

Improving Supervision of Part-Time Instructors

By Patricia R. Eney and Evelyn Davidson

ABSTRACT: *With an increasing number of colleges and universities turning to part-time instructors to teach courses at their institutions, developmental education professionals are faced with the task of finding appropriate ways to train, serve, and evaluate these instructors. Unfortunately, there is little published information on how to accomplish these tasks. Therefore, the authors have drawn on best practices and research in the field to develop recommendations for supervising part-time instructors.*

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Developmental educators face two significant trends in postsecondary education that heavily impact their work: the increase in the number of underprepared students entering colleges today and the growing reliance on part-time faculty, which includes contingent, adjunct, and full-time faculty teaching some developmental courses (Boylan, 1999; Boylan, Bonham, Jackson, & Saxon, 1994; McCabe, 2000, 2003). Because part-time faculty have a major role in the delivery of developmental courses and programs, it is critical to provide a supportive environment and professional development opportunities that allow part-time faculty to focus on quality teaching and learning while also giving them a stake in the institution's mission.

According to Boylan (1999), "Developmental courses are found in over 90% of the nation's community colleges and in about 70% of our universities." In a policy report, McCabe (2000) states that "[41] percent of entering community college students and 29 percent of all entering college students are underprepared in at least one of the basic skills (reading, writing, mathematics)" (p. 5). A follow-up study (McCabe, 2003) confirms the trend by pointing out that "each year one million students—one in four who enter higher education—are underprepared" (p. 14). Among the issues McCabe raises is the need to provide effective developmental programs that prepare these students to become knowledgeable and productive members of society. Colleges and universities have a daunting responsibility that requires not only adequate funding but also skilled and committed developmental educators, many of whom are part time.

This second trend, the use of part-time faculty, is addressed by Boylan, Bonham, Jackson, and Saxon (1994), who have found that the majority

(72%) of those teaching developmental courses do so on a part-time basis, either as adjunct instructors or as full-time faculty in academic departments who also teach developmental education courses part time (p. 1). Further, remedial education programs often survive on marginal budgets and rely on "large numbers of inexpensive, part-time faculty" (McCabe, 2000, p. 39). This study also reports that many college faculty "often shun developmental education," preferring instead to work with "the best and the brightest" (p. 44). In such cases developmental education becomes a low priority. Despite budget constraints and heavy use of part-time instructors, the study finds that 43% of community college students in developmental courses successfully complete their program and perform well in subsequent college work (p. 31).

Part-time faculty members are defined in the *NADE Self-Evaluation Guides* as "teachers who occupy positions that require less than 50 percent of full-time service and whose appointment includes only limited or no fringe benefits" (Clark-Thayer, 1995, p. 171). Part-time faculty are hired in developmental education as in other disciplines because they cost less both in salary and fringe benefits, they do not require long-term commitments and, in fact, they can be hired or dismissed as determined by rising or falling enrollments. Most colleges and universities depend on part-time instructors as a source of low-cost labor but also recognize that they provide a valuable service because many of them have advanced degrees and/or life experiences that can enhance the institutions' offerings. However, although they are knowledgeable in their content areas, many part-time instructors have had little training in classroom instruction and curriculum development. Part-time faculty members are given a major responsibility in instructing underprepared students (Boylan, Bonham, & Bliss, 1994); consequently, they should be trained, mentored, and valued by their institutions and colleagues.

Roueche and Roueche (1993) promote quality selection and development for faculty, including part timers: "All faculty should be provided with the training and preparation they need to be excellent teachers" (p. 115). To support successful preparation of students for college-level work, the National Study of Community College Remedial Education (as reported in McCabe, 2000)

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recommends sound “techniques, models and structures” (p. 45). Among these are staff training and professional development for those who work with underprepared students. In *What Works: Research-Based Best Practices in Developmental Education* (2002), Boylan includes adjunct faculty as valued resources for developmental education, finding them as effective in teaching as full-time faculty (p. 55). In addition, he states that they should be offered the same professional development opportunities as full-time faculty (p. 56). Among the recommended adjunct support mechanisms are manuals, orientation programs, participation in departmental meetings, ongoing professional development including workshops and conference attendance, and mentoring programs.

