Adjunct Faculty Resource Guide

How to Thrive as a Psychology Instructor

American Psychological Association

Committee on Associate and Baccalaureate Education

Revised 2017

AMERICAN PSYCHOLOGICAL ASSOCIATION

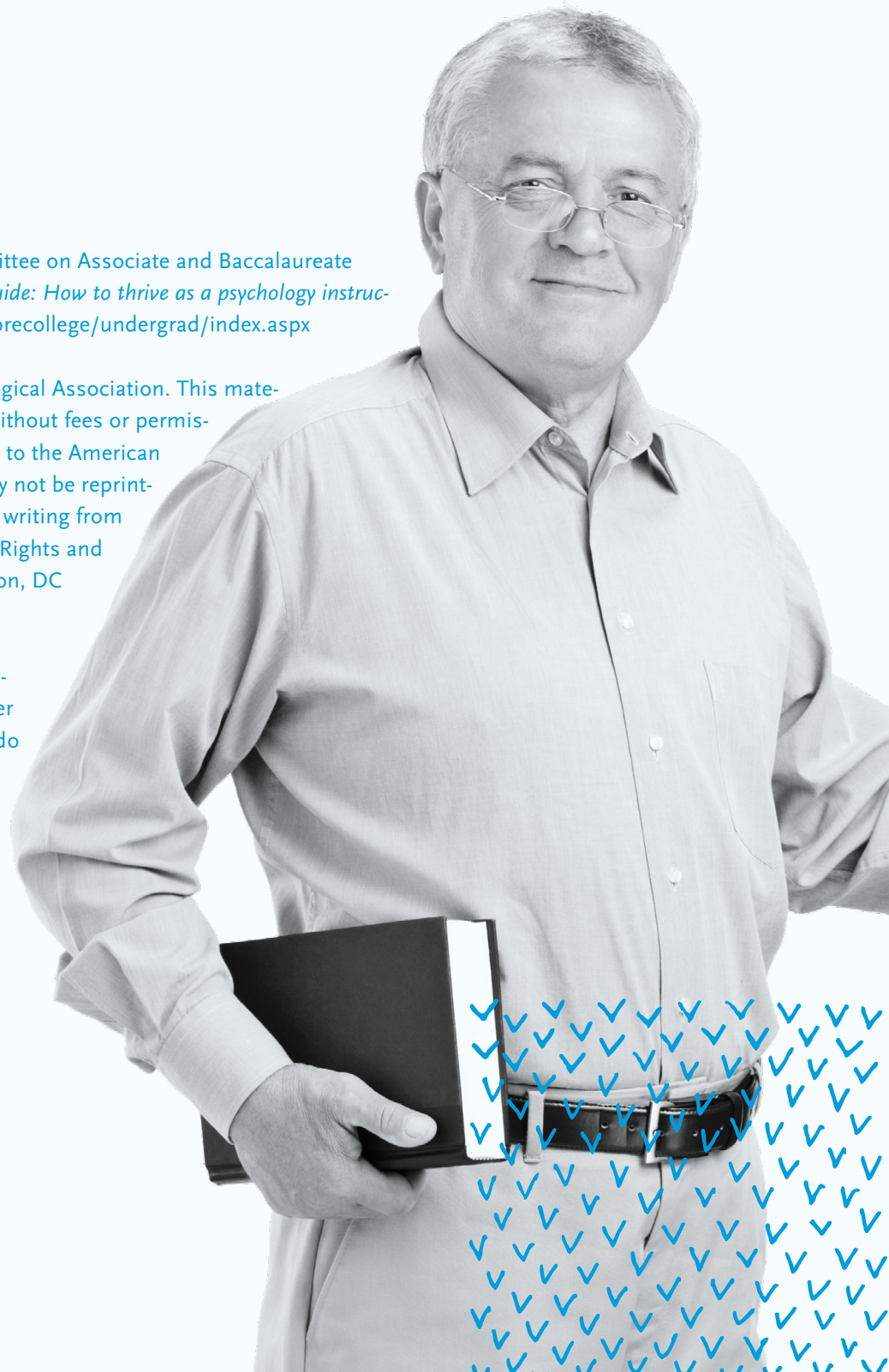# Adjunct Faculty Resource Guide: How to Thrive as a Psychology Instructor

APA reports synthesize current psychological knowledge in a given area and may offer recommendations for future action. They do not constitute APA policy or commit APA to the activities described therein. This particular report originated with the APA *Committee on Associate and Baccalaureate Education*.

Contents

Introduction

The American Psychological Association (APA) Committee on Associate and Baccalaureate Education (CABE) has revised the *Adjunct Faculty Resource Guide* that was originally developed in 2009 by the Committee of Psychology Teachers at Community Colleges (PT@CC). The updated guide supports instructional and professional development needs at both associate- and baccalaureate-level institutions and is divided into three parts:

- Getting started

- Getting organized

- Getting connected

This guide offers the practical support you need to navigate the opportunities, expectations, and responsibilities of your adjunct appointment. We hope this guide will enhance your teaching ability, help you expand your network of colleagues in psychology, and enable you to thrive in complex higher education environments.

