a site on Canvas for adjuncts.

Create a schedule of collaboration times for all global adjuncts to come together via a LiveMeeting or Canvas online session to share best practices - this might be a moderated session of sharing around predefined topics

Identify a working group to lead these collaborative sessions.
Appendix C
Program & Academic Communications Interview List

Advisors
   Webster Main Campus  1
   Extended Campuses    2

Instructors
   Full-Time             3
   Adjuncts              7

Students
   Webster Main Campus  10
   Online                10
## Appendix D
### Walker School General Communications Gap Analysis

<table>
<thead>
<tr>
<th>Gap</th>
<th>Description</th>
<th>Existing Communication</th>
<th>Best Practice / Notes</th>
</tr>
</thead>
</table>
| 1. Priority and number of individual emails       | There is no clear way to identify what emails from the Walker School require immediate attention/action and what emails are FYI only. There are also many different types of email communications being received leading to many not being opened or read. | n/a                                  | • Mark high priority emails requiring action.  
• Require acknowledgement for high priority communications.  
• Consolidate related communications together (bi-weekly newsletter, etc.)  
• Include a commitment to Webster email in a partnership agreement and expectations document                                                                                           |
| 2. Webster email access                           | Not every faculty member regularly accesses their Webster email account or sets it to forward to an alternate account.                                                                                       | Email forwarding information included in new adjunct faculty packets as of March 2016 | • Include a commitment to Webster email in a partnership agreement and expectations document (i.e. Communication from the Walker School happens via Webster email. In order to teach, you must utilize it regularly.)  
• Require all adjunct faculty members to use their Webster email  
• Liability issues in email forwarding lay with the University and can be addressed only at that level                                                                                                                                                                                     |
| 3. Finding and accessing needed information online | It is difficult to determine where on Webster’s website one should go for information. Navigating to the WSBT’s site or to the Walker adjunct site is challenging.                                               | n/a                                  | • Needs to be an easily accessible and publicized page with consolidated information                                                                                                                                                                                                                                                                 |

### Category/ Theme
- Email Communication
- Resources and Tools
<table>
<thead>
<tr>
<th></th>
<th>Lack of connections with adjunct faculty and with available resources</th>
<th>Who: Connecting with other adjuncts in your field and at a University level</th>
<th>What: Connecting with subject matter expertise, content, updates, changes in the field, etc.</th>
<th>How: The best practice, teaching methodologies and styles (i.e. the here/now, what’s being done, different learning styles, keeping it fresh, new generations, media...)</th>
<th>n/a</th>
<th>• Repository of posted resources (tools, guides, how-to’s accessible for anyone) for others to look to and learn from; best practices given different formats of classes (logistics)</th>
<th>Community/Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>In general, there is a division – a sense of an us vs. them/ academia vs. real-world experience</td>
<td>n/a</td>
<td>• F/T faculty, adjunct faculty and/or subject matter experts host lunch and learns, webinars, informal Q and A’s, round tables, panels etc. to share current trends, subject matter expertise, new developments, updates</td>
<td>Community/Connection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A robustness to connect the two together is lacking and resulting in missed opportunities to enhance the teaching of both.</td>
<td>In terms of teaching responsibilities, Webster email, credential updating and so on. (i.e. The bare bones expectations we have for you to teach in our program). The more finite expectations are not spelled out and when there are inconsistencies with other schools/colleges in terms of how often you teach, how much you teach, etc., this creates confusion.</td>
<td>Teaching expectations included in video within new adjunct faculty online orientation</td>
<td>• Develop a partnership/teaching agreement with expectations, etc.</td>
<td>Adjunct Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>How do we make the opportunities available to adjunct faculty in areas outside of what they generally teach?</td>
<td>n/a</td>
<td>• Consider a timeframe for how long someone is considered an adjunct before they are either required to undergo refresher training or are removed from the adjunct faculty list/pool</td>
<td>Adjunct Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>No broad mechanism to communicate available teaching opportunities for open classes/new classes</td>
<td>n/a</td>
<td>• Develop a cross functional needs or opportunities list or broadcast mechanism.</td>
<td>Adjunct Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8. Lack of consolidated information regarding the expertise that we have | How do we determine the expertise that we have? | n/a | - Faculty bio; credentialing; CV’s – making them available in some way to others.  
- Having a current and up-to-date list of adjunct faculty | Adjunct Expectations |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. General information (exam schedules, faculty mtgs, etc.) is not inclusive as it could be</td>
<td>Info comes from multiples areas</td>
<td>Ad hoc (Adj. Administrator emails, website posting, Webster Today)</td>
<td>- A newsletter/update for the here-and-now relevant pieces of information</td>
<td>Resources and Tools</td>
</tr>
</tbody>
</table>
| 10. Enrichment opportunities | Do you know that you’re eligible for this award, the GLA, this opportunity...?  
Information is not mindful or strategic in its dissemination | Ad hoc (Webster Today, word of mouth) | - Develop some communication strategy to relay additional benefits opportunities of being an adjunct member in the University community | Resources and Tools |
| 11. Lack of connection with administration/Who to contact for specific issues | Knowing who Walker School chairs, staff, department representatives, Webster admins, etc. are | Contact info sheet in all new adjunct packets and distributed at Coffee & Conversations | - Include a Who’s Who in orientation | Community/Connection |
| 12. Who to contact for resources, connections, emergency issues | i.e. printer issues, classroom issues, Connections issues, etc. | n/a | - Handout of resources and who to contact provided at the beginning of every class; signage located next to printers | Resources and Tools |
| 13. Having access to orientation materials post-orientation | How do I get to it? | Email from the FDC sent a week after orientation’s conclusion with information on how to join the FDC’s supplement organization in Canvas | - Website with info included as a tab. | Resources and Tools |