

Literature Review of Adjunct Faculty

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Abstract: *Since the 1970s, higher education has become increasingly reliant upon adjunct faculty to fill gaps in class instruction, but institutions tend to offer adjuncts subpar professional support as compared to their full-time counterparts. To ensure students' academic success, it is vital that adjuncts are provided resources, points of engagement that enable adjunct instructors to build collegiality, and meaningful professional development opportunities. The purpose of this literature review was to evaluate connections of professional development to adjunct faculty. The focus became adjunct professional development, specifically mentoring. Mentoring is one effective way to narrow the divide between tenured and adjunct faculty. This study highlights points of consideration and implications for mentoring programs within higher education and makes recommendations to higher education administrators.*

Key Words: mentoring, adjuncts, professional development, adjunctification, higher education

The hiring of adjunct faculty in higher education has been on an upward trend since the 1970s. The role of the adjunct professor is continually expanding in education due to deflating budgets and the availability of numerous qualified applicants for few positions. In 1970, there were 369,000 full-time faculty and 104,000 part-time faculty employed in institutions across the U.S. By 2015, there were 807,032 full-time faculty and 743,983 part-time (National Center for Education Statistics, 2016). Currently, adjuncts represent half of the instruction in higher education (American Association of University Professors, 2017, p. 1) and teach 58% of U.S. community college classes (CCCSE, 2014). The report further stated adjunct faculty "...have become a fundamental feature of the economic model that sustains community college education" (p. 2). Adjuncts' impacts on institutions and the challenges of utilizing adjunct faculty are becoming regular topics at national conferences held by institutions like the American Association of Community Colleges, Northern Rocky Mountain Educational Research Association, American Educational Research Association, and Ruffalo Noel-Levitz (Eddy, 2005; McGee, 2002; Ran & Sanders, 2018; Spaniel & Scott, 2013).

Despite their growing numbers, adjuncts are frequently left out of institutional discussions about learning goals, course assignments, textbook selection, professional development, evaluation and feedback—experience institutions seek when hiring full-time tenure-track faculty members (Kezar, Scott, & Yang, 2018). Adjuncts are left with no support system, unless a college requires or implements one. Without knowing who the full-time counterparts are, it is hard to make connections, contribute to curricula continuity, or create a professional learning community.

To gain better insight into the characteristics of adjunct faculty teaching at U.S. community colleges, the Community College Faculty Survey of Student Engagement administered a survey to 71,451 full and part-time faculty from 2009 to 2013 (CCCSE, 2014). These quantitative results were added to data from 32 focus groups and revealed a detailed landscape of student engagement, including faculty's perceptions of students' experiences, teaching practices, and "...how connected students are to college faculty and staff, other students, and their studies—and institutional practice" (CCCSE, 2014, p. 2). The data revealed that part-time faculty were more likely to be new to teaching, with 37% having fewer than five years of experience in comparison to 13% of full-time faculty (CCCSE, 2014).

Responses from the survey and the focus groups added support to the premise of adjunct faculty needing comprehensive orientation programming, professional development, evaluation, and performance-based incentives (CCCSE, 2014). Data emphasized the key concept that, although the roles and concerns of part-time faculty may have varied across colleges and even within the same college, "...what really should and often does matter most to part-time faculty is the same: effective instruction and support for students. It is the institution's job to create the conditions that encourage and enable that work" (p. 3).

The increasing use of adjunct faculty has also impacted the future of the institutions and the system of higher education (Curtis & Jacobe, 2006; Ran & Sanders, 2018). Negative outcomes include lower college graduation rates (Ehrenberg & Zhang, 2005; Jacoby, 2006) and lower rates of transfers out of community colleges into universities (Eagan & Jaeger, 2009). Meanwhile, higher education funding has become increasingly dependent on graduation rates rather than enrollment rates (AACC, 2012), thus making low outcomes and transfer rates even more significant. Historically, many colleges received state funding based on how many full-time students were enrolled at the beginning of any given semester. This enrollment model provided incentives for colleges to enroll students and thus provide access to post-secondary education. However, this model did not necessarily provide incentives for institutions to help students successfully complete degree programs; whereas, newer performance-based funding models have pushed higher education toward efficiency and better outcomes in terms of college retention and completion (Lederman, 2011).