Adjunct hiring practices differ in associate- and baccalaureate-level contexts, although both types of institutions increasingly rely on adjunct faculty to deliver their respective curricula. Community colleges hire more adjunct faculty than any other institutions of higher education (Edmonds, 2015). However, declining rates of tenure for professors have produced significantly greater employment opportunities for adjunct faculty members teaching at the baccalaureate level in the past few years as administrators have needed to hire temporary contract faculty to deliver their programs as inexpensively and with as much flexibility as possible (Fredrickson, 2015).
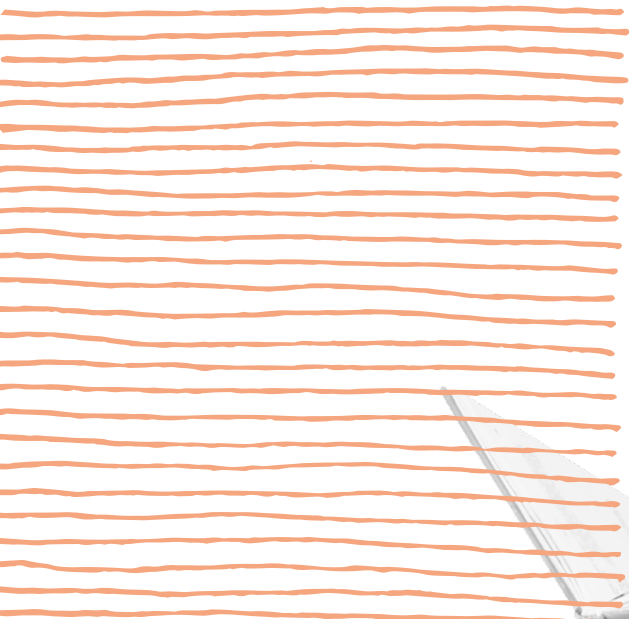
I. Getting started: Learning institutional culture

A. College policies and procedures

As an adjunct faculty member, you may not see the need to learn about the institutional culture of the college where you are employed, but we encourage you to do so if you are interested in pursuing a teaching career.

Institutional culture refers to the structural and functional relationships that exist within an organization. Learning as much as you can about how an organization functions, including how decisions are made, can be useful. Proposed budget cutbacks often create sudden and dramatic reductions in adjunct faculty employment. Therefore, it may be useful to learn about your college's budget process and how this process affects decisions regarding instruction at your college. Staying attuned to the fiscal fitness of your college can help you better anticipate when demands for courses may grow or precipitously decline.

Most colleges—as well as their individual departments comprising various disciplines—have a mission statement, a vision, and a strategic plan that includes yearly goals and objectives. These blueprints guide the daily work of administrators. The college's annual goals and objectives for instruction can affect you directly and indirectly. For example, evaluation of institutional programs and assessment of student learning are ongoing goals for all institutions of higher education. Consequently, depending on your teaching assignment, you may be asked to assess specific student learning outcomes in your courses. Or you may be asked to serve on committees and provide input about departmental and course assessments. Your level of involvement in committee work

will depend on opportunities available at your college. However, if such opportunities are limited, you may wish to volunteer for community service.

All institutions of higher education operate according to a college code or a set of bylaws that governs the work of the college. You may want to become familiar with these bylaws because they are used to facilitate the governance process at your college, and they may include references to important college documents. For example, the bylaws may stipulate that the college must maintain a current faculty handbook and that the college may produce variations of the handbook to address the separate needs of full-time and adjunct faculty. At some colleges, there may also be a version of the adjunct faculty handbook specifically tailored to the needs of faculty in specific instructional areas. Learn as much as possible about your college's governance process. Consider joining the faculty organization or faculty senate, if these opportunities are open to you, since these bodies give voice to the concerns of adjunct faculty at your college. Some adjunct faculty members have even organized into unions to assist in getting their voices heard and achieving a measure of job protection, although such action is not widespread. Investigate whether adjunct instructors are unionized on your campus as well as the potential advantages and disadvantages of joining such a union.

A.1 Getting hired

An instructional dean or department chair is responsible for hiring adjunct faculty before the beginning of an academic term and on an as-needed basis. Adjunct faculty members may be hired on an emergency basis

with little advance notice and not much fanfare. Some adjunct instructors may be hired sight unseen; others may be required to meet with a hiring committee or to demonstrate their teaching and learning strategies either through delivering a sample lecture or presenting representative class planning materials. At a minimum, you should plan to provide a resume that reflects your explicit short- and long-term interests in obtaining an adjunct appointment with a specific program.

