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**ATINER's Conference Paper Series**  
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**Transforming Industry Professionals into Effective  
Defined Term and Adjunct Faculty**

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An Introduction to  
ATINER's Conference Paper Series

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**Transforming Industry Professionals into Effective Defined Term and Adjunct Faculty**

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**Abstract**

Business Schools are increasing the number of defined term and adjunct faculty due to the demands of increasing student populations and the realities of budgetary/hiring constraints. There are many factors driving the trend of filling vacancies with non-tenure track appointments, including economic and budgetary considerations. There is also a trend (especially in the more technical fields) to hire adjunct and non-tenure track full-time clinical faculty to teach these courses. Taken together, these trends are resulting in the appointment of non-tenure track faculty at an increasingly faster rate than seen in the previous decades. This necessitates that the academy needs to develop translational programs to assist new non-tenure track faculty as they move from industry to faculty roles. The economic downturn has also impacted the demographics of student populations in the public and private universities in the U.S. Those students who could minimally afford attending a private university prior to the economic downturn, are now finding that they cannot afford private university tuition and are turning to the public universities to complete their degrees, increasing the student population in the public university systems. In addition, unemployment due to the economy has resulted in laid off employees seeking additional education to make themselves more marketable. This increase in student population along with changes in hiring practices will lead to larger class sizes and additional course loads, resulting in more full-time tenured faculty choosing to retire. Based on all the factors cited above, it appears that for the foreseeable future the student population in the public universities will increase, while at the same time the current population of tenure-track professors will decline. Therefore, public university systems globally will have to increase the number of non-tenure track appointments to teach a larger number of course sections needed to accommodate the current and future population of students. Many higher education institutions do not have a formal program to assist new non-tenure track faculty into the world of academia. This paper proposes a process designed to orient those new faculty into their new profession of teaching. In addition, a continuous improvement process will also be introduced that is designed to measure new faculty performance and will outline the resources needed for these new faculty members to succeed. The program's objectives are designed to successfully translate these new non-tenure track defined term faculty into the academy, as well as maximize the university's return on investment.

## **Introduction**

### *The Motivation for Transforming Industry Executives*

Over the next few years, there will be a significant increase in the number of defined term and adjunct faculty being utilized by accredited institutions of higher learning in many countries due to the demands of increased student populations and the realities of budgetary and hiring constraints (Gorden 2012). There are many factors driving this trend, but the primary cause can be attributed to the downturn of these country's economies beginning in 2008.

This economic downturn has driven the unemployment rate to record highs resulting in many of the unemployed to look to further their education by earning an Associate, Bachelor, or a Master Degree as the means to secure a better job or pursue a new career (Westervelt 2016) (Hoxby 2014).

The economy has also impacted the demographics of student populations in the public and private universities. Those students that could minimally afford attending a private university prior to the economic downturn are now finding that they cannot afford private university tuition given their current personal and family financial situation. These students are turning to the public universities to complete their degrees, significantly increasing the application rate in the public university systems (Smith 2009).

### *The Economic Impact in the United States*

Many U.S. states have been significantly impacted by the economy due to decreased tax revenue that is driving record deficits (Gorden, 2012). They have reacted by cutting budgets in all areas of state government, including education. These budget cuts have impacted public universities by reducing operating budgets, imposing hiring freezes for new tenure track professors, as well as implementing salary reductions and forced unpaid furlough days.

The economy is also causing a shift in workforce demographics. In 2016, the "Baby Boomers", people born between 1946 and 1964, accounted for about 25% of the U.S. population, or approximately 74 million people (U.S. Census Bureau 2015). This age group is just beginning to reach retirement age. Recent surveys have indicated that 32% of the first batch of "Baby Boomers", ages 55-64, said they are pushing back retirement due to economic circumstances (Met Life 2009). Many of these workers do not want to remain in their current profession, and many have indicated that they would like to pursue a new career in education.