Research reported in the literature describes training, instructional models, and strategies for faculty teaching developmental students (Angelo & Cross, 1991; Boylan, 2002; Casazza & Silverman, 1996; Cross, 1976, 1992; Kozeracki, 2005; Maxwell, 1997; Roueche & Roueche, 1993). However, few resources focus specifically on the integration of part-timers into the developmental education community. Nevertheless, when part-time instructors are mentioned, two themes consistently emerge: Part-timers should be treated as valued resources in the delivery of developmental courses, and they should be provided with comprehensive training and faculty development opportunities. Wallin (2005) provides advice and guidance on hiring and supervising adjunct faculty across the disciplines; much of what she writes is applicable to part-time faculty in developmental education, and her examples and models of support underscore the importance of treating adjuncts as valued members of the institution.

In Fall 2004, the NADE Adjunct Faculty Committee conducted an Adjunct Supervisors’ Survey in an effort to determine what was currently being provided for adjuncts in the following areas: training, orientation, manuals, professional development opportunities, salaries, and evaluations. The results of the survey were presented at the National Association for Developmental Education (NADE) conference. Those who responded to the survey and those who attended the conference sessions concurred that more attention should be given to professional development and training opportunities for adjuncts (Eney, Davidson, Dorlac, & Whittington, 2005).

Seven Recommendations for Supervisors of Part-Time Instructors

Considering the historical background of the use of part-time faculty in developmental education, it is essential to begin to make changes in the way colleges and universities select part-time

instructors and how they treat them once they are hired. Although there has been considerable discussion of the plight of part-time instructors in higher education (Cox & Leatherman, 2000; Nelson, 1997; Skinner, 2005; Spinetta, 1990), little discussion has focused on improving the quality of part-time instructors and their work in developmental education classes. Therefore, the following recommendations are suggested for supervisors of part-time instructors teaching developmental courses.

1. Employ Individuals with Appropriate Credentials, Personalities, and Beliefs

According to a recent study done by the National Center for Developmental Education (Boylan & Saxon, 2005), “careful hiring practices” were found to be among the best practices of the five participating Texas community colleges in the study. The study confirmed the importance of hiring individuals

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with experience in teaching at-risk students and not depending heavily on the use of untrained part-time faculty. When Roueche and Roueche (1993) examined how faculty were selected for teaching developmental education courses, they found that instructors who showed a strong interest in teaching underprepared students also “were more likely to seek a higher degree of preparedness for the task, provided highly relevant instruction, used motivational strategies, and possessed a caring attitude toward their students” (p. 109).

Developmental education instructors need to be not only sensitive to the needs of at-risk students but also agreeable to assisting them in meeting their academic goals. McCabe (2000) states that “underprepared students require more personal attention. They often have personal, job, and family issues that must be addressed if there is to be academic progress” (p. 48). Underprepared students generally not only have deficiencies in basic skills but also are filled with self-doubt, low self-esteem, and/or anxiety about their ability to learn. Therefore, “successful remediation occurs in direct proportion to priority given to the program by the college. Most important is a caring staff who believe in the students and in the importance of their work” (p. 49).

Those who teach developmental students need not only appropriate education and training but also personalities and core sets of beliefs that will allow them to interact appropriately – and empathetically – with their students. Cross (1976) recommends that “staff working with remedial students should be selected for their interest and commitment as well as for their knowledge about learning problems” (p. 43). Supervisors should resist the urge to hire someone interested in teaching college students who has not embraced the concept of accepting at-risk students into college. Boylan (2002) recognizes that best practice developmental programs hire adjuncts “who [express] a desire to teach developmental courses” (p. 56). Among the characteristics of excellent teachers identified by Roueche and Roueche (1993) is empathy: “the ability to recognize, interpret, and act on the clues that others give” (p. 106). At the heart of this developmental philosophy, the “whole learner is placed at the center of practice; respect and empathy for learners is a central and unifying value” (Malnarich, Dusenberry, Sloan, Swinton, & van Slack, 2003, p. 25).