Usually, when hiring potential adjunct faculty, colleges do not express interest in a long-term commitment either during an interview or in a subsequent written employment contract. Yet many adjunct faculty members and their employers develop successful long-term working relationships in their academic departments. In fact, highly successful adjunct faculty members whose performance has proven beneficial to the institution may be recruited to join the full-time faculty in these same departments when budget margins allow. Consequently, once you are hired as an adjunct faculty member, your teaching evaluations and the quality of your work relationships with colleagues will weigh heavily in future hiring decisions. Develop good working relationships with full-time faculty and members of the administrative staff who can become your advocates. Establish a good rapport with individuals who work directly with your dean or department chair.

The importance of developing a close working relationship with your most immediate contact person, your department's or dean's administrative assistant, cannot be overstated. He or she can assist you with preparing copies of your syllabus and class handouts, learning grading protocol, securing an examination or a copy of a textbook, obtaining office space, getting a mailbox and an email account, and accessing a computer. Moreover, the department

administrative assistant can tell you how to obtain materials from the library and access instructional resources. Department administrative assistants are often the first to know about major changes that can affect your long-term employment prospects. Cultivate this relationship as carefully as you would tend a garden.

Getting to know veteran faculty members in your academic department or subject area may also prove to be valuable for the tips they can offer you on how to navigate what can be a complex environment. Many faculty members enjoy being asked to serve as mentors and will gladly share what they know. Arranging to meet occasionally for coffee is a great strategy for pursuing a mentorship that will not only improve your teaching but deepen your connections to the department.

Pay strict attention to a number of administrative details about your employment. Before you begin teaching your first course, make certain that you have a teaching contract that spells out your teaching assignments explicitly along with the compensation you will receive over the contract term. Be aware that contracts may contain cancellation clauses that will remove your class from the term offerings if enrollment is insufficient. The threat of low enrollments may pinch you in other ways. If a full-time faculty member has a class with low enrollment, that class may be canceled and the administrator may be contractually obligated to move the full-time faculty member into a viable class. When this happens, adjunct faculty can be replaced by full-time faculty at the last minute. Make sure to check your employment agreement to see if you are vulnerable to these effects of last-minute course cancellations.

You will also need to meet with someone in the human resources department who can assist you with assorted employment requirements, including your W-4 form, payroll deductions, and benefits. You may need a parking permit and an employee identification card to access college resources. Pursue these resources in a timely fashion because your access to materials in the digital environment maintained by the college may require specific identification numbers secured through the hiring process.

A.2 Class attendance practices

Colleges differ in their policies about recording students' class attendance. For example, in some first-year classes, instructors will be required to take attendance throughout the term in order to promote good work habits among new students and also to assist with the institution's efforts to retain students. You may need to verify and report students' attendance to the registrar before their financial aid can be released. Similarly, you may need to estimate when students who withdraw from a course stop coming to class, as it may make a difference in whether they can recover any tuition. Adhere to your college's attendance policy. Include the attendance policy statement in your syllabus and refer to it as appropriate throughout the course.

A.3 Class cancellation practices

During the hiring process, inquire about class cancellation practices. In some settings, classes can be canceled only by the college's administration. Inclement weather conditions or emergencies may prompt a campus-wide shutdown; in such cases there are usually website and other media announcements of the campus closure. Increasingly, campus officials are requiring adjunct faculty members to join emergency notification networks so that they can be informed immediately about actions that may

affect their classes. The growing national incidence of campus shootings also necessitates that you remain alert and aware of institutional actions involving class cancellation or campus lockdown procedures.

You may also encounter personal emergencies that necessitate making alternative arrangements for your classes. In some contexts, you may need to contact the dean or department chair to initiate an emergency plan. In general, administrators prefer that a plan involving a substitute be put in place rather than merely canceling a class. That plan can include arranging for coverage by one of your peers (another instructor who may be able to step in), or you may be able to request that campus support systems, such as campus advising or the career center, provide a substitute.

Because adjunct faculty members, as part-time employees, do not accrue personal or sick leave, they usually do not get paid when they miss a class period. Some institutions will actually deduct pay from their salaries when they miss a class period. However, institutions may waive this policy if an adjunct faculty member misses a class period because of an emergency or the death of a close family member. Institutions may waive this policy for adjunct faculty members who have to report for military or jury duty. On the other hand, some institutions will pay a flat rate for a course on the assumption that the adjunct faculty member will be responsible for managing the allotted time well.

A.4 Grading

Pay strict attention to your college's policy regarding grades. Grades must be recorded using college standards and submitted according to protocol in a timely fashion. Instructions for recording your grades online can be obtained from the college's office of records and registration or from your dean's office.

