



## **Adjunct and Dual Enrollment Faculty Growth and Development Plan**

Virginia Peninsula Community College recognizes that adjunct and dual enrollment faculty are a valuable part of our academic community. This plan creates an environment for adjunct and dual enrollment teaching faculty that promotes professional growth and high performance resulting in student success. It is intended to provide useful information to support an adjunct or dual enrollment faculty member's professional growth and improved instructional performance.

### **Plan Summary**

This plan defines the process by which adjunct and dual enrollment faculty members will attain and remain in "Good Standing." This designation identifies an adjunct or dual enrollment faculty member as engaged in professional growth and committed to quality instruction while making a faculty member eligible for professional recognition through the college's recognition process. For purposes of this plan, "adjunct faculty" indicates both adjunct and dual-enrollment faculty. While a "Good Standing" designation is an indication of quality, it neither guarantees nor implies future employment.

The Adjunct and Dual Enrollment Faculty Growth and Development Plan covers three domains: Teaching Effectiveness, Growth and Development, and Institutional Responsibility. The plan specifies minimum requirements for professional development (growth) and outlines the evaluation process of adjunct faculty members while engaging with the college in a professional capacity.

**Teaching Effectiveness.** Teaching is a craft. Adjunct and Dual Enrollment faculty members are encouraged to pursue excellence in teaching across four areas: Design, Delivery, Effectiveness, and Expertise. Through tools and data sources (e.g. classroom observation, student course evaluation data, student success metrics, etc.), adjunct and dual enrollment teaching effectiveness will be reviewed according to this plan.

**Growth and Development.** This domain mirrors Scholarly and Creative Engagement in the Full-Time Teaching Faculty Development and Evaluation Plan (FDEP). As the scholarship for teaching and learning grows, so too must the skills of adjunct and dual enrollment faculty. In addition to non-college sponsored professional development opportunities available to adjunct and dual enrollment faculty, VPCC will identify and/or create professional development opportunities to support adjunct faculty growth and development. Adjunct faculty members will engage in professional growth and development in accordance with the timeline specified in this plan.

**Institutional Responsibility.** In addition to instructional duties, adjunct and dual enrollment faculty members are required to meet minimum requirements of institutional responsibility in the completion of administrative instructional tasks as required by policy, regulation, law or contract (e.g. preparation and distribution of syllabi, maintaining accurate course rosters, posting final grades on time, compliance with

academic division requirements, adherence to VPCC policy, adherence to VCCS policy as well as compliance with all federal, state, and local laws and regulations).

The VPCC Faculty Reward and/or Recognition plan provides recognition of outstanding service for adjunct and dual enrollment faculty members whose performance exemplifies the highest standards of educational excellence within the classroom or in service to the college community.

### **Adjunct Faculty Status**

#### **Initial Status and Obtaining Good Standing**

Adjunct and dual enrollment faculty start with “Initial Status” and must complete objectives to earn “Good Standing.” Upon hire or rehire, adjunct and dual enrollment faculty must complete the following:

- A classroom observation with the dean or designee as determined by the dean within the first 3 credit hours of instruction.

In addition, within the first twelve months or the first three terms of contacted service of employment, whichever is shorter, adjunct, and dual enrollment faculty members must accomplish the following:

- Complete at least one professional development activity such as the initial orientation or onboarding session.
- Participate in a collaborative feedback process with a dean or designee including the review of a variety of data sources to inform and indicate:
  - Adjunct/dual enrollment teaching effectiveness, such as course evaluations, student success metrics and student feedback.
  - Institutional responsibility, such as timely completion of administrative tasks and adherence to policies and procedures.

Based upon successful completion of each “Initial Status” objective, documentation of meeting minimum requirements, and meeting expectations of the evaluation criteria, the adjunct or dual enrollment faculty member will earn a “Good Standing” designation. Should “Good Standing” not be awarded, the dean may opt to continue the evaluation process if a course is assigned. When the evaluation process continues and another course is offered, a written narrative including an action plan, timeline for implementing recommendations for improvement, and a date for a follow-up evaluation is required.

