

ONLINE COLLABORATIVE TEAM MEMBER NARRATIVES OF PUBLICATION SUCCESS

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INTRODUCTION

Career professionals who serve as adjunct faculty are expected to engage in continual research and publishing to maintain their status as a adjunct faculty to remain in good standing with the university.

LITERATURE

- A sense of isolation is evident with adjunct faculty (Davis, 2018; Elliot, Rhoades, Jackson & Mandernach, 2015; Ferencz, 2017; Luongo, 2018)
- The overall quality and recognition of an institution is improved when collaborative research measures are used (Vabø, Alvsvåg, Kyvik & Reymert, 2016)
- Online collaborative research good solution, also leads to challenges (Kosmützky, 2018)

PROBLEM

Online adjunct faculty tend to have limited support, limited connections and networking opportunities, and limited access to resources for their professional development, which would include research and publishing

(Dailey-Hebert, Mandernach, Donnelli-Sallee, & Norris, 2014; Davis, 2018; Luongo, 2018)

PURPOSE

To explore the stories shared by professionals who served as adjunct faculty at the university level and were part of an online collaborative research team to gain a deeper understanding of the process that led to successful publication of their research.

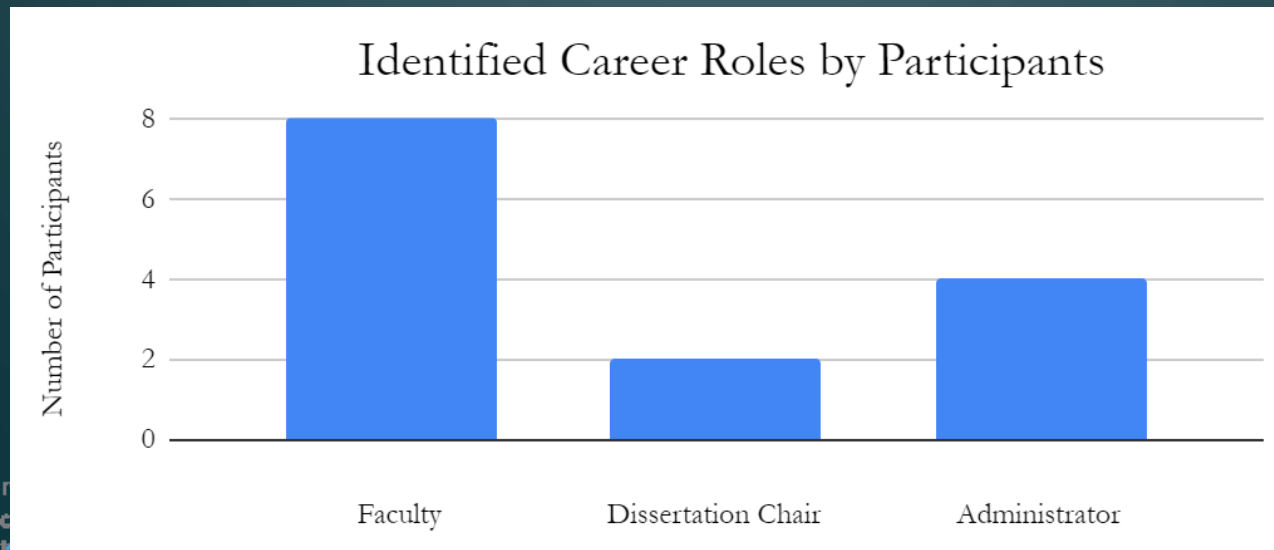
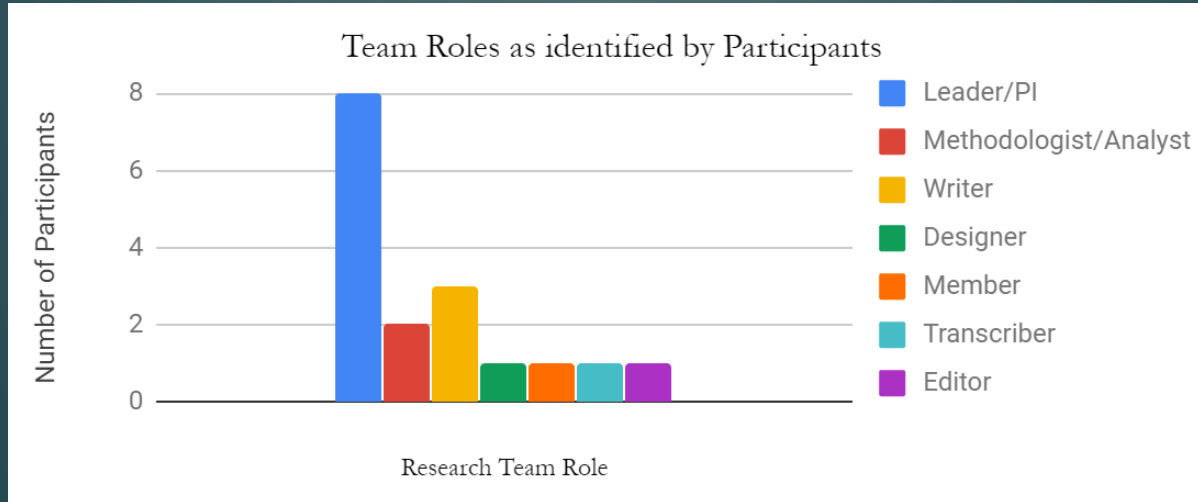
RESEARCH QUESTION