2. Provide Adequate Compensation

For more than 3 decades, the ranks of part-time instructors have been growing while those of full-time instructors have been decreasing. According to the National Center for Education Statistics (2004), between 1973 and 2003 the number of part-time faculty increased 375% while the full-time faculty increased only 67%. Between 1993 and 2001 part-time faculty increased 70% while the full-time faculty increased only 15% (p. 291). As full-time instructors reach retirement age, colleges and universities are likely to replace them with far less expensive part-time instructors who not only rarely receive any insurance or retirement benefits but also receive up to two thirds less pay than full-time instructors.

The Coalition on the Academic Workforce’s (CAW) Collaborative Study of Undergraduate Faculty (American Historical Association, 2000) has revealed that, although many full-time non-tenure-track faculty receive more than \$32,000 per year, most part-time faculty receive less than \$3,000 per three-credit course. About one-third of them earn less than \$2,000 per course. At this rate, “most could earn comparable salaries as fast food workers, baggage porters, or theater lobby attendants” (para. 19).

As early as 1976, the National Education Association advocated equal pay for equal work (termed pro rata pay) for part-time faculty. However, 30 years later part timmers are still struggling with the same inequitable pay structure while having the same level of expectations concerning classroom responsibilities and the care of at-risk students as full-time faculty (Longmate & Cosco, 2002). Having inequitable pay sometimes even affects

these instructors' professionalism. Rifkin (1998) conducted a survey of 1554 faculty at 127 randomly selected community colleges; 1197 (77%) were full-time and 353 (23%) were part time. According to Rifkin, "Even though both full- and part-time faculty are equally committed to the occupation, this study suggests that the professional commitment of part-time faculty does not go beyond their interest in students to include aspects that are integral to the profession such as curriculum, instruction, and other forms of scholarship" (pp. 18-19). This means that they are less likely to attend professional conferences, belong to professional organizations, or take courses in their employment field. Such behavior can greatly affect those teaching developmental students because often they have previous training in their subject area and not in developmental education in particular.

Pro rata pay is the fair and equitable approach to address this issue. However, actually achieving this goal is somewhat more difficult since part-time instructors often have no voice in defining salary rates. Though college administrators, college faculty unions, and other full-time employees should lobby for equal pay for part-time instructors, recent success by adjunct unions in attaining equitable collective bargaining agreements (Carnevale, 2004; "Contract Reached," 2004) gives credence to part-timers using unions as bargaining agents in much the same way as full-time faculty members have done for years.

All members of an institution's faculty deserve equal pay for equal work and should be treated fairly regardless of employment status. If higher education institutions are able to achieve pro rata pay, everyone wins. Part-time faculty will be paid according to an equitable salary scale, so their job satisfaction, professionalism, and loyalty to the institution should increase; the department will be able to increase the responsibilities that it requires of part timers and reap the benefits of their expertise; and the students should receive better instruction and service from their instructors.

3. Provide Part-Time Instructors with Necessary Services

The inability to provide space and services for part-time employees has long been a concern for college administrators. Oftentimes, especially during the fall term, the ranks of part-time instructors swell to two or three times the number of part timers during the rest of the year. Assuring they all have the services they need can stress even the most organized administrator. However, it is one of the most important areas to adjuncts. In Cohen's survey of 149 part-time faculty at a community college in suburban Washington, 48% responded that office space was very important to them (as cited in Freeland, 1998, p. 9).

Institutions make it difficult for part-time instructors to do their jobs when basic services or facilities are not available. The CAW report confirms that "many part-timers don't have access to e-mail, or even their own offices or telephones on the campus" (Cox & Leatherman, 2000, para. 14). According to Karen Thompson, head of a university part-time faculty union: "The importance of the conditions of teaching personnel is of the utmost because those are also the learning conditions of the students" (para. 13).