Calls for greater accountability in terms of increasing graduation rates and increasing economic efficiency among higher education institutions prompted scholars to examine non-traditional factors that might help to explain the retention riddle. Adjunct faculty and institutional ineffectiveness emerged as clear issues (Eagan & Jaeger, 2008; Juskiewicz, 2016; Ran & Sanders, 2018). Gordon (2003) stated, "A large proportion of the universally dissatisfied part-time faculty will likely have a pervasively negative impact on the quality of education throughout higher education" (p. 6). For example, of first-time college students who enrolled in a community college, only 38.1% earned a credential from a two- or four-year institution within six years (CCRC, 2017). Lack of community college student persistence was identified as a significant problem (Juskiewicz, 2016), which can be tied directly to the large numbers of adjuncts teaching classes (Eagan & Jaeger, 2008; Juskiewicz, 2016; U.S. House of Representatives, 2014). Eagan and Jaeger (2008) found that freshmen at universities who have many of their courses taught by adjuncts were less likely than other students to return as sophomores. The more classes students take from adjuncts, the lower their chances of graduation (Kezar, Maxey & Badke, 2014).

Conversely, in many cases, students performed higher when taking courses from full-time instructors (Juskiewicz, 2016). Full-time faculty often had professional development and other supports that their adjunct counterparts lacked, regardless of the institution being a university or

community college (Eney & Davidson, 2006; Gappa & Leslie, 1993; Jacoby, 2005). It is likely that student retention will continue to be negatively affected if adjuncts' working conditions do not change (CCCSE, 2014; Ran & Sanders, 2018). With more funding tied to retention and graduation rates, alienating adjuncts is an imprudent decision (AACC, 2012). The integrity and success of many institutions will depend on adjunct instructors, which means adjuncts must be given the respect and professional development they want and deserve (Juszkiewicz, 2016).

The current adjunct model also has serious human and moral costs: faculty members often live on poverty wages with no benefits, job security or career trajectory. *The Guardian* reported that, due to minimal earnings, a quarter of adjunct faculty were found to be enrolled in public assistance programs such as Medicaid (Gee, 2017). Gee (2017) went on to describe how adjuncts must resort to food banks and Goodwill. There is even a published cookbook for adjuncts that shows how to turn items like beef scraps, chicken bones and orange peel into meals. Some adjunct faculty are close to losing stable housing (Gee, 2017).

With the rising number of adjuncts, and the lack of support provided, "there is no stronger and more effective way to connect to and integrate into a department's life than to have adjunct faculty pair up with full-time faculty in a mentoring relationship" (Baron-Nixon, 2007, p. 55). In higher education, mentoring has not only been cited as a method for training and orientation of new full-time faculty, but also as a method to improve instruction and help faculty acquire professional skills (Mecham, 2006; Mullen & Forbes, 2000; Sorcinelli, 1995). Full-time and part-time faculty provide institutions with access to current knowledge, skills, and specialized expertise, while institutions supply faculty with access to a forum in which their ideas can be expressed.

LITERATURE REVIEW

Provided is a review of literature regarding adjuncts in higher education, along with a review of literature regarding mentoring programs specific to higher education. While conducting this research, mentoring programs for adjunct faculty emerged as a recommended professional development option for implementation by administrators in higher education. The following sections developed as common themes in the research: understanding adjunct faculty, including the background of adjunct faculty and the impacts of adjuncts; adjunct faculty development, and the need and benefits of mentoring adjuncts.

INFORMATION RETRIEVAL

In order to find sources, I reviewed existing literature over a seven-year period. I was able to collect resources and learn more about this topic. The information for this literature review was retrieved through a variety of sources including, but not limited to, books, journals, websites, and databases. I spoke with several professors and administrators about this topic. Most of these individuals were willing to share with me books and articles they thought I would find helpful on this topic.

To expand on what my professors and colleagues recommended, I utilized the University of Wyoming's library databases, primarily Academic Search Premier and ProQuest, to find published works as they related to my topic. One method I used frequently was to find the original articles and books that the above-mentioned works used on their reference pages. This helped to expand my total number of resources to review. This helped me identify the most significant and seminal resources. As this compilation of books and journals occurred over a seven-year period, it is difficult to say how many total articles and total books I reviewed on the topic. Suffice it to say

I have read over fifty published books and hundreds of peer-reviewed journal articles on this topic. My years of research led me to include articles from the American Association of Community Colleges, and articles from the following journals: *The Review of Higher Education*, *The Chronical of Higher Education*, *The Journal of Higher Education*, *New Directions for Higher Education*, *Innovative Higher Education*, *Community College Journal of Research and practice*, and *Journal of Faculty Development*, as well as published books on the topics of adjunct careers, learning on college campuses, contingent work in America, fostering professional development for faculty, a guide to faculty development, enhancing faculty effectiveness, and pedagogy for adjunct instructors. For a complete list of included books, journals, websites and databases, see my reference page.