You may find it helpful to do some advance planning on the technical aspects of grade reporting before grades are actually due. Some colleges may impose a financial penalty for not turning in grades when they are due. Violating this policy may also serve as grounds for not rehiring you to teach in subsequent semesters.

Some colleges require progress reports as a part of their retention strategy for at-risk students. You may be asked to provide information about your students' progress throughout the semester, especially for student athletes or first-time-in-college students.

You may be asked to turn in your grading records to your dean's office at the end of the term, especially if you are leaving the college at that time. Doing so will ensure that administrators are able to attend to grade disputes in a timely and fair manner. Your adjunct faculty handbook should explain your college's policy regarding the assignment of grades and the handling of grade disputes. Administrators are obligated to hear a student's complaints even if the assigned instructor is no longer physically available to partic-ipate in the process. Complete and readily discernible records will make it easier to provide a fair resolution of a student's concern regarding a grade dispute.

A.5 Student records and confidentiality

According to the Family Educational Rights and Privacy Act (FERPA), parents have the right to inspect and review their children's educational records. However, these rights transfer to students when they reach 18 years of age or attend a school beyond the high school level. This is a federal law, and it must be followed when parents request information about their children's progress in your classes. If a parent becomes overbearing, do not succumb to their pressures to share protected information. Respond that you will need to confer with your dean or department chair because of student privacy rights

and then make that connection. Administrators are likely to recommend that parents secure written permission from the student before any information can be disclosed. You may also offer the prospect of a three-way meeting involving you, the student, and the parent, but it is still a good idea to get a student's signed release of grade information to help with documenting this step in case the problem continues to grow. However, you should follow your college's policy regarding the release of student information.

Student records must be kept confidential, and student grades must not be posted or readily available for others to observe. For example, you may not post examination scores using names or identification codes that could be interpreted by anyone other than the student.

You will need to maintain your students' records for a period of time and store them in a secure place. Guidelines for securing student records should be outlined in your college's adjunct faculty handbook. In the absence of a specific guideline, it is probably a good idea to maintain your records for 7 years after the completion of the class.

A.6 Getting students the help they need

Academic advisors can be either full-time faculty members with advising responsibilities or profes-sional advisors. Whereas faculty advisors may be available only during limited times in posted office hours, professional advisors are usually available on a walk-in basis. All advisors should be available via email. Some colleges also arrange for students to have access to online advising. Students should contact an academic advisor to obtain information about degree programs, course offerings, transfer issues, and graduation requirements. Students also can access general information about programs of study on their college's website.

If your students complete your college's protocols for self-identifying as having special educational needs and seek corresponding educational assistance, you will be asked to meet those needs. You will receive specific instructions about how to accommodate these students from your college's Office of Disability Support Services or Student Support Services. Such accommodations can include extended time on tests and/or assignments, access to interpreters, and support for service companion animals (e.g., seizure-sensitive dogs). Most campuses have a very strict process that students must follow to justify requests for special accommodations.

To enhance student success, some institutions have created mentoring programs that target first-generation college students and ethnic minorities. There are also retention specialists and specific educational programs to assist these students. If your college maintains such special programs, it may be helpful to mention these services in your syllabus.

Many institutions of higher education strive to improve student success through targeted programs that provide support in courses that students experience as more challenging (e.g., math, English, biology, and other courses that have the highest student enrollments and attrition rates). Some colleges may provide tutors for psychology courses. Online tutoring may also be available.

B. Working with others

Several people in your college, both on and off campus, can assist you with your instructional needs. This chart outlines their unique roles and responsibilities.

RESOURCE PERSON	ROLE/RESPONSIBILITY
Department Secretary/ Administrative Assistant	Responsible for the day-to-day operations of the office and can assist you with requests for office supplies and teaching resources
Learning Resources Faculty Representative/Librarian	Responsible for purchasing teaching resources to supplement classroom instruction This person often conducts lectures on information literacy and works closely with faculty to coordinate the learning resources component of their courses (e.g., online databases needed for writing assignments).
Information Technologist/ Instructional Technologist	Responsible for software and equipment requests that support instruction This person also can assist with designing multimedia presentations for classroom and professional development use.
Learning Resources Faculty Representative/Librarian	Responsible for purchasing teaching resources to supplement classroom instruction This person often conducts lectures on information literacy and works closely with faculty to coordinate the learning resources component of their courses (e.g., online databases needed for writing assignments).
Coordinator for Professional Developmental/Coordinator for Newly Hired Faculty	Responsible for planning professional development programs for faculty Faculty development programs usually focus on teaching, learning, and assessment.
Publisher's Representatives/ Textbook Representatives	Responsible for providing the most current teaching resources for all areas of psychology Ask your department chair, department secretary, or bookstore manager for contact information.
Coordinator for Internships/ Cooperative Learning	Responsible for coordinating internship and cooperative learning opportunities; can speak with your classes and provide enormous amount of information to your students
Coordinator for College Life Services	Responsible for all student clubs and organizations, including honor societies
College Union or Faculty Federation	When available, a union or faculty federation can be an important resource for general advocacy and support of faculty.