All instructors should have a number of important services. 1. Office space: Part-time instructors need to have an actual office where they can have a file drawer and possibly share a desk with several other part timers who may not teach at the same time. Though locating that space in the developmental education department is important, some institutions have had to delegate a section of their library where instructors can have their own study carrels or set up a sizable office for all part-time instructors on campus. 2. File drawers:

"Policy development without the input and continuing involvement of those persons who actually implement the policy is both demoralizing and dehumanizing."

Some kind of secure storage area is also essential for part timers. As all instructors know, past tests, notes, handouts, and assignments need to be readily available in order to serve the students, not in the instructor's car or at home. 3. Regular mail and e-mail: The ability to send students messages and receive messages from them as well as receive information from professional organizations and publishers is essential for a college instructor. Therefore, instructors should be given their own e-mail address and instruction on how to activate it. It is also important that support staff make the college mailroom aware of all new hires at the beginning of each college term. All intraoffice and institutional memos, announcements, and advertisements for college events need to be sent to all instructors, not just full timers. 4. Meetings and get-togethers: Except for meetings that affect only full-time faculty, part timers need to be informed of all department meetings and get-togethers.

4. Involve Part-Time Instructors in Institutional Processes

The American Association of University Professors (AAUP) has shown concern that "contingent" teachers—nontenure track adjuncts and professors—are

excluded from campus decision-making processes and faculty meetings even though they make up 44.5% of teachers in American colleges and universities (Skinner, 2005, p. 1). This exclusion often makes part-time faculty feel as though they have "no decision-making power within the institution and, therefore, little autonomy" (Rifkin, 1998, p. 15).

Spann (2000) believes that "policy development without the input and continuing involvement of those persons who actually implement the policy is both demoralizing and dehumanizing" (p. 4). He suggests involving all developmental educators in making policy decisions. If most instructors teaching developmental education classes work part-time, it is only logical to include them in policy making. Once part-time faculty members are included in the process, they will "be more loyal, feel more responsibility, and will more actively support organizational goals than those who [do] not participate" (Roueche & Roueche, 1993, p. 73).

5. Establish Practical Professional Development Activities and Resources

Professional development should focus not only on policies and procedures of the institution but also on information about teaching, learning, professional publication, and the field of developmental education. Kozeracki (2005) recommends graduate programs, in-service training, and professional association activities to help prepare faculty for the pedagogical challenges of teaching developmental classes. However, not all part timers have these opportunities. She recommends college-sponsored faculty development that takes place through "formal collegewide programs, departmental meetings and roundtables, and informal discussions among colleagues" (p. 48). Unfortunately, she says, "opportunities for these types of conversations are substantially reduced for part-time faculty, especially those without offices, and for instructors whose offices or classrooms are not in close proximity to those of their colleagues" (p. 45).

Rifkin (1998) found in his survey of full- and part-time faculty that there was no significant difference between full- and part-time instructors in their commitment to their profession (p. 14). However, several other researchers found a big difference between full- and part-time faculty in teaching experience and training in instructing adult learners (Galbraith & Shedd, 1990), understanding of nontraditional students (Galbraith & Shedd; Roueche & Roueche, 1993), and teaching remedial courses (Shults, 2000). In addition, part-time faculty often either were not as actively involved in professional development or did not even have any opportunities for continuing professional development (Clery, 1998; Freeland, 1998; Longmate & Cosco, 2002; Rifkin, 1998).

With the need so greatly defined, researchers (Galbraith & Shedd, 1990; Greive, 1995; Roueche & Roueche, 1993; Spinetta, 1990) have called for all faculty to have equal educational opportunities. Galbraith and Shedd (1990) maintain that “with the increased number of part-time faculty, it seems paramount that they be included in professional development activities... not only for instructional development and improvement but also to build a sense of belonging and importance” (para. 8).

