

## INSTITUTIONAL DIRECTIVE 8-13

April 2, 2007

**PURSUANT TO SECTION 41-1-110 OF THE CODE OF LAWS OF SC, AS AMENDED, THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE COLLEGE.**

**Title: Employment, Compensation, Supervision and Evaluation of Adjunct Faculty and Part-Time Educational Personnel**

**I. Purpose**

This directive sets forth the policies and procedures governing the employment, compensation, supervision and evaluation of adjunct faculty and other part-time educational personnel.

**II. Policy**

It is the policy of Piedmont Technical College to employ qualified adjunct faculty and other educational support personnel to perform specific responsibilities which cannot be met by full-time personnel.

**III. Definitions**

**A. Adjunct Faculty**

Adjunct faculty are individuals employed on a part-time temporary basis, normally semester by semester, to perform instructional duties consistent with Institutional Directive 8-2. Adjunct faculty are considered each semester for re-employment.

**B. Part-Time Educational Support Personnel**

Part-time educational support personnel are individuals employed on a part-time temporary basis to work directly with students and/or faculty to facilitate the teaching/learning process.

**C. Part-Time Teaching Assistants and Tutors**

Part-time teaching assistants and tutors are individuals employed on a part-time temporary basis to assist faculty with the instructional process by working in a laboratory setting, with small groups of students, or in private tutoring sessions.

**Office of Responsibility: Vice President of Educational Affairs**

**IV. Guidelines for Employment**

- A. The employing officer will observe all procedures of this directive under Section IV.
- B. Part-time faculty employed to teach courses for credit must meet the minimum training and experience requirements for the discipline to be taught as specified by the State Board for Technical and Comprehensive Education in compliance with SACS requirements (Attachment 1).
- C. **The hiring official shall be responsible to insure that the candidate possesses all credentials required for the position being filled. Vita credentials should include official transcripts or other appropriate documentation to substantiate the information reflected on the vita or on the application. (Attachment 2)**
- D. Compensation for adjunct faculty of credit curricula will be determined based upon the following:
  - 1. Rate of Compensation for Instruction – Compensation for instruction will be determined based on the following rates established by level of academic preparation for each 15 contact hours of instruction (i.e., lecture and/or lab or clinical) provided during the term: (Attachment 3)

<u>Level of Academic Preparation</u>	<u>Compensation Rate/15 contact hours</u>
Doctorate	\$360.00
Masters	\$330.00
Bachelors/Associate/Industrial Experience	\$300.00

- 2. Calculation of Compensation for Instruction – Compensation for instruction of a particular credit course is calculated by dividing the total contact hours of the course by 15 and multiple the result by the compensation rate appropriate to the individual’s adjunct faculty member’s level of academic preparation. The following examples illustrate the method of calculation.
  - a. Course has 3 semester hours of credit (3 lecture/0 lab) for a total of 45 contact hours during the term and the instructor has a Masters degree.  
 $45 / 15 = 3 \times \$330.00 = \$990.00$  (course compensation)
  - b. Course has 3 semester hours of credit (2 lecture/3 lab) for a total of 75 contact hours during the term and the instructor has an Associate degree.  
 $75 / 15 = 5 \times \$300.00 = \$1,500.00$  (course compensation)
  - c. Course has 4 semester hours of credit (3 lecture/3 lab) for a total of 90 contact hours during the term and the instructor has a Doctorate degree.  
 $90 / 15 = 6 \times \$360.00 = \$2,160.00$  (course compensation)Attachment 4 shows course compensation calculations for courses ranging from a total of 15 contact hours to a total of 150 contact hours.
- 3. Exceptional circumstances. Adjustments may be granted with the approval of the Vice President of Educational Affairs.
- 4. In addition to the amount of compensation for instruction, each adjunct faculty member should receive \$150.00 per course to provide assistance at least 30 minutes prior to the beginning of each class session and at least 30 minutes at the completion of each class session to students enrolled in the course.
- E. Continuing Education