II. Getting organized: Teaching psychology courses

A. Course planning and management

Colleges strive to provide high-quality educational programs for learners and to meet the workforce development needs of the surrounding community. Understanding this mission should assist you in organizing and teaching your course. Your students will have a wide range of abilities and diverse life experiences. To meet your students' needs, you may be asked to use varied instructional strategies and assessment tools.

A.1 Planning your course

If this is your first teaching assignment, ask your department chair or department secretary for a sample course outline or syllabus. This outline could save you time in planning and managing your course. After reviewing the outline, you will know how the course has been organized. Suggestions for creating a course outline or syllabus are described on page 10.

Colleges offer courses in many configurations. Fifteen-week semesters are fairly standard; however, some campuses use the quarter system to deliver courses. Many community colleges offer weekend-only courses and accelerated courses in 8-week or 12-week formats. One-week courses may be offered during the summer and between terms. Colleges also offer fully online classes as well as hybrid courses that combine face-to-face and online class meetings. As an adjunct faculty member, you may be asked to teach a psychology course in one or more of these formats during the same academic term.

If you are a veteran adjunct faculty member, you may be less concerned about course content and more concerned about teaching the same course in a different format. For example, you may not have had an opportunity to teach a 1-week course or a weekend course because these courses are usually taught by full-time faculty members. Past models will be especially helpful in adapting courses from an old to a new format.

A.2 Managing your course

As a new adjunct faculty member, you will be expected to teach students who have different learning preferences and challenges. You will learn quickly about the range of abilities of your students. You should experiment with a variety of teaching strategies in your classroom to meet the needs of all of your students.

Students tend to retain more information when they are actively engaged in the learning process (Brown, Roediger, & McDaniel, 2014). Therefore, it is important to use teaching strategies that are interactive and engaging. We suggest that you use cooperative and collaborative teaching strategies. Do not rely exclusively on lectures. You may also want to use instructional technology to enhance your teaching. However, it is important to remember that technology is a tool to enhance your teaching, not a resource designed to replace you as the instructor.

Consider not only what you want your students to know after they have completed your psychology course but how you want them to think differently as a result of taking your course. These goals are sometimes referred to as core learning objectives

or student learning objectives. Think about the knowledge, skills, and values that you want your students to gain. Several of the following resources from APA might be particularly helpful as you consider these issues. Be sure to check with your department or program, as there may be a master plan in place to address student learning outcomes as part of a larger assessment plan.

- The *APA Guidelines for the Undergraduate Psychology Major: Version 2.0* describes five learning goals and their related outcomes for the undergraduate psychology major. This document articulates developmental indicators that differentiate expectations for students who are completing associate-level programs in psychology from those for students completing baccalaureate-level programs.

- The *Assessment CyberGuide for Learning Goals and Outcomes* describes various strategies currently in use to assess learning in psychology.

- A report on *Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum* identifies developmentally appropriate competencies that serve as benchmarks of student success as students progress from their first course through degree attainment and provides models for teaching, learning, and assessment.

- A fourth resource is derived from the 2016 *APA Summit on National Assessment on Psychology (SNAP)*. This web page features a repository of assessment strategies aligned to the learning goals and outcomes established in the *APA Guidelines for the Undergraduate Psychology Major: Version 2.0*.

Your next step will be to decide how to use the resources available on your campus to achieve the expected learning objectives. You may need the help of the learning resources faculty (i.e., librarians), the coordinators of the writing center, and student support services staff to achieve your instructional goals. Some of your students may need academic support to complete their class assignments and projects.

A.3 Assessing your students

Assessment is an important component of effective teaching. You will find many assessment tools to determine what your students have learned. Plan to assess their knowledge of the subject matter in a variety of ways: multiple-choice examinations, quizzes, written assignments, service-learning projects, oral presentations, and role playing.

Writing assignments expose your students to the *Publication Manual of the American Psychological Association* and psychological research published in peer-reviewed journals. These assignments will also acquaint them with online databases that they can use to find current research in psychology. Writing assignments that are well constructed can help your students gain skills in research, writing, information literacy, and critical thinking. Many such assignments have been created for your use and can be found among the teaching resources presented on the *APA website*. Consider creative rubrics for evaluating students' writing assignments, and discuss these rubrics with your students when presenting these assignments in class. These simple steps will ensure that you are perceived as a fair and objective grader.

Your department may provide general guidelines about the number and type of examinations that should be given during the semester. You may be required to administer a departmental final exam,

which is becoming more of the norm given the increasing emphasis on accountability in higher education. If there is a departmental final exam, your department chair will give you instructions about how to prepare your students for this summative, end-of-course assessment.