Instructors should be strongly encouraged if not required to engage in as many activities as possible. There are some institutions that use a merit pay system that rewards professional development and scholarly activities. Instructors may also be rewarded by being given an increased teaching load the next semester since they are more prepared to teach at-risk students.

Professional development can and should take on many forms within an institution. It should start with an orientation day for all developmental faculty prior to the start of the academic year and then include a training manual, a professional development library, and ongoing professional development days.

Orientation. Faculty orientation is essential for new faculty to receive basic information about the institution and for returning faculty to get critical information about new policies and procedures. According to Wallin (2004), one of the most important commitments that institutions can make to new adjunct faculty is a comprehensive orientation (p. 385).

The orientation should take place as much as 3 weeks prior to the start of the academic year. The coordinator of the developmental programs should organize and conduct it with segments given by academic deans, the discipline supervisors, and support staff. It is important to involve the administration of the institution, for it not only engages them in the developmental program but also shows the faculty that the administration cares about them and the program in general. At the orientation, the coordinator should distribute information about policies, procedures, employment practices, and college resources. The discipline supervisors should discuss course syllabi, grading policies, and instructional information about teaching methods and use of technology. Support staff should highlight procedures for duplicating materials, securing an e-mail address, and other

housekeeping concerns. According to the NADE Adjunct Supervisors' Survey (2004), only 41% of 2-year colleges and 20% of 4-year colleges surveyed gave tours of their campuses to new adjunct faculty. New hires need to have guided tours of the campus not only to find their own way the first few weeks of the semester but also to direct new students.

Orientation serves as a time to welcome new adjunct instructors to the campus and provide a refresher for those who have taught before. Along with providing needed information for successful teaching and learning, the orientation is an opportunity “to communicate key cultural values and attitudes about faculty, students, and the college culture” (Gadberry & Burnstad, 2005, p. 88).

Departmental instructors' manual. Many colleges and universities have developed instructors' manuals that include the policies and procedures of each individual institution. Though this is a good place to start, instructors need resources that provide good advice on such topics as characteristics of developmental students, working with adult learners, conducting a stimulating class session, and dealing with disruptive or absentee students. Such a resource manual should include

Table 1
Book Recommendations for Professional Developmental Education Library

General Information	<i>Classroom Assessment Techniques: A Handbook for College Teachers</i> (Angelo & Cross, 1993)	<i>Learning Assistance and Developmental Education: A Guide for Effective Practice</i> (Casazza & Silverman, 1996)	<i>Improving Student Learning Skills</i> (Maxwell, 1997)	<i>No One to Waste: A Report to Public Decision-Makers and Community College Leaders</i> (McCabe, 2000)
	<i>What Works: Research-Based Best Practices in Developmental Education</i> (Boylan, 2002)	<i>Raising Academic Standards: A Guide to Learning Improvement</i> (Keimeg, 1983)	<i>Yes We Can!: A Community College Guide for Developing America's Underprepared</i> (McCabe, 2003)	<i>Between a Rock and a Hard Place: The At-Risk Student in the Open-Door College</i> (Roueche & Roueche, 1993)
Writing	<i>Engaging Ideas: A Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom</i> (Bean, 1996)	<i>Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest</i> (Finn, 1999)	<i>Errors and Expectations</i> (Shaughnessy, 1979)	<i>Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level</i> (Stern-glass, 1997)
Reading and Study Skills	<i>How to Read a Book</i> (Adler & Van Doren, 1972)	<i>How to Speak How to Listen</i> (Adler, 1997)	<i>Questioning the Author: An Approach for Enhancing Students' Engagement With Texts</i> (Beck, McKeown, Hamilton, & Kucan, 1997)	<i>College Rules! How to Study, Survive and Succeed in College</i> (Nist & Holschuh, 2002)
Mathematics	<i>Winning at Math: Your Guide to Learning Mathematics Through Successful Study Skills</i> (Nolting, 2002)	<i>Mastering Mathematics: How to Be a Great Math Student</i> (Smith, 1999)	<i>Overcoming Math Anxiety</i> (Tobias, 1995)	

orientation information, the goals and objectives of developmental education, academic policies and procedures, sources of assistance for faculty, and sources of referral for students. It should also include a selection of articles relevant to teaching developmental students as well as a bibliography of useful references. (Boylan, 2002, p. 57)