UNDERSTANDING ADJUNCT FACULTY

This section reviews the existing research on adjunct faculty and is divided into two sections. The first seeks to provide a background of the contingent workforce. The second section reviews the impacts of adjuncts within higher education as expressed in the literature. To begin, it is important to understand the demographics surrounding adjunct faculty. Figure 1 demonstrates adjunct demographics in a recent publication by Yakoboski (2018) in a November issue *TIAA Institute: Trends and Issues*. To summarize Figure 1, approximately 70% of adjunct faculty are over 40; the average age is 50. A slight majority (52%) are female. Lastly, two-thirds of adjuncts are married or living with a partner.

BACKGROUND OF THE CONTINGENT WORKFORCE. In the twentieth century, colleges and universities recruited both temporary artists and political figures to diversify their academic offerings. These individuals were also employed to increase the prestige of an institution (Jacobs, 1998; Toutkoushian & Bellas, 2003; Tyndall, 2017; Wagoner, Metcalfe, & Olaore, 2005). Modern day adjunct faculty members are regularly hired to fill the void when colleges and universities choose to not fund full-time faculty positions (Eney & Davidson, 2006; Todd, 2004). Adjuncts who were experts in their field and accomplished instructors whose hands-on expertise in a genre made them an attractive addition to a school's faculty have largely been replaced by a younger population of instructors with advanced educational degrees seeking employment (Eney & Davidson, 2006; Todd, 2004; Zeigler & Reiff, 2006). Only with a more recent realization of the more permanent nature of the practice of adjuncts in higher education has there come any significant interest and therefore some research regarding adjuncts (Antony & Valadez, 2002; Gappa & Leslie, 1993; Kezar, Maxey, & Badke, 2014; Leslie, 1998; McGaughey, 1985; Street, Maisto, Merves, & Rhoades, 2012). Institutions found the practice of using adjuncts to be a quick and easy method of getting an instructor in a class while meeting budget restraints (Gappa & Leslie, 1993). No one gave much thought to long-term impacts or studied how adjunct use was trending (Gappa & Leslie, 1993). Adjunct faculty are on the front lines of educating U.S. undergraduates, yet are understudied in comparison to full-time tenured faculty and even compared to graduate teaching assistants (Tyndall, 2017). There has been a recent outcry for more research on adjunct faculty following a documentary (LaBree, 2017) and companion book by Debra Leigh Scott titled *Junct: The Trashing of Higher Ed. in America*. She perfectly sums up this trend and university marketization concerns.

Over the last 30 years, a slow and ruinous trend has turned our institutions of higher learning into degree mills, where students are called “clients” and faculty are hired as adjuncts. Students are being taught by dedicated but demeaned

professors who have no offices, who are hired semester-by-semester for wages lower than those of K-Mart workers. Students have little to no personal access to faculty beyond the classroom. They receive no ongoing mentoring or guidance; they get precious little of the support they have a right to expect from a faculty available full-time for meetings, professional advising or course content help. Their teachers must meet them in hallways, or in faculty lounges.... sometimes in the neighborhood coffee shop. Rather than face to face meetings, they are forced to resort to email exchange. Forget what you remember about the university experience of the past. This is the corporatized university, where the needs of the students and the value of the professors are minimized in the pursuit for a profit which benefits neither. (LaBree, 2017)

Figure 1.
Demographics of Adjunct Faculty

70% of adjunct faculty are over age 40.