Data from research by the American Federation of Teachers (AFT) show that in 2005, over 54% of full-time faculty members in the U.S. were over the age of 50, while in 1969 the figure was only 22.5% (American Federation of Teachers, 2010). This trend is continuing today, leading to the conclusion that there will be a significant number of full-time faculty in U.S. universities retiring over the next few years.

*The Economic Impact in Europe*

The economic downturn has also impacted the amount of public funding to universities in Europe. In a New York Times Article, Katrien Maes, chief policy officer of the League of European Research Universities (LERU), said that in many ways the situation in Europe (The increased percentage of adjunct or fixed term faculty) parallels that in the United States (Delany 2013). The European University Association (EUA), in a survey titled *Impact of the Economic Crisis on European Universities*, reported that “The economic crisis has left few higher education systems unaffected. The survey focused in particular on the impact of the economic crisis on universities’ public funding, which on average represents close to 75% of European universities’ financial structures. While many of these institutions experienced funding cuts early into the economic downturn, the survey reports that “most countries still report being faced with funding uncertainty and expect further, and possibly even deeper funding cuts to come in the forthcoming months and years.” It further stated that, “cuts are likely to have a significant restructuring effect on higher education systems around Europe” (European University Association (EUA), 2011). Some of the most severe cuts in funding is documented in an article by Jack Grove: Spain-15%; Ireland-35%; Hungary-46%; Greece-54%; and United Kingdom-35% (Grove 2014).

*The Economic Impact in Australia*

In Australia, a survey by a group of 8 leading universities reported that “Over recent years the (hiring) trend has increasingly been to part time and casual employment, often dependent on the availability of external funding” (Grove 2014).

*Impact on Institutions of Higher Learning*

Based on all the factors cited above, it appears that for the next few years at the least, and more than likely beyond that, the student population in the publicly funded universities will increase, while the current population of full-time professors will decline. At the same time, the public university budgets will be lower and the ability to hire new tenure track professors will be reduced or frozen. This leads inexorably to the conclusion that universities in many countries that receive public funding will have to increase the number of defined term and adjunct faculty to teach the increased number of course sections needed to accommodate an increased population of students.

In order for the new defined term and adjunct faculty to be successful, universities need to implement a comprehensive program to orient and introduce these faculty members to their new profession of teaching, to the educational institution, to the course material they will be teaching, and to the academic community of students and faculty.

Since many universities do not have a formal program to assimilate defined term and new adjunct faculty into the university (Michael R. Jolley, 2013) (W. James Jacob, 2015), their ad hoc processes of integrating new defined term and adjunct

faculty members involves a significant amount of time and resources of its faculty and staff without a consistent methodology to evaluate the results of the process or to insure there is a plan in place to maximize the university's return on investment made in each new adjunct faculty member.

From a terminology perspective, we found that in the U.S. part time faculty are referred to as Defined Term or Adjunct faculty, and in Europe Defined Term is often referred to as Fixed Term faculty. Throughout this paper, we will use these terms interchangeably.

## **Program Overview**

This paper outlines a "New Defined Term and Adjunct Faculty Program" designed to introduce and integrate new defined term and adjunct faculty members into university life. The program is structured into two parts and is designed to be more than an orientation program conducted at the beginning of a semester, but a comprehensive ongoing program that provides new adjunct faculty members with:

- a support structure and tools they will need to be successful;
- financial support needed to maintain their faculty qualification;
- a continuous review process whereby the university will evaluate their performance and propose improvements.

Part one of the program is organized around a one-year formal integration and training plan designed to:

- orient the new adjunct into the academic world of the university;
- inform the new faculty members as to what faculty and student support structures are available within the university;
- begin the process of educating the new adjunct with the knowledge and skills to be effective in the classroom;
- develop a plan to maintain their qualification;
- Provide a focal point for counseling, and for addressing academic/student issues.