An instructors' manual will allow instructors to develop their teaching ability and/or have their questions answered without always involving the full-time faculty. This manual can be general in nature with all departmental instructors receiving a copy or specific in nature focusing on one discipline. It can be set up as a work in progress with all instructors being encouraged to submit stellar lesson plans for inclusion. Not only does this help all departmental instructors, it also increases part-time instructors' sense of belonging.

Departmental professional library. Building a professional library that is housed within the department and accessible by all faculty is essential for instructors' professional development. Boylan (2005) recommends a professional development library for faculty, which "should include copies of professional journals in developmental education and learning assistance as well as a variety of books and reports on teaching developmental students" (p. 12). Whether instructors are searching for new ideas or are involved in a research project, having a collection of classic works in developmental education and teaching and learning is important. Though coordinators will have their own favorites to include in such a library, some classics with which to start are listed in Table 1 (see page 31).

Ongoing professional development days. Providing professional development opportunities for part-time employees has long been a frustration for developmental educators.

Sending them to conferences is often financially impossible, and organizing in-house professional development often can be time-consuming and expensive. However, professional development is essential for keeping the instructors informed of the newest trends in developmental education and in their particular fields of expertise.

In their study of part-time community college faculty in a midwestern state, Keim and Biletzky (1999) found that the part-time faculty tended to use instructional methods that were very traditional. Lecture was used by part-time instructors 83% of the time and class discussion 62% of the time. Active learning and technology-style teaching were rarely or never used by 60 to 70% of the respondents. However, those who participated in professional development were "more likely to use small group discussions, demonstrations, and instructional methods to encourage critical thinking than those who had not" (p. 733).

Boylan (1999) believes that all developmental instructors need to meet regularly in order to "share the problems they encounter and discuss the solutions they have implemented" (p. 6). He recommends that training programs for adjunct faculty should involve readings and workshops (Boylan, 2005). In order to be successful, these workshops need to be activities that "both the college and the individual have deemed purposeful and valuable to improve teaching and learning" (Roueche & Roueche, 1993, p. 258). It is essential that the professional development workshops are well organized and scheduled when most of the part-time instructors can attend. Certainly, coordinators should make use of the college teaching and learning center, if available, as both a focal point for general professional development and a resource for specific instruction on developmental education issues.

Roueche and Roueche (1993) maintain that there are three types of professional development: (a) *instructional development*, which focuses on

Part-time faculty tended to use instructional methods that were very traditional.

"teaching skills, such as planning, organizing, evaluating, motivating, using technology, and developing teaching strategies" (p. 117); (b) *personal development*, which helps faculty develop interpersonal skills, especially relating to students; and (c) *institutional or organizational development*, which helps faculty and the institution learn to create "an effective teaching and learning climate" (p. 117) for their students. Coordinators and supervisors need to include all three types as they plan workshops for their instructors.

Professional development in all forms is essential for providing the best instruction for at-risk students. Coordinators of learning centers or developmental programs are charged with providing the best professional development they can offer. Boylan (1999) believes that "not anyone can teach developmental courses just because they have an advanced degree. It takes more than subject knowledge; it also takes knowledge of developmental students and how they learn" (p. 6).

6. Establish a Faculty-to-Faculty Mentoring Program for New Hires

Part-time faculty face a great challenge as they start out at a college or university. They are often coming from the ranks of high school teachers or are just on campus for a limited amount of time each day. As one part of faculty development, Boylan (1999) recommends faculty-to-faculty mentoring, which can help new hires find their identity in their new

environment as well as enhance their teaching. This, in turn, benefits both the individual and the institution (p. 2).