B. Creating a syllabus

A syllabus is a course outline that describes the instructor's expectations and provides factual information about the college and the course. A syllabus typically should communicate to students that all policies of the college will be upheld in the course, including any policies that pertain to attendance and integrity violations. Many colleges will provide a template to ensure that all of their institutional syllabi reflect the same rules, regulations, and expectations. If your college does not have a template for creating a syllabus, then follow the guidelines established by the department of psychology. If there are no departmental guidelines, ask the chair for a sample syllabus for your course. At a minimum, you should include the following information in your syllabus:

Seasoned teachers tend to include more elaborate detail in their syllabi, and some may even test students on the syllabus content to ensure they have carefully read the document. Elaborations may include the following:

- Teaching philosophy
- Expectations of academic integrity and civility
- Opportunities for extra credit
- Inclement weather notification
- Policy on makeup exams and late assignments
- Protocol for requesting special accommodations
- Class withdrawal policy
- Tips for success, including recommendations from past students

A syllabus also carries with it the professional obligation on the part of the faculty member to execute what has been promised. This document can be used in a grievance process or hearing concerning a student's academic performance or conduct. Your syllabus should include sufficient unambiguous information about your college's general policies and your specific class policies.

For more information and examples of more than 160 peer-reviewed syllabi for a variety of undergraduate and graduate psychology courses, consult *Project Syllabus*. Created as a teaching resource by the *Society for the Teaching of Psychology (APA Division 2)*, *Project Syllabus* is available through the Office of Teaching Resources in Psychology.

SAMPLE COURSE OUTLINE

» Name of the college
» Department of Psychology
» Course title, number, and credits
» Course description
» Instructor's name, office location, telephone number, email address
» Office hours
» Textbooks: required and recommended
» Course objectives
» Course competencies/core learning outcomes
» Course requirements
» Class schedule/schedule of course content
» Examinations: dates and formats
» Guidelines for written assignments

B.1 Learning resources

Successful students will need to spend time accessing college resources online, in the computer lab, and in the writing center to complete their assignments. You may want to meet with the coordinators for the writing, tutoring, and computer centers as soon as possible to let them know what types of written assignments and examinations you are requiring in your classes and how much time your students will need to spend in the computer lab. If you plan to schedule a class meeting in the computer lab, you may want to make these arrangements before classes begin.

You may also want to meet with your learning resources faculty representative (librarian) to discuss your course's learning goals and outcomes. He or she can assist your students with completing their assignments and also help you develop online projects to enhance your students' information literacy and critical thinking skills. Moreover, he or she can inform you about online databases available to you and your students and help you purchase audiovisual aids for your classes, place materials on reserve for student use, and order journals and books for instructional purposes.

If your college has a testing center, you will need to know its policy for administering tests. If you teach a face-to-face weekend class, you may be allowed to leave exams in the testing center for students to complete between class meetings. If you teach an online course, your students may be required to take their final examination in person in your college's testing center. Knowing your college's testing center policies also should help you plan for excused absences and emergencies.

Many colleges have a service-learning coordinator to assist students with their service-learning projects. The service-learning coordinator can help you

create projects for your students. Service-learning experiences are course-based services that meet a community need. Service-learning usually involves reflective activities that connect course content to the service-learning experience. Students also may want to complete internships by participating in either a paid or nonpaid cooperative internship in the local community. To assist students in obtaining internships, you may wish to explore resources within the community that might be open to providing internship opportunities.

Find out where your college's technology center is housed so that you can get assistance with instructional technology and software to use in your classroom. You also need to know about the technological capabilities of your campus. For example, can you access your college's online databases from home? You may want help with creating an online course or a PowerPoint presentation, using multimedia software, or learning special email requirements. Generally speaking, there are in-house courses designed to teach you how to use your college's email system and how to create an online or hybrid course. You may also need to borrow equipment for professional development purposes, take a course, or attend a conference to strengthen your technological skills.

B.2 Teaching resources

Dozens of teaching resources are available to you. The most readily available resource is likely to be the instructor's resource manual accompanying your textbook. This manual includes sample course outlines, lecture launchers, teaching tips, chapter outlines, learning objectives for every chapter, writing assignments, lists of audiovisual aids, and class exercises. It may also include recommended reading lists and websites to supplement the textbook. These resource guides are often overlooked as teaching

resources. You can also find countless websites that will enhance your instruction and enliven your students' classroom experience.

In addition, you may wish to browse the textbook publisher's website, where you may also find links that supplement the textbook and provide additional learning opportunities for your students.

The *APA website* is an invaluable teaching resource for any psychology course. You will find information about APA and its members, who represent a broad cross-section of psychologists with a wide variety of interests in psychology.