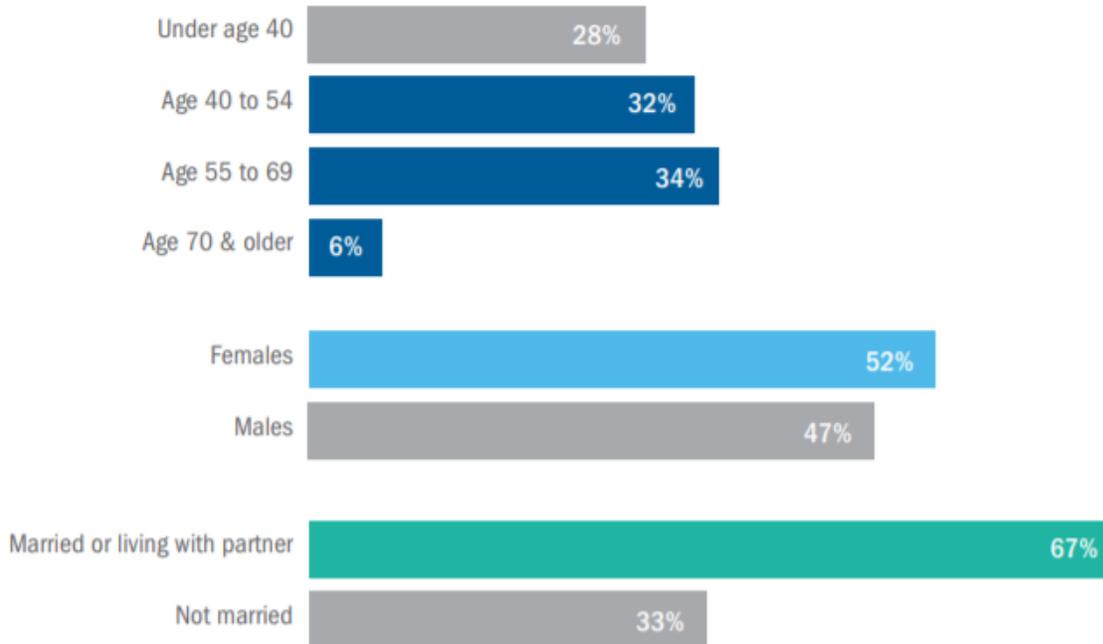


Figure 1 from Yakoboski (2018).

Scotts’ documentary (LaBree, 2017) also touches on another factor that has contributed to the use of adjuncts: academic capitalism that begins in labor economics (Slaughter & Rhoades, 2004). Slaughter and Leslie (1997) defined ‘academic capitalism’ as “institutional and professorial market or market-like efforts to secure external monies” (p. 8). Much of the literature surrounding academic capitalism implies that a change toward market-like behaviors was inevitable in higher education (Askehave, 2007; Slaughter & Rhoades, 2004). Slaughter and Rhodes (2004) specifically highlighted a shift towards research with practical applications rather than theoretical research. Furthermore, they saw an increase in faculty backing research that is more likely to achieve outside funding rather than on teaching and service opportunities. What is more interesting

is how graduate students are now being trained to embrace academic capitalism to the point of directing their future research agendas toward marketable topics (Slaughter & Rhoades, 2004).

As higher education continues moving toward academic capitalism, there is an increase in the immersion of higher education in the free market (Slaughter & Rhoades, 2004). Higher education and the corporate world have begun to display many parallels, as evidenced by hiring practices. Slaughter and Rhoades (2004) outlined a move away from large numbers of full-time employees to a smaller workforce of highly trained individuals and a growing number of part-time employees (i.e. adjunct faculty in higher education). In today's lean era and with higher education institutions' priorities shifting, it is no surprise that schools have often chosen to balance their budgets on the backs of adjuncts and use them more for instruction than ever before.

As institutions and researchers seek to understand who the typical adjunct instructor is, it must be noted that the profile can only be derived from a patchwork of sources. While some data specific to community college adjuncts are known, most data were comprised of adjuncts combined with part-time instructors from all levels of higher education. Several attempts have been made to develop categories or labels of adjunct faculty. The first and most-often cited attempt was developed by Howard Tuckman in 1978. He studied 3,763 adjunct faculty from all levels of higher education. In his study, 52.6% of faculty who taught at community and junior colleges were adjunct faculty. This study differentiated seven mutually exclusive categories of adjunct faculty.

With Tuckman's study in mind, Gappa and Leslie developed a second set of categories of adjuncts in 1993, again encompassing those employed in all areas of higher education. Gappa and Leslie's (1993) book, *The Invisible Faculty*, focused on the experiences of adjunct faculty across 18 geographically-dispersed universities in the United States. A major finding that emerged from their study was a category of *employment profiles* for adjunct faculty. The employment profiles were based heavily on the motivations of the faculty members to serve in contingent faculty roles.

Yakoboski (2018), a Senior Economist for *TIAA Institute* is the most recent attempt to collect information on adjunct faculty. Yakoboski's report examines adjunct faculty in relation to their demographics, employment experience, career satisfaction, and position preferences. This data is based on results from the 2018 Adjunct Faculty Survey.