Part two of the program is organized around an adjunct performance improvement plan that defines the ongoing training and evaluation process designed to:

- provide an ongoing focal point for counseling, and for addressing academic & student issues;
- improve the adjunct's teaching skills and presentation techniques;
- monitor the execution of the adjunct's qualification maintenance plan;
- evaluate the adjunct's performance against defined expectations.

Subsequent sections of this paper will outline in detail the “New Defined Term and Adjunct Faculty Program”, and will outline the structure of the program components into the following topical areas:

- Integration & Training Plan
- Adjunct Performance Improvement Plan
- Tools & Course Materials
- Support Structure
- Cultural & Organizational Assimilation
- Evaluation & Feedback
- Program Implementation Planning

This paper presents a comprehensive “New Defined Term and Adjunct Faculty Program” that addresses all the components necessary to successfully integrate new defined term and adjunct faculty into the university. Because of the comprehensive nature of the program, it may not be feasible to implement every component of the program at one time due to resource and/or budgetary constraints.

An alternative, is a phased implementation based on a prioritization of which program components are most important to address immediately, and which components can be added later. These alternative approaches will be further developed in the *Program Implementation Planning* section of this paper.

### **Integration & Training Plan**

The first component of the “New Defined Term and Adjunct Faculty Program” consists of a comprehensive one-year integration and training plan for all new adjunct’s entering the teaching profession. There are two key components to this plan, an adjunct orientation program and a first-year training and assimilation plan.

### **The Orientation Program**

The orientation program involves conducting an on-campus orientation event with an agenda that provides the new adjuncts with an overview of the university and its faculty support services, initial training in the university’s technology systems, and an introduction to classroom skills and techniques. This section outlines a comprehensive set of tasks and activities to be conducted as part of the new faculty member’s orientation to the university. In the *Program Implementation Planning* section of the paper, a number of proposed alternative approaches will be presented as to whether the faculty orientation is conducted in a single day, two half days, or multiple evening events, and includes a proposed agenda with a specific set of topics to be covered.

Since there are significant differences between the way commercial businesses are organized and academic institutions are structured, new faculty coming from the

executive suite need to be oriented to the academic environment that they are entering. They need to understand that their customer is the student, and that an academic institution is organized differently than industry to specifically service these customers (H. Morelli 2019).

The first activity of the first-year orientation program is the “Defined Term and Adjunct Faculty Orientation Event” which will include both general assembly and breakout sessions that have an agenda consisting of the following topics including:

- a welcoming address;
- an overview of the university organization;
- expectations and demands of adjunct faculty;
- instructor support services;
- student support services;
- basic technology training in using the course management software;
- individual academic departmental expectations and requirements;
- Integration with full-time business school faculty & staff personnel.

Depending on the size of the university, a “Defined Term and Adjunct Faculty Orientation Event” could be conducted as a single event, or as an event in each of the schools within the university. If there is only one university-wide event, it should be moderated by the Provost with an opening welcome message by the university President. The Dean of each of the university’s schools could also be present. If there are multiple events, one in each of the schools, each event should be moderated by the sponsoring school’s Dean and open with a welcome address by either the President or Provost.

The theme of the opening address should be the importance of defined term and adjunct faculty in fulfilling the instructional needs of the university. This recognition can be exemplified by the inclusion and participation of the defined term and adjunct faculty members in the university or school’s Faculty Senate, as well as the implementation of this “Defined Term and Adjunct Faculty Orientation Event”. The Dean of the sponsoring school should provide a high-level overview of the program, highlighting the support structure and tools that the university provides to its faculty members. The opening address should conclude with an introduction of the key members of the Dean’s staff including academic department heads and staff followed by an overview of the agenda for the remainder of that day’s or evening’s event.

The next topic to be presented is an overview of the organizational structure of the university by an appropriate member of the senior administrative staff. It should include a summary of the key departments of the university with which a new adjunct may have to interact, as well as the roles and responsibilities of each.