APA has 54 divisions, which are interest groups organized by members. Some represent subdisciplines of psychology (e.g., experimental, social, or clinical), whereas others focus on topical areas such as aging, ethnic minorities, or trauma. The APA division that will probably be most helpful to you as an instructor is *APA Division 2, the Society for the Teaching of Psychology* (STP). The STP website features many excellent teaching resources that are included in the online *Office of Teaching Resources in Psychology*.

There are other advantages to using the APA website. You will be exposed to the most current thinking on different psychological topics, and you will remain abreast of new developments. Students enrolled in psychology courses are often seeking information about topics that go beyond the scope of the class lecture. You and your students can use the APA website to find out more about these topics and identify psychologists conducting research on them.

Appendices *A* and *B* include checklists to help you prepare for your new teaching position as an adjunct faculty member.

III. Getting connected: Building your psychology network

A. Becoming a member of professional organizations

A.1 American Psychological Association

The APA is committed to meeting the needs of under-graduate faculty. You can affiliate with the APA in several ways.

Become an APA member, associate member, or teacher affiliate. Visit the APA website to learn more about these *membership opportunities*. Psychology faculty at 2-year institutions can join as an *APA community college teacher affiliate* at a substan-tially reduced cost. You will receive the *Monitor on Psychology*, a monthly publication of APA; the *Psychology Teacher Network (PTN)*, a quarterly newsletter for teachers of introductory psychology; the **Psych Learning Curve blog**; and special mailings throughout the year. As an APA community college teacher affiliate, you are automatically a member of the *APA Psychology Teachers at Community Colleges (PT@CC)*. PT@CC is a network to represent and support psychology teachers within the 2-year college community.

If you are already a member of APA and would like to join PT@CC, please contact staff in the APA Education Directorate at 1-800-374-2721, ext. 6140, or via email to *education@apa.org*.

Consider joining an **APA division**, which can expand your knowledge of psychology and help you build a professional network of colleagues. As mentioned

earlier, you may wish to consider joining the *Society for the Teaching of Psychology (STP/APA Division 2)*. STP represents the interests of psychology teachers in academic institutions ranging from secondary schools through graduate schools. It promotes teaching excel-lence, research on teaching, and professional devel-opment; sponsors and cosponsors teaching-related programs at national and regional psychology conventions; publishes *Teaching of Psychology*; disseminates teaching and advising materials through the online *Office of Teaching Resources in Psychology*; and administers the annual Excellence in Teaching Awards and the G. Stanley Hall/Harry Kirke Wolfe Lectures. As a member of STP, you will receive the journal *Teaching of Psychology* and gain access to a wealth of teaching resources. You will also have access to information about teaching conferences, where you can meet people with similar professional interests and needs.

A.2 Regional psychological associations

To build your regional connections, you may be interested in joining one of the seven regional psycho-logical associations, where you can meet others who share your passion for teaching and psychology. The regional psychological associations sponsor annual conventions, which provide an important venue for networking and professional development. The regional psychological associations and their respective websites are listed on the next page.

Eastern Psychological Association (EPA)

Midwestern Psychological Association (MPA)

New England Psychological Association (NEPA)

Rocky Mountain Psychological Association (RMPA)

Southeastern Psychological Association (SEPA)

Southwestern Psychological Association (SWPA)

*Western Psychological Association (WPA)*

B. Participating in professional development programs

Attending professional development programs will broaden your knowledge base and widen your network of colleagues. If your goal is to attain a full-time teaching position, attending professional development programs—particularly those focusing on pedagogy, assessment, and the scholarship of teaching—can enhance your teaching portfolio. Ask your department chair about professional development opportunities. Some colleges have a professional development coordinator who organizes workshops, lectures, and conferences for faculty. Some departments of psychology also offer professional development programs for adjunct faculty.