#### **Maintaining Good Standing Status**

After earning the initial status of “Good Standing,” adjunct and dual enrollment faculty members will be evaluated at least every three years to maintain a “Good Standing” designation.

To remain in “Good Standing” status, adjunct and dual enrollment faculty must comply with the following:

- Complete at least one documented professional development activity each year.
- Once in each three-year evaluation cycle:
  - One classroom observation in any modality (in-person, synchronous, or asynchronous) collaboratively selected by adjunct faculty and the dean or designee.
  - One written evaluation by the dean to include:

- Participation in a collaborative feedback process with a dean or designee to receive feedback on their teaching effectiveness and institutional responsibility from a dean or designee determined by the dean.
- Review of a variety of data sources to inform and indicate adjunct teaching effectiveness, such as course evaluations and student feedback.
- Review of various data sources to inform and indicate institutional responsibility, such as timely completion of administrative tasks and adherence to policies and procedures.

Once a “Good Standing” status timeline begins, the specified length of time will be in place regardless of continued or intermittent contract awards. Adjunct and dual enrollment faculty members who have a break in instructional service of 3 or more consecutive semesters/terms shall return to “Initial Status” upon rehire.

Should “Good Standing” not be awarded, the dean has two options: 1) The adjunct/dual enrollment faculty may not be eligible to receive new adjunct assignments or 2) the dean may opt to continue the evaluation process. When the evaluation process continues and another course is offered, a written narrative including an action plan, timeline for implementing recommendations for improvement, and a date for a follow-up evaluation is required.

Disputes regarding adjunct teaching faculty evaluations are not heard or reviewed in the grievance process. The appeal of an adjunct faculty evaluation shall follow the normal administrative chain and conclude with the final determination made by the Vice President for Academic Affairs and Chief Academic Officer.

### **Plan Detail**

This plan specifies minimum requirements for growth and evaluation of adjunct and dual enrollment faculty members while they engage with the college in a professional capacity. Although the evaluation process is typically completed by a dean, the administrative roles in this process may be conducted by a department chairperson or any approved designee of the college’s Vice President for Academic Affairs and Chief Academic Officer, including but not limited to the following:

- Dean;
- Associate Dean/Director;
- Department chairperson;
- Program head/coordinator; or,
- Other designee.

The other designee should be approved by the dean and may include full-time faculty. The department chairperson or other designee should receive specific guidance and direction on the expectations of the observation and feedback process. The dean oversees the written evaluation.

Adjunct or dual enrollment faculty who teach in multiple disciplines may have a classroom observation and/or may be evaluated by each discipline but must be evaluated within the policy timeline.

In the instance of multiple disciplines, the annual professional development requirement only needs to be met once to remain in “Good Standing.”

Adjunct or dual enrollment faculty who teach at more than one college within the VCCS may be evaluated at each, but the professional development requirement is met once at either institution to remain in “Good Standing.”

### **Teaching Effectiveness**

Adjunct and dual enrollment faculty are encouraged to pursue excellence in teaching across four areas: Design, Delivery, Effectiveness, and Expertise. Using student success strategies, and data sources (e.g. classroom observation, student course evaluation data, and other strategies, etc.), adjunct/dual enrollment teaching effectiveness will be reviewed in accordance with the timeline specified in this plan.

### **Classroom Observation Process and Reporting Form**

Observations of adjunct and dual enrollment faculty will follow a process that includes classroom observation for in-person/synchronous classes and online reviews for asynchronous modalities. Observation forms will be utilized for each modality.

These observations:

- Include a pre-meeting in the classroom observation process to include the Classroom Observation Planning form (Appendix 1) with the option for a post-meeting.
  - The format or modality of the pre-meeting shall be mutually agreed upon by the adjunct faculty member and the evaluator (in-person, phone, videoconferencing, etc.).
  - Benefits of a pre-meeting include connecting and building relationships with adjunct faculty and setting them up for success in the evaluation process.
  - A pre-meeting provides opportunities to discuss the expectations related to learning objectives and instructional design and delivery described on the observation form.
- Separate class observation forms for in-person/synchronous courses (Appendix 2) and online asynchronous courses (Appendix 3).
- For Initial Status:
  - For faculty teaching at more than one campus, only one observation is required.
  - For faculty teaching in more than one discipline, only one observation is required.
  - For faculty teaching in more than one modality, only one observation is required.