The next agenda item should be a description of the scope of work and performance expectations of the school for its defined term and adjunct faculty members. This overview should be delivered by an appropriate member of the Dean’s staff, specifically one responsible for academic or student affairs. This topic should also include an outline of the academic, administrative and technical support services available to the new adjuncts to fulfill their responsibilities and



successfully deliver against the School's expectations.

In addition to the faculty support services, an overview of the student support services that are available within the university should also be reviewed. This will provide the new faculty members with the information necessary to adequately direct their students to the appropriate areas where they can obtain assistance to resolve issues that a new faculty member may not feel qualified or equipped to resolve.

The next agenda item in the "Defined Term and Adjunct Faculty Orientation Event" is a technology "Boot Camp" devoted to providing new faculty members with an overview of the course management software tools used by the university, such as Blackboard Vista, to include a presentation of its key features and functions relating to course organization & management, creation of exams & assignments, and tools for grading. This "Boot Camp" should also include the basics of using the university's email systems, as well as how to access the university's *ITHelp Desk* to answer technology questions and resolve technology problems. It should also include a discussion of the technical skills expected of the students, and what specific technology support is available to students. This overview should be presented by a senior support individual from the university's Instructional Design and Technology Resource Center or Information Technology Academic Support Group.

While each of the previous orientation program components is structured in a general assembly format, with all faculty members attending, the next agenda item in the orientation program is structured into academic department specific breakout sessions, with the new faculty members attending their individual departmental breakout session. Each of the departmental breakout sessions should be facilitated by the chair of that particular department and supported by full-time faculty members within that department.

Each departmental breakout session should be conducted in a representative classroom used by that department. The topics of the breakout sessions should include course administrative requirements such as the development of syllabi and course outlines, the process and schedule for submission of grades, and dealing with academic and disciplinary issues.

A brief overview of the classroom technology should be reviewed to include the instructor's console, A/V equipment, video projector, projection screens, etc. The new faculty members should be encouraged to ask questions about the courses to be taught, including the use of textbooks, assignments, tests, grading, classroom operation and technologies.

The final topic in the breakout sessions should consist of an overview of the defined term and adjunct faculty "Continuous Improvement Program" to include training activities that the adjunct can expect as part of the new faculty first-year training and assimilation plan, as well as the performance review process itself. The "Continuous Improvement Program" will be discussed in detail in the Continuous Improvement/Review Process section of this paper.

The final item on of the formal "Defined Term and Adjunct Faculty Orientation Event" agenda is the closing comments by the university President or Deans of the sponsoring schools.

After the closing of the formal event, it is recommended that the university/school host a “Meet and Greet” reception where the new adjuncts can meet the Present, Provost, Deans, the academic department heads, the full-time faculty in attendance, as well as any other university administrative and support personnel who participated in the orientation program. This should be in a more informal setting. With the primary objective of further fostering the assimilation of the new adjuncts into the university community.

### **First-Year Training and Assimilation Plan**

A key component of the process of training new adjunct faculty and integrating them into the academic community is the first-year training and assimilation plan designed to:

- begin assimilating the new adjuncts into their respective departments;
- initiate the process of educating the new adjunct with the knowledge and skills to be effective in the classroom;
- develop a plan to maintain the adjuncts professional/academic qualification status;
- provide a focal point for counseling, and for addressing academic/student issues.

The activities associated with the new first-year adjunct faculty training and assimilation plan are directed by the department chairs and supported by the full-time faculty within each department. The key activities of the plan should be conducted during monthly meetings with the individual adjuncts led by the department chair or their designee that are designed to continue the training of the new faculty member that was begun in the “Defined Term and Adjunct Faculty Orientation Event”, and should include such topics as:

- departmental administrative requirements;
- class organization and teaching techniques;
- curriculum requirements and grading;
- dealing with academic and disciplinary issues;
- the development of the adjunct’s faculty sufficiency qualifications plan;
- discussing expectations and adjunct performance;
- the development of the new faculty member’s first-year training plan;
- Answering questions and providing direction.