1. Group I - \$10-\$13: Part-time instructors who deliver personal interest and recreational courses, such as arts and crafts, general interest, hobbies, sports, etc.
  2. Group II - \$11-\$30: Part-time instructors who deliver occupational training programs and who have experience or credentials in the subject matter. The program coordinator determines a rate based upon experience and credentials; market rates are used when there is limited instructor availability.
  3. Group III - College instructors and staff who provide training in subject matter directly related to their regular contract.
  4. Group IV - Professionals teaching in their fields. Market rates apply with the approval of the Academic Officer.
  5. Instructors/trainers may be paid on a per student or per class basis with the approval of the Chief Academic Officer.
  6. Program coordinators may review compensation rates annually and increase them up to a level consistent with the college increase for academic adjunct faculty, if desired.
  7. In workshops or special classes within each of the above groups, instructors may be paid per student or per class with the approval of the Vice President of Educational Affairs upon the recommendation of the Associate Vice President of Continuing Education and Lifelong Learning.
- F. The salary range for teaching assistants and other paraprofessionals shall not exceed the maximum of 75% of the creditable contact hour rate depending on credentials, experience, and job requirements up to a maximum of \$15.00 per hour. Employment of teaching assistants and other paraprofessionals must be approved in advance by the Vice President of Educational Affairs.
- G. Tutors will be employed on an as needed basis within the prescribed budget allowed by the Vice President of Educational Affairs at a maximum of \$6.50 per hour for student tutors, \$8.00 per hour for tutors with an Associate degree, and \$10.00 per hour for tutors with a Bachelor's degree or higher. No prior approval is necessary by the Vice President of Educational Affairs.
- H. Full time instructors shall be compensated for each overload hour taught in the technical education curriculum at the rate specified in Section D as appropriate to their background. A maximum of 9 contact hours per week is permissible for full-time faculty and staff, not to exceed thirty percent (30%) of the employee's annualized salary.
- I. Compensation for curriculum development (major revision or new course/program development) will be paid at 50% of the maximum contact hour rate appropriate for the background of the individual. The nature of the project and total hour requirements will be established up front by the Vice President of Educational Affairs, the appropriate supervisor, and with the individual(s) involved.

**V. Salary Adjustments**

- A. The Division Deans are responsible to the Vice President of Educational Affairs for recommendations of salary adjustment for adjunct faculty and part-time personnel in their division.
- B. The salary structure will be reviewed annually by deans and institutional officers no later than August 1.

## VI. Hiring Procedures

- A. Division Deans, upon utilizing the above stated guidelines and interviews having been conducted, will forward the application form, completed adjunct faculty questionnaire, dual employment form (if applicable) and tentative employment agreement/contract to the Vice President of Educational Affairs.
- B. The adjunct faculty member will schedule an appointment with the Human Resources Office. During this appointment, the new employee package, complete with specific written instructions and containing the following will be completed:
  - 1. Employee's Withholding Allowance Certificate (W-4)
  - 2. State application
  - 3. South Carolina Withholding Exemption
  - 4. Non-election of Retirement or Retirement Enrollment Form as applicable
  - 5. Request for Official College Transcript and **Official Transcript Statement**
  - 6. Follow-up card documenting adjunct faculty member's receiving package and the date it is returned to personnel.
  - 7. Employee Verification Form
  - 8. Drug and alcohol use statement
  - 9. Student loan default statement
  - 10. Faculty parking sticker application
  - 11. Request for check to be mailed
- C. The Vice President of Educational Affairs will submit signed employment agreements, and applications, if new employee, for all adjunct faculty and part-time employees prior to the beginning of each semester, but no later than the first working day of the month, prior to issuance of the first paycheck, to the payroll office for further processing. If a dual employment agreement is required for either an adjunct or a current employee of the college, see Directive 6-9 for the procedure which is to be followed.
- D. The pay period for adjunct faculty is the 20th of the month following work completed in the previous month.
- E. If a temporary employment agreement is renewed after the employee has not worked during the previous 12 month period, additional forms will need to be completed for the personnel record.
- F. The Employment Agreement for adjunct faculty and other part-time personnel may be canceled due to insufficient enrollment, funding or poor performance by the adjunct faculty member.
- G. Failure to submit transcripts within fourteen (14) calendar days of notification by the Human Resources Office may result in the delay in the issuing of employee's pay check.
- H. Even though they may be employed for several continuous semesters, part-time personnel are not considered permanent employees.

## **VII. Supervisory Procedures**

- A. The department head/program coordinator is responsible for providing new adjunct faculty with departmental and academic information in an orientation session according to Supervision of Adjunct Faculty, Guidelines for Coordinators and Department Heads. (Attachment 5) A faculty mentor for specific courses or areas of expertise may be assigned by departments to assist in the supervision of adjunct faculty for instructional planning and assessment.
- B. Provisions for class observation of colleagues and class visitation shall be made in the initial orientation conference. The Classroom Observation Instrument will be used to assess classroom instruction (Attachment 6)
- C. New adjunct faculty may be given the opportunity to attend Teaching and Improvement Orientation sessions and other faculty in-service programs appropriate for their area of teaching. Adjunct faculty will be compensated at a rate of \$15.00 per hour for participating in Teaching Improvement Workshops. Instructional certification may be obtained by completion of the Teaching Improvement Program.
- D. Adjunct faculty teaching conventional/telecommunication courses must provide students with time outside of class for academic assistance. Thirty (30) minutes before and thirty (30) minutes after class will be set aside for this purpose. Adjunct faculty teaching courses on the Internet should build time into the course for assistance.
- E. Adjunct faculty members must include information specifying their hours of availability and location for students in the syllabus for each course they are employed to teach.

