

Chair Conference 2007
Plans for implementing programs to support adjunct faculty

1. Self initiated learning effort for/by adjunct faculty – new or prospective.

Provide a syllabus, CD's, videos or online program through which adjunct faculty must demonstrate learning through application and self reflection.

2. Use as condition of employment

The program could be offered to newly hired adjunct faculty as a means of preparing for their work. This would depend on hiring a semester before they begin work at the institution.

Or

Adjuncts could be expected to complete the program during their first year of employment. They are currently **probationary** adjunct faculty and could be asked to do a knowledge and skill assessment based on the learning outcomes, participate in the selected program, keep a journal of reflections on their learning and the application of the ideas learned in their classes. They could be working with an assigned mentor who would help them understand any of the gaps in their knowledge and application.

3. It is an expectation of employment at your institution. You offer your adjunct faculty the opportunity to demonstrate competency as a teacher to you.

4. Use as the first level of training for all adjunct faculty. Marketed to them, application form to be completed, participants selected, and the requirements clear so they are held accountable for the learning and application of the content of the material.

5 As part of a certificate program which results in a change in status for your adjunct faculty. They have to apply indicating why they wish to be involved in the program and what they intend to learn/improve from the experience. They demonstrate their learning through submission of a teaching portfolio.

6. Used as updating/currency for long standing adjuncts since the programs reflect some of the most recent research on teaching and learning. In this instance the learning outcomes should be tied to a self analysis based on the competencies, student evaluations, and/or supervisor evaluations. Participants should be included in a hybrid offering that couples the webinars with f2f conversations about teaching and learning.

The approach would work best if lead by a full-time faculty member serving as an adjunct liaison or curriculum coordinator for a program seeking to merge full- and part-time faculty for the purposes of enhancing student learning.

Sample Application Form

Name

Courses approved to teach

Degree

Supervisor

Mailing address

e-mail address

Street/box_____

college address_____

City/state/zip_____

other address_____

Teaching experience/college prep for teaching

Total number of semesters teaching

Computer literacy/competency

Submit this application form plus the following documentation:

1. Do you have a current Individual Development Plan (IDP) on file with Staff Development? (do not attach your IDP)
2. Attach a statement explaining why you wish to participate in this faculty development program and what you intend to gain from it. Please limit your statement to one type written page.
3. Attach a current resume.
4. Attach a letter of support from your immediate supervisor at the college.

Your signature_____

Immediate supervisor signature_____

The attention focused on adjunct faculty/part-time faculty continues to escalate. More articles have been written about the overuses of them; the increasing numbers; the problems they present; the exploitation of them; etc. etc. But they are such an integral part of our strategies to meet the needs of students and our communities we MUST be sure that they are effectively prepared for teaching. This roundtable will explore various products available to support your efforts. We will also discuss methods for creating certification plans using these products. Please come and share your ideas with us!

Adjunct Faculty Training Types

“You don’t have to re-invent the wheel anymore”

Print Materials

Donald Grieve (4th edition) [A Handbook for Adjunct and Part-Time Faculty and Teachers of Adults](#) (available from Adjunct Press; Ann Arbor, MI)

Richard Lyons ,et al (1999) [The Adjunct Professor’s Guide to Success](#) (available from Allyn and Bacon)

Idahlynn Karre “Busy, Noisy...” handbook (contact her at IdahlynnKarre@aol.com)

Self published handbooks – various schools including Butler Community College
Orientation packets – Teaching Tip fold outs – JCCC; Leadership Journal

Self – directed

CDs – Teaching for Success – Jack Schrawder – <http://teachingforsuccess.com>

Adjunct faculty program from Florida CC at Jacksonville (old but good!)

iStream – League for Innovation in Community Colleges –

<http://istream.league.org/portal/mail.html>

Adjunct Impact – www.adjunctIMPACT.com – 888-880-4088

On-line/facilitated (in-house)

<http://4faculty.org>

ScenariosOnline <http://scenariosonline.com>

Thomson Delmar Learnings – <http://delmarfacultydevelopment.com>

On-line/stand alone (webinars)

Adjunct Success.net – facilitated/monitored by AdjunctSuccess.net

www.AdjunctSuccess.net

iStream (reference above)

Face-to-face programs

Adjunct Certification Training (ACT)

Contact: jgadber@jccc.edu for further information

Indian River CC’s program – Richard Lyons – Leadership Journal article

Contact: lyons@AdjunctSuccess.net

Programs using combinations

Valencia’s Adjunct Associates program – advancement – David Hosman contact