The full-time faculty should be encouraged to meet one-on-one with the new faculty members to share their insights and experiences with the courses that the new faculty members will be teaching, as well as discuss their teaching and presentation techniques that they have used and found to work best for the particular course. These meetings should provide an opportunity for the adjuncts to ask questions on course content, project and case development, exam content,

and grading. The participation by full-time faculty is designed not only to facilitate knowledge transfer, but to further foster assimilation of the adjuncts into the faculty community.

### **Continuous Improvement/Review Process**

The next major component of the overall defined term and adjunct faculty program is the faculty continuous improvement plan that defines the ongoing training and evaluation process during the first-year and beyond.

The activities associated with the ongoing continuous improvement plan should be directed by the department chairs and supported by the full-time faculty within each department. Like the first-year training and assimilation plan, the key components of the ongoing adjunct continuous Improvement plan are addressed by the department chair or their designee during the monthly or quarterly meetings with the individual adjuncts. These meetings are designed to continue the development of the adjunct by following-up on the progress of the training and the professional/academic qualification plans developed during the adjunct's first year and build on these training plans to further expand the scope of their developmental activities. These topics should include:

- providing an ongoing focal point for counseling, and for addressing academic & student issues;
- monitoring the execution of the plan to maintain the adjuncts professional/academic qualification status;
- identifying the need for and schedule peer reviews and student assessments;
- evaluating the adjunct's performance against defined expectations, peer reviews and student assessments;
- modifying the adjunct's training plan to address any issues or shortcomings;
- developing the adjunct's teaching skills and presentation techniques by suggesting the attendance at specific training workshops and conferences.

### **Evaluation & Feedback**

An important component of any continuous improvement process is the evaluation of performance against expectations, and providing feedback to the individual. This is particularly important for new adjunct faculty members. Coming out of the business world, the new adjunct faculty members are familiar with, and even comfortable with, a process that outlines performance objectives, measures results against defined objectives, and develops improvement plans to strengthen shortcomings. There should be a formal *Evaluation & Feedback Process* developed within the university to define and measure new faculty performance.

This process should include the following components such as:

- defined performance objectives;

- peer reviews;
- student assessments;
- a formal feedback process conducted by the department chairs;
- Development of documented remediation plans to strengthen shortcomings.

In addition to the formal evaluation and feedback process, the university should implement, as part of its continuous improvement process, a faculty member specific annual plan for each adjunct faculty member that is designed to develop their teaching skills, maintain currency in their field, and to increase their value to the university. This plan should include such activities as attending and speaking at conferences and seminars, writing articles and papers to be published in peer reviewed academic and professional journals, writing textbooks, as well as other activities necessary to maintain their professional/academic qualifications. The result of these activities will be more skilled adjunct faculty, ultimately benefiting the students as well as increasing the value of the investment made by the university in their adjunct faculty.

### **Tools & Course Materials**

The next four sections of this paper are designed to outline additional resources and support needed by new adjunct faculty members to successfully make the transition from the business world to the academic world, and are needed throughout all phases of the program to assure its success.

The resources provided to new adjunct faculty should be designed to minimize the time to develop an understanding of the curriculum requirements for each course, and what specific materials are expected for them to develop for each course they will be teaching. These resources should be structured into a set of standardized tools and materials for each course that an adjunct will be teaching.

The first of these tools is the “Standardized Course Package”, or SCP. The SCP is a collection of standardized course documentation and materials the new faculty member will need to successfully prepare for each course they will be teaching. These SCP’s should include as a minimum the following example documents such as:

- Course Syllabi;
- Course Outlines;
- Assignments;
- Tutorials/Videos;
- Quizzes and Exams;
- Case Studies and Exercises;
- Group Projects if applicable;
- Any other Course Specific Materials.