### **Data Sources**

The college will collect and review various data sources to inform and indicate adjunct/dual enrollment faculty teaching effectiveness. The data sources must include a classroom observation. Other sources may include, but are not limited to:

- Student course evaluations (adjunct faculty);
- Student success metrics;
- Feedback from students, peers, department chairs, or deans; and

- Self-assessment statement that may include examples and/or documentation of teaching effectiveness and expertise.

### **Growth and Development**

The college will identify or create, as needed, a range of professional development opportunities to support adjunct faculty growth and development. Every effort will be made to provide flexible delivery opportunities for development, at no cost. Professional development opportunities may include, but are not limited to:

- Adjunct or Dual Enrollment Faculty Orientation;
- College, Discipline, or Campus meetings or activities focused on professional growth or development;
- VCCS events, peer group meetings, and conferences;
- Professional conferences;
- Virtual meetings and conferences;
- Activities required for licensure or industry certification;
- Academic preparation or coursework;
- Individually identified activities, such as research readings within one's discipline (pre-approved in writing by the dean or designee);
- Career-enhancing activities as required or supported by one's employer; and
- Other activities, as approved by the dean.

### **Institutional Responsibility**

Tasks and responsibilities in this domain address administrative tasks in support of instruction and institutional operation. Common items may include, but are not limited to:

- Adhering to policies and procedures of, and applied to, the college and the VCCS;
- Demonstrating collegiality;
- Holding office hours;
- Interacting with students;
- Incorporating student success strategies and,
- Completing administrative tasks (e.g. posting of syllabi, maintenance of online course resources, maintaining accurate course rosters, entering grades in a timely manner, submitting delete/withdrawal forms when appropriate, etc.).

### **Feedback**

Adjunct and dual enrollment faculty shall have a chance to engage in a feedback process designed to establish and maintain dialogue about teaching effectiveness. Feedback may address not only teaching effectiveness, but also:

- Planning for professional development and growth;
- Impact of professional development activities;
- Completion of tasks related to Institutional Responsibility;
- Determination of promotion eligibility (or VCCS-10 reevaluation); and,

- Substantiation of adjunct faculty recognition.

Feedback may take place via a phone call, an in-person meeting, videoconferencing, or by written correspondence. Regardless of modality, documentation shall be created for the adjunct faculty member's official records. Feedback that is more frequent may be requested by either party. Adjunct faculty will acknowledge the opportunity to engage in a performance feedback process when signing the Adjunct Faculty Evaluation form.

### **Additional Plan Considerations**

This plan applies to dual enrollment faculty and faculty who teach in other modalities. Nothing in this plan is intended to supersede SACSCOC or the requirements of various accrediting agencies. Adjunct and dual enrollment faculty who are not in "Good Standing" may not be eligible to receive new adjunct assignments.

### **Adjunct Faculty Reward and/or Recognition**

The college will provide reward and/or recognition of outstanding service for adjunct and dual enrollment faculty whose performance exemplifies the highest standards of educational excellence within the classroom, or in service to the college community. Adjunct faculty must be in "Good Standing" to be eligible for reward and/or recognition.

### **Appendices**

Appendix 1 – Observation Planning Form

Appendix 2 – Observation form for in-person/synchronous courses

Appendix 3 – Observation form for online asynchronous courses

Appendix 4 – Evaluation form.

**Appendix 1**
**CLASSROOM OBSERVATION PLANNING FORM**

Instructor Name		Position Title	
Dean/Director Name		Position/Title	
Course/Section Number of Observed Class		Course Title	
Date and Start/End Times of Observation		Location	
1. What are the student learning objectives for this class session?			
2. What instructional methods will be used in this class session?			
3. What strategies will be used in this class session to foster student engagement?			
4. What instructional materials (handouts, media, technology, etc.) will be used in this class session?			
5. What assessment strategies will be employed to measure what students have learned in this class session?			
6. Are there other specific aspects of this class session on which the instructor would like to receive feedback?			
7. Other information:			