How do adjunct faculty perceive being part of an online collaborative project led to publication success?

METHOD AND DESIGN

- Narrative inquiry approach
- Professionals who also work as adjunct faculty
- Working on a collaborative research team that successfully published
- Online questionnaire with a follow up interviewed to gather their stories

DEMOGRAPHICS OF EIGHT PARTICIPANTS



ANALYSIS OF THE DATA

- Inductive thematic process
- Multiple rounds analyzing the text
- Gain insights into their experiences
- Holistic analysis of the narratives.

(Caine, Estefan & Clandinin, 2013; Hiles & Chrz, 2017)

DOMINANT THEMES

Organizational Skills

Interpersonal Skills

Personal Growth and Development

ORGANIZATIONAL SKILLS

- Structure, Accountability
- Schedules
- Work Tasks Based on Strengths
- Communication
- Formalized Group vs Informal Group Structure
- Group Stability and Support
- Balance Novice and Experienced Researchers
- Balance Workload

QUOTES FROM PARTICIPANTS

- “accountability to the group”
- “easy to get off-track and sidelined”
- “divide the work up based on strengths and weaknesses”
- “create an environment where people are OK saying they need help”

INTERPERSONAL SKILLS

- Collaboration and Cooperation
- Deep Personal Relationships
- Problem Solving
- Support Each Other Through Tough Times
- Recognize Unique Contributions
- Respectful Others' Time
- Embrace Diversity

QUOTES FROM PARTICIPANTS

- “collaborative community of practice”
- “frustration with novice researchers and lack of preparation by others”
- “ new relationships and new dimensions of old relationships”
- “recognize different learning styles”

PROFESSIONAL GROWTH AND DEVELOPMENT

- Staff Development Opportunities
- Acquire Knowledge and Skills
- Confidence in the Research Process
- Deepened Emotional Intelligence
- Tolerance
- Insights into Personal Character
- Step Beyond Comfort Zone

QUOTES FROM PARTICIPANTS

- “engaged deeply in the collaborative research and gained much knowledge while learning many specific skills”
- “provide a tremendous staff development opportunity”
- “had improvements in my emotional intelligence”
- “I prefer working alone”

CONCLUSIONS

Online collaborative research teams reach successful publication when:

- the teams developed an organizational structure that was flexible
- team members displayed interpersonal skills
- there were opportunities for professional growth and development

TAKE HOME MESSAGE

Adjunct faculty benefit from online collaborative research teams that provide an opportunity for personal and professional growth in an academic environment.

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