Part-time nontenure-track faculty comprise close to one-half of the academic work force in U.S. higher education, and two-thirds of these are adjunct faculty. Thus, approximately one-third of the academic work force is comprised of adjuncts. A master's is the highest degree attained by 56% of adjuncts; one-third have earned a doctorate degree. Approximately one-half teach one or two courses at a single college or university, while about 20% teach three or more classes at two or more institutions. Adjunct faculty are paid an average of \$3,000 per course, but almost 60% receive less than this amount on average. At the same time, 60% of adjuncts are in households with an income of \$50,000 or more. Clearly, the majority of adjuncts are in households where adjunct earnings are not the primary source of household income. Adjunct household income is highly correlated with marital status. Two-thirds of adjuncts are married or living with a partner; 77% of these have household income of \$50,000 or more. In contrast, 65% of single adjuncts report household income of less than \$50,000. Two-thirds of adjunct faculty report being satisfied overall with their academic career; 23% are very satisfied and 43% satisfied. At the other end of the spectrum, 16% of adjuncts are dissatisfied with their academic career. Career satisfaction appears correlated with household income but not with average pay per course. Satisfaction also appears linked with

adjunct age and highest degree attained. Those under age 40 are more likely to be dissatisfied with their academic career, as are those with a doctorate degree. One-half of adjunct faculty would prefer a tenure-track position. About 10% would prefer a full-time nontenure-track position, while one-quarter prefer an adjunct position. In addition, more than 80% of those preferring a tenure-track position would likely accept a full-time nontenure-track position if available. Not surprisingly, preferred position type is strongly correlated with career satisfaction (Yakoboski, 2018).

IMPACTS OF UTILIZING ADJUNCT FACULTY. Much of the research regarding adjuncts focused on the negative educational outcomes associated with their increasing representation in institutions of higher education. Many of the studies in this field consistently noted a discrepancy between the classroom impact of full-time and adjunct faculty, recognizing that the phenomenon is complex and can be understood in other ways than simply a measure of effectiveness (Eagan & Jaeger, 2009; Jacobs, 1998; Jacoby, 2006; Leslie, 1998; Toutkoushian, & Bellas, 2003). Jacoby (2006) evaluated data from The National Center of Educational Statistics (NCES) assembled from 1,209 public two-year colleges in all 50 states, Washington DC, and Puerto Rico in 2001 and found “that increases in the ratio of adjunct faculty at community colleges have a highly significant and negative impact upon graduation rates” (p. 1092). Related findings from Jacoby (2006), Lei (2007), and Ran & Sanders (2018) determined that adjuncts exhibit reduced classroom effectiveness, lack of curricular cohesion, and weak advising. On the other hand, little evidence exists regarding the effects of faculty tenure track status on student learning (Figlio, Schapiro, & Soter, 2013). The most recent attempt was by Franke (as cited in Supiano, 2018), who compiled national data from three sources to investigate the association between the characteristics of four-year colleges’ professoriates and the outcomes of students who initially majored in STEM fields. For every 1% increase in the share of faculty members who work full-time and off the tenure track, students’ chances of graduation drop 1.75%. If a college’s professors predominantly work off the tenure track, students are 1.5 percent more likely to change out of a STEM major. These findings were not causal but do suggest “who’s teaching matters, and tenure seems to matter as well,” (as cited in Supiano, 2018, para 12).

Another factor to consider is that many adjunct instructors predominantly teach developmental or remedial courses (Jacoby, 2005; Smith, 2016). In this model, the students needing the most attention are taught by instructors with the least amount of support, institutional culture, and professional development. Ran and Sanders (2018) studied administrative data from six community colleges alongside a detailed faculty survey and found that students are negatively impacted when they take introduction courses with adjuncts. Ran and Sanders provide some evidence that adjuncts grade more leniently, which could make reaching the next course in a sequence difficult if they are under prepared. Some studies suggested that adjunct instructors under-prepare their students for college-level courses (Eney & Davidson, 2006; Gappa & Leslie, 1993; Jacoby, 2005). The reasons for this are diverse: adjuncts’ lack of specific pedagogical preparation, their external responsibilities independent of the classroom, the lack of a clearly defined support system, and/or the need to avoid student complaints to ensure their continued employment or subsequent consideration for a full-time appointment (Eney & Davidson, 2006; Gappa & Leslie, 1993; Jacoby, 2005; Smith, 2016).

As if those lack of resources are not enough of a setback, developmental and remedial courses are often assigned with an insufficient explanation of their importance or priority in the

placement of higher education, so adjuncts begin teaching them with little awareness of either the proper methodology or the importance of mastering successful strategies to engage the at-risk student population (Smith, 2016). A further concern was that there is no standard to which adjunct instructors are held when teaching the growing number of developmental students. The need to “train, serve, and evaluate these instructors” is significant (Eney & Davidson, 2006, p. 2).

