**Notes from the 9-12-17 Adjunct & Colleague Connections meeting**  
  
**Attendees: John, Jim, Jarrod, Denise, Monique, and Rachel**  
  
Leading question: What would this group like to focus on this semester?  
  
(1) Revisit setting up a **dedicated adjunct space**: computers, desks to conference with students, places to store items.  
  
(2) **Strengthen the Mentor Program**:   
-Somehow match personalities more purposefully.  
-Set up a way to “try on” different folks to find the right mentor/mentee fit.  
-Anonymous poll: Who do you want or not want to work with? What do you hope to get from a mentor?  
-Create a mentor team: get the “best” coaches, a “taskforce” with set meetings, a cast of characters you know,   
3 meetings a semester, make it inviting and social (have people submit topics ahead of time), make further faculty connections at these meetings based on interests/projects, send many emails letting everyone know meeting dates ahead of time.  
-Right away, connect an adjunct to a mentor upon getting hired  
-Set up “immediate connections” for mentors/mentees: phone numbers, video-conferencing orientation and follow up, on-going support/check in with adjunct asking what they need.  
-Have the mentor come into classes to observe and give feedback in a non-evaluative way. Shift it so that the mentor evaluating the mentee is not the main role but only one aspect.  
-Schedule meetings with the mentor and mentee with an end product in mind: help on their portfolio, mentor journals and sharing notes, prep for student surveys, explaining what is involved with observations and what are the stakes.  
-Incentivize mentor meetings: let them know how they will help (observations, help with portfolio), flex credit.   
-Check in on when the adjunct’s observation has to be—first semester for a new hire is intense. Can it be their 2nd semester? Find out when the observation has to happen—first 8 weeks—ask Mary. Find out why?  
-Make it clearer what is at stake with the class evaluation: can you be not hired based on one evaluation? Can it be more of a growth-spectrum than a one-time evaluation? Can the emphasis be more on coaching?  
-Build a relationship first with a mentor before the observation.  
-Create a mentor best practices and why it’s important  
-Offer a workshop: How to get to hired fulltime! Debunk the myths. How to best prepare? Prepare adjunct for what could happen in a full-time interview (teach in front of a live class)  
-Have mentors encourage adjunct to serve on committees (tell which they can serve on and which they cannot)—clear list with context, background. How else to get involved?  
-Shadowing mentors in the committees they are on (let them know what to read and prepare for)  
-Ask about getting adjunct paid—what can they get paid for? What are the rules?  
-Use flex days for mentor meetings or workshops?  
   
(3) **Carry on hands-on groupwork in our English meetings and actively involve/invite adjunct.** Creating consensus on best practices on different topics regarding teaching English has been valuable. Continue to share the meeting notes with everyone in the department and incorporate those into the Orientation for new hires. Send personal invites to adjuncts for upcoming English meetings and Mentors invite Mentees.   
  
(4) **Revise our English course outlines:** Continue to work with the librarians to revise/strengthen the content of the Information Literacy component; consider whether English 100 should be changed from 3 units to 4 units; consider if other classes like English 110 should also be 4 units; reexamine our SLOs—quality over quantity.