# Managing and Supporting Adjunct Faculty

Resources and information for adjunct faculty vary widely across colleges at UC. This guide is intended to aid Unit Heads in managing and supporting adjunct faculty where resources and information are otherwise limited.

## For New Adjunct Faculty:

1. **General Checklist.** A checklist of items to discuss with or provide to new adjunct hires is included below; it can be modified as needed. Please use this to guide initial discussions with a new adjunct and include the completed checklist in the adjunct hiring file.
2. **Specific Materials.** Consider compiling a guide or list of resources specific to your unit for use by new adjunct faculty or all new faculty. See the checklist below for some ideas about content. Provide the adjunct with specific program policies and procedures; curriculum documents; progression requirements; etc.
3. **Tour and Introductions.** Please give a new adjunct faculty member a tour of facilities and introduce him or her to relevant faculty and staff. If at a distance, please give a virtual welcome to the relevant faculty and staff.
4. **Learning Management System/Blackboard Course Access.** Help to secure course access on Blackboard or the current Learning Management System as soon as possible. If this is not possible prior to the start of the semester, consider having course materials uploaded to the Learning Management System/Blackboard on behalf of the new adjunct instructor prior to that. Include any specific program or department guides or trainings.
5. **Faculty Meetings.** Consider inviting the individual to the first faculty or faculty and staff meeting of the semester. When possible use WebEx to record or broadcast meetings to include faculty off-campus. Invite new adjuncts to any adjunct-related events or meetings on campus.
6. **Faculty Listservs or Email Lists.** Add the adjunct instructor to any relevant faculty listservs or email lists.
7. **Office Space.** Do your best to provide adequate office space for the adjunct instructor, at the very least for meetings with students in his or her class(es). If the office is shared space, help to ensure there’s a rotation set up so the space is available during the adjunct’s office hours, immediately after the adjunct’s class(es), and any other important time windows.
8. **Course Resources.** Help the adjunct locate relevant syllabi and other unit resources for course design. Make sure he or she knows how to place textbook orders and request an instructor copy of the book(s).
9. **Center for the Enhancement of Teaching and Learning**. Introduce the adjunct to the resources available through the CET&L website: <http://www.uc.edu/cetl.html>; suggest courses that may be helpful; identify a faculty member to contact in the unit who is familiar with UC teaching resources.

## For Continuing Adjunct Faculty:

1. **Adjunct Handbook.** The Provost’s Office has a website with adjunct information and resources, including a comprehensive adjunct handbook: <http://www.uc.edu/provost/about-us/peopleandoffices/academic-personnel/adjunct_resources.html>
2. **Faculty Senate Representatives.** There are two adjunct faculty representatives on Faculty Senate, listed here under “Part-Time Senators”: <http://www.uc.edu/facultysenate/roster.html>
3. **Invite to Events.** Invite adjuncts to relevant meetings, social occasions and special events in your unit. When possible use WebEx to record or broadcast meetings to include faculty off-campus.
4. **Involve in Projects.** Consider giving adjunct faculty opportunities to participate and contribute toward department projects and initiatives (while keeping in mind that his or her employment situation may preclude or limit this possibility).
5. **Annual Review.** Meet annually for the adjunct to report on his or her experiences and activities, and for you to provide feedback about professional development, teaching evaluations, and any other topics of interest or concern. You might also help him or her set professional goals for the next year.
6. **Support.** Support the individual’s teaching needs and professional development much as you would for any faculty. Consider assigning TAs to his or her courses if resources allow.
7. **Mentoring.** Consider assigning adjunct faculty members a teaching mentor with whom he or she can discuss pedagogy, course level, and department teaching norms and/or a professional development mentor. Ensure he or she knows about CET&L and other campus teaching and professional development resources.

**Recommend for Promotions/Awards.** Consider recommending adjunct faculty for promotions. (A promotion structure does exist for adjunct faculty.) Consider nominating him or her for an adjunct faculty award.