If SCPs are not currently available, they should be developed for each course that an adjunct will teach within each department of the school. The development of SCPs should also be strongly considered for all courses within a department,

even those not taught by adjuncts. The development of these SCPs will not only be a significant benefit to the new adjunct in understanding the requirements of the course, but it will compel the department chairs to standardize on a format and content for each element within the SCPs. This standardization will contribute to developing repeatable processes within each course, which is a key component of any continuous improvement process, and which may ultimately be required as part of the school's accreditation process (such as for AACSB).

In addition to developing the SCP toolset, there are numerous other resources available to instructors that a new faculty member may not be aware. For example, a new adjunct may not be aware that most textbooks have instructor resource materials provided by the publisher of the textbook. The adjunct should be encouraged to review the textbook support materials that are available on the publisher's website to include the:

- instructor resource manual;
- PowerPoint chapter slides;
- chapter exercises;
- case studies;
- And test banks.

The availability of the SCPs and the instructor support materials will significantly improve the ability of the new adjunct to rapidly understand the requirements for each course, to plan and schedule the course across the semester, to develop the required course materials and ultimately meet the expectations of the students for the course.

All of these tools, including the instructor's textbook, the SCPs, and the instructor course materials, should be made available to the new adjuncts at least 6 to 8 weeks prior to the beginning of each semester to provide them with sufficient time to develop or source the course syllabus, course outline and schedule, class exercises and case studies, assignments, and all other course supporting materials needed to fulfill the requirements of the course. These materials should be provided to the adjuncts by the department chairs.

### **Support Structure**

Most new adjunct faculty members will be coming out of careers in business, industry, or government. They are accustomed to operate in an environment where administrative staff, office technology, and management information systems are readily available to support their everyday tasks. As these individuals migrate from their business careers into instructor roles within a university, there will be an anticipation that the same support structure that they came to expect in the business world will be available in academia.

In general, this is not the case, and it is incumbent on the university to outline to the new adjunct what administration support, as well as the type of support, can be expected and specifically what will not.

In most universities, there are different levels of administrative support within each department, depending on a particular department's size and requirements. Each department chair should develop a document outlining what university-wide support, as well as what specific departmental administrative support is available to adjunct faculty. This information will allow the new adjunct to more effectively plan the time and effort that will be required to develop the course materials needed to fulfill the requirements of the course.

In addition to administrative support, the university needs to support the new adjuncts by working jointly with them to develop a plan to maintain their professional/academic qualification. New adjunct faculty members, coming out of careers in business, do not understand the qualifications required by academia for them to teach on an ongoing basis. The department chairs should begin working with the new adjuncts from day-one to communicate the importance of maintaining their professional/academic qualifications and to assist the adjunct in developing an ongoing qualification maintenance plan.

Since the new faculty member will not initially understand what events or activities qualify for maintaining their professional/academic qualification, the department chairs need to take the lead in communicating to the adjunct what professional/academic activities qualify for maintaining their qualification. In addition, and as appropriate, the department chairs should also identify the academic activities that qualify for maintaining status by passing on to the adjunct "call for papers" from conferences or seminars for which the new faculty may not as yet be receiving. The department chair should connect the new adjunct with other faculty members writing qualifying papers, or have the adjunct co-author a paper with another full-time faculty to learn the process of writing academic papers. The plan should be developed jointly with the adjunct to include the specific professional and academic activities along with a timeline for completion of each activity.

Their professional/academic qualification plan will not only benefit the adjunct, but insure that the investment that the university makes in the adjunct is not lost due to a lapse in their professional/academic qualifications. It will cost the university more to develop a new adjunct into a successful instructor, than to assist an existing adjunct in maintaining their professional/academic qualification.