## **VIII. Evaluation Procedures**

- A. Academic Divisions
  - 1. The office of the Vice President of Educational Affairs holds overall responsibility for the Student Rating of Instruction process and retention of permanent records. The division deans are responsible for processing the evaluation forms. Department Heads are responsible for sharing the results with adjunct faculty.
  - 3. Adjunct faculty will be evaluated in their first semester of employment and periodically thereafter as determined by the appropriate Dean, Department Head, and/or Coordinator. The immediate supervisor will complete the Adjunct Faculty Performance Appraisal (Attachment 7). The Dean will review, sign, and forward the form to the Personnel Office where it will be filed in the adjunct faculty member's personnel folder.
- B. Continuing Education

The Associate Vice President of Continuing Education and Lifelong Learning will assure that representative program evaluations are conducted on a random basis of all public offering programs using the Course/Workshop Evaluation form. The Office of Institutional Research will assist in generating and compiling these evaluations. The CE staff will review and take appropriate action on survey results and trends quarterly.

- C. Part-Time Educational Support Personnel (including teaching assistants and tutors).  
The immediate supervisor will annually complete the Performance Appraisal for Part time Educational Support Personnel, (Attachment 8) share the results with the employee and forward the completed form to Division Deans. The Division Deans will sign and forward the form to the Personnel Office for filing in the part-time employee's personnel folder.

**IX. Distributing Information**

- A. Department Heads/program coordinators will direct current adjunct faculty in his/her program to the online faculty manual.
- B. The Department Head /program coordinator will be responsible for making sure all adjunct faculty in the department have a current course syllabus, textbook and any materials necessary to carry out the responsibilities of the adjunct faculty member prior to their first class.
- C. Department Heads are to invite adjunct faculty to institutional or departmental faculty development programs as appropriate.
- D. The Deans of each County Center are responsible for the distribution and return of materials to off-campus locations.

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**Approved for Publication Date**

FROM CRITERIA FOR ACCREDITATIO  
SACS Commission on Colleges  
1996

**4.8 FACULTY**

The selection, development and retention of a competent faculty at all academic levels is of major importance to the educational quality of an institution. The commitment of faculty to institutional purposes determines in large measure the effectiveness of the total educational program. An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose. Because of the importance of the faculty, the Commission on Colleges and its committees will give special attention to all criteria pertaining to faculty during institutional evaluations.

**4.8.1 Selection of Faculty**

An institution must show that it has an orderly process for recruiting and appointing its faculty. This process will normally involve developing a pool of qualified candidates and interviewing those who appear to be best qualified. This procedure must be described in the faculty handbook or other published documents.

If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has appropriate academic preparation.

Institutions, prior to the appointment of an applicant, must determine that the applicant's proficiency in oral and written communication in the language in which the courses(s) is being taught is such that the appointment is appropriate.

**4.8.2 Academic and Professional Preparation**

For the purpose of applying the Criteria, a full-time faculty member is one whose major employment is with the institution, whose primary assignment is in teaching and/or research, and whose employment is based upon a contract for full-time employees.

Both full-time faculty must meet the following criteria for academic and professional preparation.

**4.8.2.1 Associate**

In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline maybe presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis. The Commission encourages interdisciplinary courses and recognizes that

appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

Each full-time and part-time faculty member teaching courses in professional occupational and technical areas other than physical activities courses that are components of associate degree programs, designed for college transfer, or from which substantial numbers of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.

Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching. The typical combination is a baccalaureate degree with appropriate work experience.

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases must be justified by the institution on an individual basis.

It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.

Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, but with an emphasis on competence gained through work experience. While competency requirements may vary, they should be clearly defined by each institution. In all cases, faculty members must have a special competence in the fields in which they teach. It is the responsibility of the institution to keep on file documentation of work experience, certifications and other qualifications if these are to substitute for or supplement formal academic preparation.

Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience which helps them relate these skills to the occupational field.

Faculty members who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach.

Faculty members who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.

#### **4.8.2.4 Distance Learning Program/Activities**

Institutions offering courses for credit through distance learning activities and programs must meet all criteria related to faculty. Whether through direct contact or other appropriate means, institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members.