A mentoring program should be available for all new instructors for at least their 1st semester and possibly the 1st year and should be completely voluntary on the part of both the mentor and the mentee. Wallin (2004) believes that "veteran full-time faculty who serve as mentors to adjunct faculty should be carefully selected as role models committed to teaching and to the college" (p. 386). In a program including only one or two full-time instructors, experienced part-time instructors can certainly be mentors. All mentors should be compensated for serving in this important role.

A successful mentoring program can aid both the 1st-year teacher and the mentor, giving each new ideas to try in the classroom. The new faculty member also gains knowledge of the institution, begins to understand at-risk adult learners, and hones his or her teaching techniques to address the institution's unique student population. Participating in a mentoring program will help new faculty "[select] from teaching styles and skills without spending valuable time finding out on their own what students and the teaching and learning culture are like" (St. Clair, 1994, p. 4).

7. Develop a Goal-Setting and Evaluation Plan

All part-time faculty members should have their own goal-setting and evaluation plan. Though professional development is essential for part-time instructors, without a good evaluation program, the instructors will lack direction in how to use the new knowledge. Researchers have for years called for a well-planned evaluation process for developmental educators (Boylan, 1999, 2002; Casazza & Silverman, 1996; Roueche & Roueche, 1993). Since part-time faculty members often teach the bulk of the developmental classes, it is of paramount importance for them to collaborate with administrators to develop an evaluative plan that consists of both goal setting and evaluation.

Goal setting at the beginning of each year is essential for all instructors. Roueche and Roueche (1993) believe that "excellent teachers have set goals for themselves, goals that they have achieved and can point to with pride" (p. 104). Goal setting is especially important for part-time instructors who often need direction in how their classroom performance will affect their students particularly and the program in general. Casazza and Silverman (1996) believe that supervisors need to clearly define expectations for performance and set standards for achievement (p. 75). This needs to be done with part-time faculty before the start of the academic year if possible and certainly in the first 2 weeks for any late hires. Supervisors need to take care

to have instructors set their own goals with their guidance and not expect them to set more than one or two goals per academic year.

During the year, there are several activities that the supervisor can engage in to aid the instructors in attaining their goals. The supervisor needs to observe all new hires at least once and invite them to visit his or her classroom. Also, engaging in spontaneous discussions of teaching strategies and available materials and resources throughout the year will help the part-time instructors reach their goals (Boylan, 1999). In addition, informal reviews throughout the year can keep the instructor on track. If any instructors are having problems in the classroom, supervisors need to offer constructive feedback to them so that they can adjust their instructional techniques.

At least once a year, preferably near the end of the spring term, the supervisor should begin the evaluation process. According to Casazza and Silverman (1996), there are several characteristics of effective evaluation. First of all, it is essential to involve the staff member in the process by asking him or her to produce a self-evaluation to be shared with the supervisor. Then, the supervisor should give the instructor a written evaluation preceding the review. This will allow the instructor to reflect on the comments before the actual meeting. During the review, both the supervisor and the instructor should offer feedback, discussing impressions and reactions and the instructor's strengths and weaknesses. Then, the instructor should be encouraged to offer comments about the supervisor's management style and administrative effectiveness (p. 80). Finally, the instructor should be asked to set some goals for the next year. This will allow the instructor to act on these goals as he or she writes syllabi and course materials as well as time for support staff to write up the goals and put them in the instructor's file. At the beginning of the academic year, the supervisor should remind the instructor of these goals to complete the evaluative cycle.

Conclusions

To adequately teach the growing number of underprepared students entering our college and university campuses, it is critical that all stakeholders involved—faculty, staff, and administration—value part-time faculty, acknowledge their contributions to the institution, and provide the resources necessary to support them. Part-time faculty in developmental education should be hired, trained, and compensated fairly. They should be provided professional development opportunities and allowed to participate in institutional governance and decision-making processes. Improving the services and opportunities that developmental educators provide to their part-time faculty can only enhance the quality that the instructors will bring to their classrooms.

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