Given the often non-traditional avenues of admission and the inconsistent enrollment patterns of community college students, community colleges are especially affected by the substantial employment of adjunct faculty (Wallin, 2004). Without the use of adjunct faculty, most community colleges could not meet the students’ demands for courses, as these needs can fluctuate in any given term (Wallin, 2004). Wallin additionally noted that community colleges should make it a priority to “cultivate and support the substantial number of adjuncts who are essential to the operation of the institution and the teaching of students” (p. 373). Both Jacoby (2006) and Lei (2007) found that adjunct faculty seek to satisfy the multi-faceted requirements of their teaching assignments with considerably fewer resources and no professional development opportunities at hand. Many educators believed community college learning could be markedly enriched by adjunct faculty members *if* they were effectively prepared to teach (Antony & Valadez, 2002; Leslie, 1998; McGaughey, 1985; Smith, 2016; Street, et al., 2012).

ADJUNCT FACULTY DEVELOPMENT

For many adjuncts, the first semester of teaching produces a sense of loneliness and isolation (Arden, 1995; Baker, 2014). Very few adjuncts receive any type of orientation to their teaching assignment and little, if any, supervision during the semester. They soon learn that they can teach the course as they wish. The infrequency of contact with either full-time faculty, or even other adjuncts, contributes to low morale (Arden, 1995), as well as higher turnover and the likelihood that the college will need to recruit another adjunct to cover the assignment the following term (Baker, 2014; Wallin, 2004). Furthermore, adjunct faculty are rarely provided with the support they need to provide quality instruction (Kezar & Sam, 2010; Leslie, 1998; Tyndall, 2017). The literature demonstrated that full-time faculty are given professional development opportunities, whereas adjuncts are typically excluded from these same opportunities (Eddy, 2005; Kezar, Maxey & Badke, 2014; Mazurek, 2011; Smith & Wright, 2000; Spaniel & Scott, 2013). To provide instructional training to adjunct faculty, who may not have prior teaching experience, institutions had historically provided an orientation in the form of a new faculty seminar and in-service workshops delivered at regular adjunct faculty meetings (American Association of University Professors, 2003).

PROFESSIONAL DEVELOPMENT. Institutions and administrators need to provide resources, support, recognition, and professional development opportunities to their adjunct faculty to reduce turnover and ensure academic success (Wallin, 2004, 2005; Ziegler & Reiff, 2006). Boylan and Saxon (2012) found that “providing training to adjunct faculty teaching developmental courses is probably one of the most cost-effective investments community college administrators can make” (p. 45). In 2014, the House of Representatives published survey results outlining all known major problems surrounding adjunct faculty. The House Committee on Education and the Workforce Democrats began the survey in November of 2013 by inviting adjunct faculty around the country to comment through email on their working conditions, how those conditions affect their ability to earn a living and have a successful career, and how those conditions may affect students and their attainment of educational goals. They received 845 responses from 41 of 50 states. Adjuncts

experience ranged from one semester to more than thirty years and reflected private and public two- and four-year institutions. They found that adjuncts face systemic obstacles to career growth (U.S. House of Representatives, 2014). This is due to the fact that adjunct faculty teach so many classes to piece together a living, they have little time to research and publish. Unlike other types of faculty, adjuncts are not provided funding to attend conferences, but this is where faculty recruiting often occurs. Some adjuncts reported that on top of the many hours they spend teaching at multiple locations, they also published, attended conferences, and pursued professional development on their own dime—all with an eye to one day landing a coveted full-time job. The U.S. House of Representatives (2014) stated that adjuncts experience wide-ranging gaps in the support they need to perform their teaching jobs well (p. 23). A whopping 89% of adjuncts in this survey stated they received no professional support whatsoever (U.S. House of Representatives, 2014, p. 24).

Kezar, Scott, and Yang (2018) have rallied a discussion of adjunct faculty in higher education in a recent article from *Inside Higher Education*. Kezar, Scott, and Yang (2018) conducted a survey from key stakeholders across higher education including boards, policy makers, administrators at all levels, faculty members of all types, disciplinary societies and unions to examine their views about the future of the faculty. They cautioned that faculty roles in higher education need to be re-evaluated and that adjunct faculty need to have more supports provided. When speaking of the adjunct role, they said that “with the growing visibility of struggling adjunct faculty and the clear links between their struggle and the very structure of their roles, the academy can no longer ignore this essential work” (Kezar, Scott, & Yang, 2018, para. 5).