### **4.8.3 Part-Time Faculty**

The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance. The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited. Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.

Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members. It must also provide for appropriate orientation, supervision and evaluation of all part-time faculty members. Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.

### **4.8.6 Academic Freedom and Professional Security**

Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline. Institutions may endorse particular religious or philosophical beliefs, or specific social principles as they relate to the institutional statement of purpose. Such beliefs and principles may influence the curriculum and the selection of students, faculty and staff. Nevertheless, institutions of higher education exist to further the pursuit and dissemination of knowledge.

An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication. Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution. Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment. All policies regarding employment, as established by the governing board, must be published and distributed to the faculty. If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication. Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.

### **4.8.7 Professional Growth**

An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs. Among the means of accomplishing this goal are leaves of absence for study and research, additional graduate work in the discipline, participation in professional meetings, and in-service training such as instruction in computer usage. The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars and, especially in professional and occupational fields, practitioners.

#### **4.8.8 The Role of the Faculty and Its Committees**

Primary responsibility for the quality of the educational program must reside with the faculty. The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published. Much of their business will normally be conducted through such structures as committees, councils, and senates, operating within the broad policies determined by the administration and governing board.

#### **4.8.9 Faculty Loads**

An institution must provide a faculty of adequate size to support its purpose. It must have procedures for the equitable and reasonable assignment of faculty responsibilities – including classroom instruction, academic advising, committee membership, guidance of student organizations and research and service to the public. The institution should have policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution. The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants.

#### **4.8.10 Criteria and Procedures for Evaluation**

An institution must conduct periodic evaluations of the performance of individual faculty members. The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured. The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned. The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.

July 19, 1996

## FACULTY QUALIFICATION CERTIFICATION

Please complete and return to the Office of Human Resources on all applicants recommended for hire to teach credit courses.

This is to certify that \_\_\_\_\_ has the necessary  
(Name)  
qualifications to teach \_\_\_\_\_  
(Academic Areas)

Please list **course(s)** that applicant will be teaching or is qualified to teach.

### Applicant's Qualifications Related to Course(s) Being Taught

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\_\_\_\_\_  
Hiring Official                      Date                      Dean                      Date

\_\_\_\_\_  
V.P. and Chief Educational Officer                      Date

NOTE: If applicant is hired due to outstanding professional experience in lieu of formal academic preparation, please attach documentation/comments/justification.

ADJUNCT FACULTY QUESTIONNAIRE

Name Home Phone Fax

Address Business Phone

City State Zip County

Social Security Number

Proposed Courses Taught:

I. Highest Degree Attained

Degree Field:

Graduate Hours in Field:

II. Teaching Experience:

Table with columns: School, Dates From-To, Subject Area, Avg. Hrs/Wk

III. Related Work Experience:

Table with columns: Business, Dates From-To, Subject Area, Avg. Hrs/Wk

IV. Current Teaching Certificate and/or Licensure (Related to teaching Assignment)

Division

Department

Compensation Rates:

Bachelor: \$20.00
Masters: \$22.00
Doctorate: \$24.00

V. Exceptional or Administrative Adjustments

Rate:

VI. Approvals:

(Needed only for adjustments)

