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Kristian J. Sund
Middlesex University

Ashok Srivastava
Middlesex University

Kamla Binji
Middlesex University

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***The Adjunct Faculty Handbook* by Lorri Cooper and Bryan Booth (Eds.)**

Kristian J. Sund,¹ Ashok Srivastava,¹ and Kamla Binji¹

¹*Business School, Middlesex University, London, United Kingdom*

The rise in the number of adjunct faculty over recent decades has been widely documented and discussed, with an increasing literature on the motivations, work conditions, and challenges faced by such faculty. Whether we refer to adjunct faculty as part-time, contingent, or temporary, the fact remains that in the United States alone, close to 50% of all faculty are now adjunct (Cooper & Booth, 2011, p. xi). In many cases adjunct faculty have full- or part-time employment outside the field of higher education, and bring to the university their professional experiences and practical know-how. However, entering the field of higher education on a part-time basis can be somewhat overwhelming, with a lot of information to take onboard in a short period of time. This is not helped by the fact that often universities staff courses a relatively short time before they start. The second edition of *The Adjunct Faculty Handbook* is a book all three of us wish we had had access to when we initially decided to work for an academic institution. It provides a wealth of practical, useful information, in a short, concise format. We found *The Adjunct Faculty Handbook* well written and a delight to read. Each chapter provided the right amount of detail to keep us interested, and each of us actually came across new pieces of information that we could use in our own practice.

The handbook contains seven chapters. These chapters cover, in sufficient detail, what an adjunct faculty member should bear in mind when working in higher education. The first chapter provides an overview and introduction to preparing for the teaching role. This overview includes the first steps and administrative issues, such as getting a contract, setting up an e-mail account, and so forth, and goes on to more academic matters, including how to prepare a syllabus. The second chapter discusses the role of technology in today's teaching environment. As such, this chapter could be of interest to both the new and more seasoned educator. The third chapter focuses on how one may enhance the student's learning experience,

along with identifying what the established or new academic should consider when undertaking face-to-face teaching activities. This chapter and the next succinctly examine learning theories, the technology and resources available in the classroom or lab environment, and what the best teaching method to adopt may be in different circumstances. An entire chapter is dedicated to student evaluation and the provision of feedback to students. The book provides practical guides for learning strategies for the online classroom and establishing an environment to learn. The handbook also has a short but very relevant chapter entirely devoted to the professional development of the adjunct faculty, in which are offered practical suggestions on how the adjunct faculty member can critically evaluate and develop his or her own teaching methods, and improve his or her teaching styles that little bit more, to further enhance the overall student learning experience. The final chapter within the handbook looks at what the authors perceive may be future trends relating to academia, that is, technology, virtual interactions, and how these new innovations within society, the workplace, and at home will provide opportunities and challenges to the adjunct faculty member. The chapters are complemented by appendices that include examples of how to prepare a course syllabus and lesson planning.

The Adjunct Faculty Handbook is not a book *about* adjunct faculty, but a book *for* adjunct faculty. It takes the adjunct by the hand and provides much of the practical information that universities themselves ought to, but too often fail to, provide to new adjunct faculty members. By including up-to-date information on the role of technology in the classroom, the book appeals to seasoned adjunct faculty as well. In the words of Virginia Bianco Mathis and Neal Chalofsky, "Becoming an adjunct professor is now an actual career choice for experienced, degreed professionals who wish to expand their full-time jobs, extend their consultancy work, stay in touch with research, passionately teach, or give back to the community" (cited in Cooper & Booth, 2011, p. xv). For these professionals and those already in academia, *The Adjunct Faculty Handbook* is a useful tool that will guide them through the processes every adjunct faculty members will go through.

Address correspondence to Kristian J. Sund, Principal Lecturer in Strategic Management, Middlesex University Business School, The Burroughs, London, NW4 4BT, UK. E-mail: k.sund@mdx.ac.uk

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ABOUT THE AUTHORS

Kristian J. Sund is a principal lecturer (associate professor) in strategic management at Middlesex University Business School. He teaches strategic management at both undergraduate and MBA levels. He leads an online distance-learning MBA program at Middlesex and has been involved in executive education for close to 10 years, as both an educator and a program director. He is a fellow of the Higher Education Academy and the author of multiple journal articles, books, and case studies. His research currently focuses on organizational cognition. Sund holds a PhD in management from the University of Lausanne, Switzerland.

Ashok Srivastava is an associate lecturer in business and management at Middlesex University Business School, London.

His primary research is focused on business and sports management, and the “transference of skills between sports and business.” Srivastava is responsible for two “business and management” first- and second-year modules, along with supervising and teaching third-year and postgraduate students. He is also first-year tutor for BA International Business students with a foreign language. Ashok initially graduated as a civil engineer in Glasgow, and obtained his MBA from Middlesex University.

Kamla Binji is a consultant and works part-time at Middlesex University Business School in London. She assists with the implementation of module information onto the university’s central UniHub, and also assists with the designing of new business courses, as and when required. Binji used to work for a well-known property auction company and estate agency, in the accounts and administration department, in West London. Her experience ranges across accounts, education, training and development, and film and television. Binji graduated from Hammersmith & West London College.