A CALL FOR MENTORING

The responsibility of properly preparing adjuncts for teaching is a common subject in much of the research (Antony & Valadez, 2002; Juskiewicz, 2016; Leslie, 1998; Lyons, 2005; McGaughey, 1985; Street et al., 2012; Ziegler & Reiff, 2006). Mentoring is a form of support that could be offered to adjuncts to help alleviate problems with classroom effectiveness or any other less desirable impacts of utilizing adjuncts (Kreitner & Kinicki, 2004; Mathews, 2003; Poteat, Shockley, & Allen, 2009; Van Emmerik, 2004; Weaver & Chelladurai, 2002). Mentoring relationships have been associated with positive work outcomes such as engagement, satisfaction, and organizational commitment, among others (Kreitner & Kinicki, 2004; Luna & Cullen, 1995; Mathews, 2003; Poteat et al., 2009; Van Emmerik, 2004; Weaver & Chelladurai, 2002).

Wallin (2004) noted how all faculties and in turn, all students, benefit from professional development experiences that provide the tools for success in the community college teaching environment. Peer mentoring of faculty can be one strategy employed by institutions to improve instruction (Diegel, 2013; Luna & Cullen, 1995). As much of the referenced literature suggested, developing adjunct faculty in a formal manner better serves the students who attend the institution (Darwin & Palmer, 2009; Fulton, 2000; Smith, 2007; Ziegler & Reiff, 2006).

Diegel (2013) explored the benefits of mentoring and professional development, as well as how both adjunct faculty and department chairs perceived support, mentoring, and professional development opportunities for adjunct faculty in a phenomenological study at a single large community college. Unlike many previous studies of adjunct faculty, participants identified resources and practices that promoted their professional development. Data were collected from interviews with 15 adjunct instructors, three division chairs, and a follow-up focus group with adjunct faculty. Based on the results of the study, department chairs and assigned mentors served as significant sources of support for adjunct faculty. In addition, adjunct faculty were able to utilize

the *Faculty Center for Teaching Excellence*, a resource that offered professional development guidance and support for building instructional skills. Adjunct faculty in this study expressed an appreciation for professional development opportunities provided by the Faculty Center that promoted improved teaching skills and "...made them feel important" (p. 605). Regular communication with department chairs and mentoring relationships were also identified as ways adjunct faculty experienced increased connection and building of instructional skills. Mentoring of faculty members in higher education has also been identified as a significant mechanism for helping them to obtain tenure and promotion and to develop a sense of support and belonging, and thus remain at their institutions (Baldwin, & Wawrzynski, 2011; Chesler & Chesler, 2002; Mathews, 2003).

Raymond and Kannan (2014) found that formal mentoring programs had a positive effect on protégé outcomes, including adjustment to organizational culture, self-esteem, self-confidence, teaching performance, research performance and personal well-being. Where mentoring exists, the culture of the institution becomes focused on seeking and giving feedback and guidance and it becomes routine to discuss ideas and problem solve with colleagues (Sands, Parson, & Duane, 1991, p. 180). Socialization to the institution is critical to the faculty member's success (Boice, 1992), as new faculty may experience doubt about their chances for success. Mentoring is not only a tool for organizational socialization—mentoring also builds collegiality, establishes basic teaching skills, and encourages scholarly productivity (Boice, 1992; Mecham, 2006; Sorcinelli, 1994).

MENTOR STUDIES. Within this section is an overview of mentoring program studies that have been conducted with adjunct faculty. Thirty years ago, St. Clair (1994) noted a lack of research on mentoring adjunct faculty, and the problem persists today (Darwin & Palmer, 2009; Denard et al., 2015; Sands et al., 1991; Tyndall, 2017). Mazurek (2011) argued that the American higher education system has failed to live up to its professed values and referred to academic faculty as "paraprofessional academics who are part of the new academic working-class" (p. 151). One of the few studies focusing on mentoring and adjunct faculty was conducted in 2002. Grant and Keim (2002) administered a survey to a random sample of 300 two-year colleges provided by the American Association of Community Colleges (AACC). The survey was intended to assess faculty development programs in terms of content, coordination, participation, funding, and evaluation. Of the 272 surveys returned, Grant and Keim found that 90% of the participating colleges had a formal faculty development program that worked to ensure that the quality of adjunct instruction was comparable to full-time faculty instruction.