One of the most important support structures the university can provide a new adjunct is an assigned mentor. Any plan cannot anticipate nor address all potential situations or support requirements that a new adjunct will confront. The department chair should assign an experienced full-time faculty member from the department to mentor each new adjunct. These mentors should have been on faculty for a sufficient amount of time to understand what support structures are available within the institution and were to go to resolve issues. In addition, mentors should be involved in

- answering questions about the courses they are teaching;
- providing guidance on academic & disciplinary issues;
- the adjunct's peer reviews;
- tracking the progress of their professional/academic qualification plan;
- Counseling the adjuncts on teaching methods and techniques.

The assignment of a mentor will also reduce the burden on the already stretched department chairs by reducing their involvement in answering questions and resolving issues coming from adjuncts. The department chairs can also utilize the mentors to drive the first-year Training & Assimilation Plan and the ongoing Continuous Improvement Plan.

The assignment of mentors to adjuncts will become increasingly more important as adjuncts become a larger percentage of each department, where a single point of contact within the department becomes too much of a load on any one individual.

## **Cultural & Organizational Assimilation**

Research and observations have indicated those adjunct faculties are not viewed as full and equal members of the academic community by full-time faculty (H. Morelli, 2019). This issue is further exacerbated where by policy or just omission adjunct faculties are not included in departmental meetings, school committees, or special projects.

To facilitate the assimilation and acceptance of adjunct faculty into the university community, adjunct faculty should be able to participate in all university activities that full-time faculty members participate, even if their adjunct status prevents them from voting in some of these meetings. Even though adjunct's commitments outside the university may not allow participation in all meetings, the decision should be the adjunct's as to whether to attend or not.

Other specific actions that could be taken to breakdown these assimilation and cultural barriers include the:

- inclusion of adjuncts in all departmental meetings;
- involvement of adjuncts on departmental and university committees;
- participation by adjuncts in departmental and university projects;
- inviting of adjuncts to participate in all appropriate university functions;
- Participation of adjuncts in the Faculty Senate.

The assignment of full-time faculty as mentors, as well as their one-on-one meetings with adjuncts, will also further facilitate the assimilation of new adjuncts into the academic community.

## **Program Implementation Planning**

### *Program Implementation Alternatives*

A key component of the “New Defined Term and Adjunct Faculty Program” is a comprehensive “Defined Term and Adjunct Faculty Orientation Event” that addresses all the components necessary to successfully integrate new adjuncts into university. Due to the comprehensive nature of the program, it may not be feasible to implement every component of this plan at one time due to resource and/or

budgetary constraints. An alternative to implementing the plan all at once is a phased implementation approach.

A phased approach would require a prioritization of which plan components are most important to address immediately, and which components can be added later. This prioritization would need to be done by a program implementation committee that potentially could be composed of the department chairs within the each of the sponsoring schools. A decision on the implementation approach would need to be made early on in the process so that the project implementation plan can be developed accordingly so that the agenda for the “Adjunct Orientation Event” can be finalized.

### **Proposed “Defined Term and Adjunct Faculty Orientation Event” Alternatives**

In keeping with the concept of implementation approach alternatives, the following are two proposed adjunct orientation event agendas, a full day event and a half day event. Since most adjuncts have full time employment outside the university, they will have a limited amount of time to attend university related administrative functions scheduled on weekdays. To maximize the number of new adjuncts that can attend the adjunct orientation even, it is recommended that it be a scheduled on a non-workday such as Saturday. The specific speakers for each address can then be finalized once this draft program date and agenda is approved in its final form.

### **One Day Adjunct Orientation Event Proposed Agenda**

The following full-day adjunct orientation event agenda corresponds with the topics first introduced in the *Program Overview* section of this paper.