**Instructor Name:** \_\_\_\_\_ **Position Title:** \_\_\_\_\_  
**Observer Name:** \_\_\_\_\_ **Position Title:** \_\_\_\_\_  
**Course/Section:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_  
**Location:** \_\_\_\_\_  
**Date and Start/End Times of Observation:** \_\_\_\_\_

	Yes	No	Partially
<b>1. The instructor was prepared for the class session.</b> Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. The instructor described the learning objectives to the students at the start of the class session.</b> Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. The instructor spoke clearly and audibly.</b> Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. The instructor encouraged questions and student participation.</b> Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. The instructor employed instructional strategies that sustained the students' attention.</b> Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. The instructor provided activities to assess students' grasp of the content of course unit(s).</b> Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Yes    No    Partially**

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**7. The instructor effectively used supplemental instructional materials.**

      

Comments:

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**8. The instructor effectively used instructional technology and/or media.**

      

Comments:

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**9. The objectives of the class session were achieved.**

      

Comments:

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**10. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor excelled during the class session.**

Comments:

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**11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor could improve upon.**

Comments:

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**Instructor Comments:**

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Instructor Signature

Date

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Observer Signature

Date

**Adjunct and Dual Enrollment Faculty  
Asynchronous Observation Form**

**Instructor Name:** \_\_\_\_\_ **Position Title:** \_\_\_\_\_

**Observer Name:** \_\_\_\_\_ **Position Title:** \_\_\_\_\_

**Course/Section:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date and Start/End Times of Observation:** \_\_\_\_\_

	Yes	No	Partially
<b>1. The instructor prepared and organized the course for ease of navigation.</b> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. The instructor provided a description of the learning objectives for each unit of the course.</b> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. The instructor provided clear explanations of student expectations and activities.</b> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. The instructor provided ample opportunity for student questions and instructor response.</b> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. The instructor's instructional design engaged the student and sustained the students' attention.</b> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. The instructor provided activities to assess students' grasp of the content of course units.</b> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Yes    No    Partially**

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**7. The instructor provided ready access to supplemental instructional materials.**

      

Comments:

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**8. The instructor effectively used instructional technology and/or media.**

      

Comments:

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**9. The objectives of each course unit were adequately addressed.**

      

Comments:

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**10. The learning outcomes for the course were clearly explained and easily accessible for the students.**

      

Comments:

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**11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor excelled in this course.**

Comments:

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**12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify specific instances where the instructor could improve in this course.**

Comments:

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**Instructor Comments:**

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Instructor Signature

Date

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Observer Signature

Date

<b>Initial Status</b> <input type="checkbox"/>	<b>Maintaining Status</b> <input type="checkbox"/>	<b>Date of previous evaluation</b> (if applicable): _____
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Faculty Name: \_\_\_\_\_ Division: \_\_\_\_\_ Dean: \_\_\_\_\_

Semester/Academic Year: \_\_\_\_\_ Teaching Discipline(s): \_\_\_\_\_

**Classroom Observation**

Course(s): \_\_\_\_\_ Course Modality: \_\_\_\_\_

Observer: : \_\_\_\_\_ Date of Observation: \_\_\_\_\_

**Professional Development** - *Good Standing status requires completion of at least one professional development activity every year. Supporting documentation may be attached.*

Activity(ies)/Date of Completion: \_\_\_\_\_

*Refer to the Adjunct Faculty Growth and Evaluation Plan for a list of recommended data sources when completing this evaluation.*

Evaluation Criteria	Meets Expectations	Does Not Meet Expectations
Effectiveness in the design, development, and delivery of instruction.	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness in establishing and maintaining positive and meaningful interactions with students.	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness in establishing and maintaining positive professional relationships with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness in maintaining a current competence in the particular discipline or field of specialization.	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness in meeting requirements of institutional responsibility to include adherence to policies, procedures, and regulations of VPCC and the VCCS.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Narrative** (optional):

**GOOD STANDING STATUS:**      Yes       No

**Comments by Adjunct Faculty Member** (optional):

*By signing this form, I acknowledge that I had the opportunity to engage in a performance feedback process.*

Faculty Signature _____	Date _____	Dean Signature _____	Date _____
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