Ziegler and Reiff (2006) studied the Adjunct Mentoring Program (AMP) developed by Lesley University in Cambridge, Massachusetts. AMP is a multi-step program utilizing program directors and core faculty, as well as both experienced and newly hired adjunct faculty. Ziegler and Reiff (2006) reported that the program prioritizes the importance of preparing mentors for a complex role that involves building trust between mentor and mentee, establishing effective communication skills, drawing on the knowledge and expertise of the adjuncts to strengthen Lesley's course offerings, and navigating the challenges of supervision and evaluation. Over time, this investment in adjunct faculty improved the morale of the adjunct instructors and served the institution in a beneficial manner.

Grant and Keim (2002) concluded that community colleges are making efforts to integrate professional, personal, curricular, and organizational goals into their faculty development program practices for both full-time and adjunct faculty. Some institutions have formalized their mentoring

efforts by matching new full-time faculty with other tenure-track faculty. Grant and Keim (2002) pointed out that if community colleges are to recruit and retain quality instructors, “a formal, comprehensive development program to orient, renew, and develop all faculty” (p. 805) is essential to the success of both institutional missions and the faculty’s goals. Offering support to adjunct faculty is vital to the success of community colleges and the students they serve (Kaufman 2005; Wallin 2004).

In an effort to address concerns about teaching quality, the Association of American Colleges and Universities is collaborating with The Delphi Project, which addresses the challenges of a changing faculty in relation to student learning and student success. The partnership, which began with a modified Delphi study approach, began to better understand the impact of teaching and learning when utilizing adjuncts. Kezar is one of the main researchers of The Delphi Project. This study has collected extensive amounts of data on contingent faculty and adjuncts nationwide, something that has previously been as centralized. Their goal is to find out what effects are taking place on college campuses that hire so many part-time teachers. This project has taken a focus to persuade administrators to implement efforts that support adjunct faculty. These efforts can range from hiring practices and increased wages to adjunct orientation, support and clear articulation of expectations, syllabus templates, etc.

FUTURE RECOMMENDATIONS FOR ADMINISTRATORS IN HIGHER EDUCATION

This literature review focused on the plight of adjunct instructors by highlighting publications specifically addressing adjunct faculty within higher education. Adjunct faculty do similar if not identical work as full-time faculty, while having earned equivalent credentials. Adjuncts are responsible for planning courses, writing and giving lectures, to meet and converse with students and grade student work. The recommendation to administrators within higher education is to initiate and begin implementation of professional development programs that includes adjunct faculty. All research studies produce findings, but they also have limitations. At this time, there is no one recommendation on what this professional development program should and could encapsulate. This literature review can serve as a guide, as it demonstrates the collected studies on adjunct faculty within higher education.

A few points can be illustrated to help guide administrators. First is to be sure adjuncts are engaged and feel a part of the institution. Get to know your adjuncts and make them visible in departments on campus, i.e. list them on your websites. Second is to provide a fair compensation to adjunct faculty. Part of the budgetary setup to utilize adjuncts is the reduced pay they receive, mainly due to a lack of benefits. Think of ways to provide benefits that are almost cost neutral. These could include things like attending sporting events or plays on campus for free, using the campus gym for free, or even being able to apply for travel funds extended to full-time faculty that are not utilized in an academic year. Lastly is to reward adjuncts that are continually rated well and meet or exceed all expectations. This could be through teaching a higher-level course in the department, an award, a public kudos, etc. These recommendations and paper as a whole, should serve as a launching point to administrators in higher education with points of consideration as they design their own professional development programs. Mentoring, as demonstrated in this literature review, does come highly recommended for adjuncts faculty to help meet the above guidelines. Perhaps the one undeniable conclusion to be drawn is that adjunct faculty roles are complicated and that adjuncts need the support of the institution.

CONCLUSION

The literature repeatedly recognized that adjunct faculty should be hired, trained, and compensated fairly (Gappa & Leslie, 1993; Jacobs, 1998; Levin, 2001; Wagoner, 2005), though there is still a disparity between this and actual practice. The literature supported giving adjuncts professional development opportunities (such as mentoring), participation in faculty governance, and a voice in the decision-making processes of the institution. Improving the services and offerings that institutions provide to their adjunct faculty enhances the skills and methodologies that the instructors subsequently bring to their classrooms, which in turn will enhance student success (Wallin, 2004, 2005). This paper represents my intent to offer a means to understand human events or experiences of adjunct faculty (Creswell, 1994). Adjuncts can go through their own transformation and learning to become better, through mentoring. A whole new world opens for them with the help of professional development.

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