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NOTE FROM THE EDITORS

Welcome to the third volume of the National Association of Branch Campus Administrator's (NABCA) *Access Journal*. We are excited to provide a vehicle for higher education administrators to share their research and experiences, specifically as it applies to individuals working at a college or university site located away from the main campus. Included in this issue are two very relevant articles that provide excellent insights and research for branch campus administrators.

The first article examines the teaching experience at branch campuses from the perspective of faculty members, and the second article discusses a series of current challenges faced by administrators who work in adult higher education.

We look forward to publishing the next issue of the *Access Journal* this spring and encourage you to submit your research during our "Call for Papers" beginning in January 2018. It is our sincere hope that you find the information within the NABCA Access Journal informative and useful.

Sincerely,

Jeremy Couch, Ed.D.
Palm Beach Atlantic University, Orlando
Co-Editor

Skye Field, MBA
Yakima Valley College
Co-Editor

Access

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Teaching at Branch Campuses: The Faculty Experience

Whitney Harper, Ph.D.

Assistant Professor

Western Kentucky University, whitney.harper@wku.edu

Larry W. Owens, Ph.D.

Assistant Professor

Western Kentucky University, larry.owens@wku.edu

Simon P. Funge, Ph.D.

Assistant Professor

Western Kentucky University, simon.funge@wku.edu

Dana J. Sullivan, Ph.D.

BSW Program Director/Associate Professor

Western Kentucky University, dana.sullivan@wku.edu

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Teaching at Branch Campuses: The Faculty Experience

ABSTRACT

There is limited research on the perceptions of faculty who teach branch campus students. Exploratory in nature, this qualitative study explored the branch campus teaching experiences of a particular subset of educators – those who teach in social work education programs. The paper will discuss social work faculty members' perspectives about the advantages and challenges of teaching branch campus students. Eighty-one social work educators from twenty-six states completed an online survey developed by the researchers. The survey included qualitative questions that explored both resident and non-resident faculty members' perceptions regarding the advantages and disadvantages of teaching branch campus students. The predominant themes that emerged from the data identified that connection to students and faculty recognition have a significant impact on faculty members' perceptions about the advantages and disadvantages of teaching branch campus students. Both faculty members who were resident and non-resident expressed satisfaction teaching an underserved student population that is motivated, diverse, and full of life experience.

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Surveying the Landscape: Contemporary Challenges in Adult Higher Education

Jenny McGill, Ph.D.

Regional Dean

Northern Indiana and Illinois at Indiana Wesleyan University, jenny.mcgill@indwes.edu

Mark Alexander, Ph.D.

Regional Dean

Online and Central Indiana, Indiana Wesleyan University, mark.alexander@indwes.edu

Bradley A. Grubb, Ed.D.

Regional Dean

Indiana Wesleyan University Indianapolis campuses, brad.grubb@indwes.edu

Terry Gunter, Ed.D.

Regional Dean

Northern Ohio at Indiana Wesleyan University, terry.gunter@indwes.edu

Cynthia Sizemore, Ed.D.

Regional Dean

Western Kentucky and Southern Indiana at Indiana Wesleyan University, cynthia.sizemore@indwes.edu

Jule L. Kind, MSLS

Director of Off Campus Libraries

Indiana Wesleyan University, Jule.kind@indwes.edu

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Surveying the Landscape: Contemporary Challenges in Adult Higher Education

ABSTRACT

Colleges and universities have seen the unprecedented growth and formation of non-traditional adult education programs in the twenty-first century. According to the National Center for Education Statistics (NCES, 2016), enrollment by students age 25 and older reached 8.2 million in 2014 and is projected to reach 9 million by 2020. With the percentage increase of adult students age 25 and over predicted to be greater than that of students age under 25, a survey of the landscape of adult higher education and its respective challenges is timely (NCES, 2017b).

In an overview of the current challenges in adult higher education, a team of branch administrators share their theoretical insights and practical experience. Various trends coloring the context of adult higher education will be discussed first, including globalization, the information society, technology, and generational differences. In addition to these current trends, specific educational challenges will be discussed, particular to non-traditional learners, cultural issues, and online instruction. Also to be discussed will be cultural issues specific to the classroom, the challenges adult students face, followed by the challenges present in online education such as students' expectations, preparation, and retention.

Keywords: adult education, adult learners, university enrollment, cultural issues in the classroom, higher education