Problem: - There is little known about the large and diverse population of Adjuncts (Townsend & Twombly, 2007).
- Adjuncts report a lack of outreach and that they often discover information after having needed it (Meixner, Kruck & Madden, 2010).
- Support exists for Adjuncts but can originate from several different departments or campuses and can conflict or become outdated.

Plan: A resource (paper copy handout or electronic version with links) was proposed to a Sinclair Community College Learning Center as a way to streamline their multiple supports for adjuncts.

Rationale: The resource would provide adjuncts with easy access to important, concise information. Communication with Adjuncts is essential and affects their organizational identification (Roueche, 1996). A systems approach advocates aligned resources (Smith, 2007).

Recommended Components to Support Adjuncts

Limitations: Different schools may have different needs. The resource would need yearly revision.

Classroom/Teaching

- Department Guidelines
- Retention Plan
- Students benefit from:
  - timely feedback
  - student-centered teaching
- Behavior Concerns: ombud

College Resources

- Websites: college, offices, departments
- Adjunct handbook
- Calendar
- Mail/phone information
- Copying
- Parking

Professional

- Benefits: financial, promotion, materials, health, tuition
- Connect with Colleagues:
  - teaching circles, community sites, adjunct directory
- Larger Conversation: teaching and content websites, significant readings, professional journals

On-going Tasks

Complete:
- Orientation Certification/training
- Attend: Professional Development Department meetings
- Email: Syllabi to department
- Grades: Submit on time

Adjuncts: Part Time, Full Awareness
Carrie Rogan
Advisor: Michele M. Welkener