#### **Morning Session:**

- 10:30am Welcome Address – Dean & Provost
- 10:50am Overview of the university organization
- 11:30am Expectations of Adjunct Faculty & Support Services

#### **Lunch:**

- 12:00pm Lunch - “Recollections of an Adjunct Professor” - Adjunct Speaker

#### **Afternoon Session:**

- 1:00pm Technology Training “Boot Camp” for Blackboard Vista
- 2:30pm Break
- 2:45pm Individual Academic Departmental Breakout Sessions – Department Heads
- 5:00pm “Meet & Greet” Reception – Hosted by the sponsoring Dean

### **Two Half Day Adjunct Orientation Event Proposed Agendas**

If a full-day orientation event is not feasible due to work constraints on the part



of the new adjuncts as well as teaching and other commitments on the part of the university participants, the orientation event can be split into multiple sessions on different days. A two half-day adjunct orientation event agenda, for example, could include all the general assembly topics outlined morning portion of the full-day event, and which moves the activities associated with the Technology “Boot Camp” and the departmental breakout sessions to the second day. These two sessions do not have to be contiguous; however the two half-day sessions should be scheduled relatively close to each other so that information discussed in the first session is still fresh in the minds of the participants. The two-day sessions should also be scheduled on days and at times that will maximize the availability of the new faculty members as well as the supporting faculty and administration participants.

**Day #1:**

9:00am Welcome Address  
9:20am Overview of the university Organization  
10:00am Expectations of Adjunct Faculty  
11:00am Discussion of Student and Adjunct Support Services  
12:00pm Adjourn

**Day #2:**

9:00am Technology “Boot Camp” session in using Blackboard Vista  
10:00am Individual Academic Departmental Breakout Sessions –  
Department Heads  
12:00pm Follow-on First-year Adjunct Program Activities & Closing  
Remarks  
1:00pm Adjourn

**Follow-on Program Components:**

After the completion of the adjunct orientation event, all follow-on all activities relating to the first-year training and assimilation plan and the ongoing adjunct performance improvement plan will be driven at the departmental level by the department chairs as outlined in previous sections of this paper. The department chairs will be responsible for developing their individual departmental implementation plans for the first-year training and assimilation plan and the ongoing adjunct performance improvement plan within their respective departments.

**Approval Process & Implementation Planning:**

The following list includes some of the key project tasks required to begin the development of the new defined term and adjunct faculty program, obtain acceptance and approval of this program, and creating an implementation plan for the program within each of the sponsoring schools. Some of these program tasks include:

- the deans of each of the sponsoring schools assign a program coordinator;

- an introduction of the program to the department chairs;
- selecting the program implementation approach;
- developing the program implementation plan;
- obtaining approval of final program plan;
- selection of the date for the first adjunct orientation event(s);
- coordinating the adjunct orientation event logistics such as:
  - the location for the event(s) with sufficient space for both general assembly and breakout sessions;
  - the coordination food service;
  - identifying and printing of event materials;
- confirming university/school presenters;
- finalizing the event agenda;
- identifying and inviting new adjunct faculty and university/school participants.

## **Conclusions**

Trends indicate that over the next few years increased student populations, reductions in number of full-time faculty due to retirement, and the realities of continuing budgetary and hiring constraints will result in a significant increase in the number of effective defined term and adjunct faculty being utilized by both U.S. and international institutions of higher learning (European University Association (EUA), 2011) (Adrianna Kezar, 2013).

In order for the new adjunct faculty to be successful, universities need to implement a comprehensive program to orient and introduce these faculty members to their new profession of teaching, the educational institution, the course material they will be teaching, and to the academic community of students and faculty.

This paper was written to assist universities in structuring and implementing a “New Defined Term and Adjunct Faculty Program”, with the objectives of providing the new faculty members with all the information, tools, and support to successfully transition from industry to academia, and to maximize the return on the investment universities make in their part time faculty

In addition to the benefits outlined in this paper by implementing a “New Defined Term and Adjunct Faculty Assimilation Program”, institutions of higher learning will further benefit by the infusion of industry professionals into their programs. These new faculty members will bring contemporary and relevant real-world experience to each of the courses they teach, resulting in students that are better prepared to enter their careers. In addition, the implementation of the program will create a process conducive to a natural transfer of knowledge between the new adjunct faculty and the full time faculty, making the courses taught by full-time faculty more relevant and meaningful to their students as well.

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