C. Serving as a student advocate

We encourage you to become an advocate for psychology majors by including information about college resources in your syllabus and sharing information with students about college life on your campus. Consider serving as a volunteer for your college's Psychology Club. Learn about opportunities to work with Psi Beta, the community college national honor society in psychology, or Psi Chi, the international honor society in psychology.
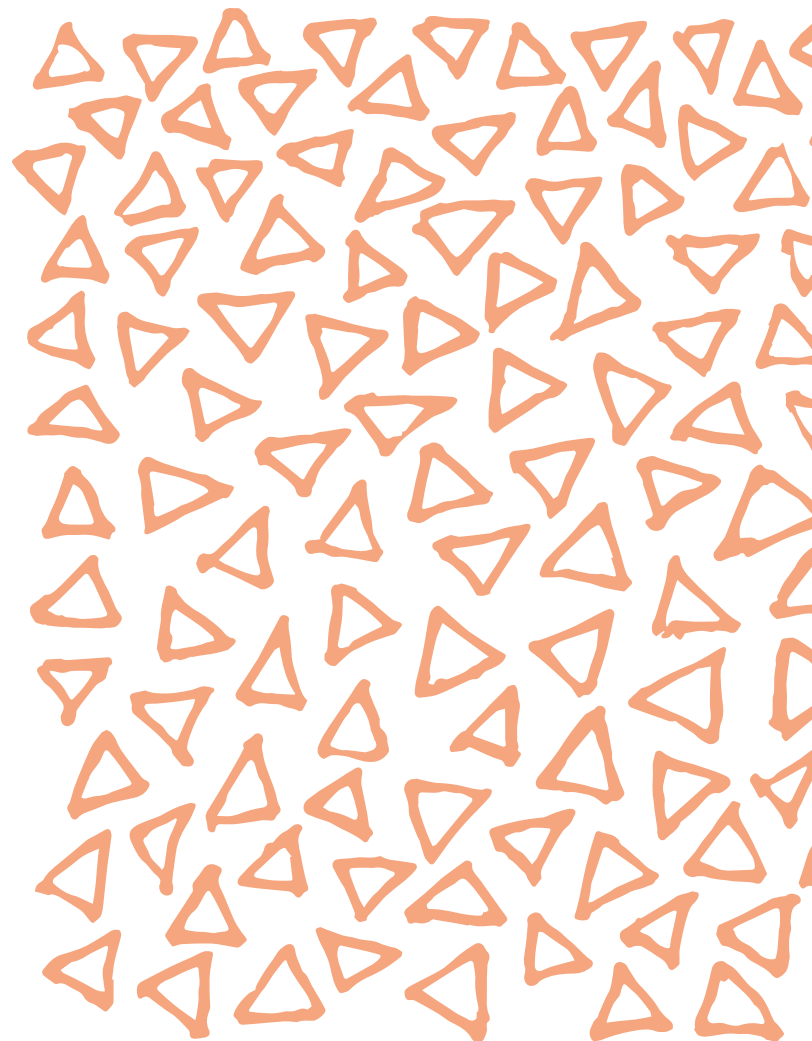
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Appendices

Appendix A. Checklist for new adjunct faculty

Human Resources

☐ I have submitted a complete employment application, including my college transcripts.

☐ I have completed my W-4 form and other personnel forms.

☐ I have received an employee identification card and a parking permit.

☐ I have received my teaching contract for the academic term.

Department of Psychology

☐ I have a copy of the textbook and the instructor's resource manual.

☐ I have a copy of a sample syllabus.

☐ I have attended an orientation for new adjunct faculty (if available) and met with the department chair.

☐ I have received a copy of the adjunct faculty handbook (if available).

Administrative Support

☐ I have been assigned an office and given a key to it.

☐ I have access to photocopying services.

☐ I am aware of general operating procedures for administrative assistance.

☐ I have a grade book, either digital or hard copy.

☐ I have a mailbox and an email account.

☐ I have my class assignments.

☐ I have received my class roster(s).

☐ I can locate my classroom(s).

Learning Resources

☐ I can locate the library, and I know its hours of operation.

☐ I have placed reference materials on reserve in the library.

☐ I have access to audiovisual aids to enhance my teaching.

☐ I know where the computer labs are located.

☐ I can use the technology available to me in the classroom.

☐ I know how to contact the writing center, the tutoring center, and the student support services office.

☐ I am aware of the college's policy on students with disabilities and can locate the disability support services office.

Professional Development and Networking

☐ I am aware of professional development opportunities available to adjunct faculty.

☐ I plan to attend conferences on the teaching of psychology.

☐ I will learn about opportunities for membership in national associations, including the American Psychological Association (APA) and the Society for the Teaching of Psychology (APA Division 2).

Appendix B. Checklist for new online adjunct faculty

Human Resources

☐ I have submitted a complete employment application, including my college transcripts.

☐ I have completed my W-4 form and other personnel forms.

☐ I have received my teaching contract for the academic term.

Department of Psychology

☐ I have a copy of the textbook, the instructor's resource manual, or links to online resources.

☐ I have a copy of a sample syllabus.

☐ I have attended an orientation for new adjunct faculty (if available) and met with the department chair.

☐ I have received a copy of the adjunct faculty handbook (if available).

Administrative Support

☐ I can access my email account.

☐ I have my class assignments.

☐ I can access my class roster(s).

☐ I can access my online classroom(s).

Learning Resources

☐ I can use the technology available to me in the classroom.

☐ I know how to contact the writing center, the tutoring center, and the student support services office.

☐ I am aware of the college's policy on students with disabilities and can locate the disability support services office.

Professional Development and Networking

☐ I am aware of professional development opportunities available to adjunct faculty.

☐ I plan to attend conferences on the teaching of psychology.

☐ I will learn about opportunities for membership in national associations, including the American Psychological Association (APA) and the Society for the Teaching of Psychology (APA Division 2).