Division Dean Date

Vice-President Date

<b>Table of Compensation Rates for Instruction of Credit Curricula</b>						
<b>CREDITS</b>	<b>Instructional Hours</b>		<b>Total contact hours for course</b>	<b>Associate or Bachelor</b>	<b>Master's</b>	<b>Doctorate</b>
	<b>LECTURE</b>	<b>LAB</b>				
1	1	0	15	\$300.00	\$330.00	\$360.00
1	0	3	45	\$900.00	\$990.00	\$1,080.00
2	2	0	30	\$600.00	\$660.00	\$720.00
2	1	3	60	\$1,200.00	\$1,320.00	\$1,440.00
2	0	6	90	\$1,800.00	\$1,980.00	\$2,160.00
3	3	0	45	\$900.00	\$990.00	\$1,080.00
3	2	3	75	\$1,500.00	\$1,650.00	\$1,800.00
3	1.5	4.5	90	\$1,800.00	\$1,980.00	\$2,160.00
3	1	6	105	\$2,100.00	\$2,310.00	\$2,520.00
3	0	9	135	\$2,700.00	\$2,970.00	\$3,240.00
4	4	0	60	\$1,200.00	\$1,320.00	\$1,440.00
4	3	3	90	\$1,800.00	\$1,980.00	\$2,160.00
4	2	6	120	\$2,400.00	\$2,640.00	\$2,880.00
4	1	9	150	\$3,000.00	\$3,300.00	\$3,600.00
4	0	12	180	\$3,600.00	\$3,960.00	\$4,320.00
5	5	0	75	\$1,500.00	\$1,650.00	\$1,800.00
5	4	3	105	\$2,100.00	\$2,310.00	\$2,520.00
5	3	6	135	\$2,700.00	\$2,970.00	\$3,240.00
5	2	9	165	\$3,300.00	\$3,630.00	\$3,960.00
5	1	12	195	\$3,900.00	\$4,290.00	\$4,680.00
5	0	15	225	\$4,500.00	\$4,950.00	\$5,400.00
6	6	0	90	\$1,800.00	\$1,980.00	\$2,160.00
6	5	3	120	\$2,400.00	\$2,640.00	\$2,880.00
6	4	6	150	\$3,000.00	\$3,300.00	\$3,600.00
6	3.5	7.5	165	\$3,300.00	\$3,630.00	\$3,960.00
6	3	9	180	\$3,600.00	\$3,960.00	\$4,320.00
6	2	12	210	\$4,200.00	\$4,620.00	\$5,040.00
6	1	15	240	\$4,800.00	\$5,280.00	\$5,760.00
6	0	18	270	\$5,400.00	\$5,940.00	\$6,480.00
7	7	0	105	\$2,100.00	\$2,310.00	\$2,520.00
7	6	3	135	\$2,700.00	\$2,970.00	\$3,240.00
7	5	6	165	\$3,300.00	\$3,630.00	\$3,960.00
7	4	9	195	\$3,900.00	\$4,290.00	\$4,680.00
7	3	12	225	\$4,500.00	\$4,950.00	\$5,400.00
7	2	15	255	\$5,100.00	\$5,610.00	\$6,120.00
7	1	18	285	\$5,700.00	\$6,270.00	\$6,840.00
7	0	21	315	\$6,300.00	\$6,930.00	\$7,560.00
8	8	0	120	\$2,400.00	\$2,640.00	\$2,880.00
8	7	3	150	\$3,000.00	\$3,300.00	\$3,600.00
8	6	6	180	\$3,600.00	\$3,960.00	\$4,320.00
8	5	9	210	\$4,200.00	\$4,620.00	\$5,040.00
8	4	12	240	\$4,800.00	\$5,280.00	\$5,760.00
8	3	15	270	\$5,400.00	\$5,940.00	\$6,480.00
8	2	18	300	\$6,000.00	\$6,600.00	\$7,200.00

<b>Table of Compensation Rates for Instruction of Credit Curricula</b>						
<b>CREDITS</b>	<b>Instructional Hours</b>		<b>Total contact hours for course</b>	<b>Associate or Bachelor</b>	<b>Master's</b>	<b>Doctorate</b>
	<b>LECTURE</b>	<b>LAB</b>				
9	8	3	165	\$3,300.00	\$3,630.00	\$3,960.00
9	7	6	195	\$3,900.00	\$4,290.00	\$4,680.00
9	6	9	225	\$4,500.00	\$4,950.00	\$5,400.00
9	5	12	255	\$5,100.00	\$5,610.00	\$6,120.00
9	4	15	285	\$5,700.00	\$6,270.00	\$6,840.00
9	3	18	315	\$6,300.00	\$6,930.00	\$7,560.00
9	2	21	345	\$6,900.00	\$7,590.00	\$8,280.00
9	1	24	375	\$7,500.00	\$8,250.00	\$9,000.00
9	0	27	405	\$8,100.00	\$8,910.00	\$9,720.00

**Piedmont Technical College**

**SUPERVISION OF ADJUNCT FACULTY**

**Guidelines for Coordinators and Department Heads**

- I. THE FOLLOWING ITEMS ARE RECOMMENDED IN THE DEPARTMENTAL ORIENTATION SESSION WITH NEW ADJUNCT FACULTY:
  - A. Check for completion of paperwork by the HR Department:
    - Application
    - Adjunct Faculty Questionnaire
    - All transcripts
    - Employment Agreement
  - B. Discuss and provide copies of the following:
    - Class schedule, time, meeting place
    - Textbook & teacher's guide
    - Syllabus & course guide
    - Directive 8-13, Employment, Compensation, Supervision and Evaluation of Adjunct Faculty and Part-time Personnel.
  - C. Review departmental procedures re. Grading, tests, final exams, appropriate dress
  - D. Review
    - Required paperwork to be submitted via Pathways
    - College resources (media, library, evening administrator, academic support services, student support services, printing, map of campus indicating classroom location and location security, ADA procedures.)
    - Student Evaluation of Instruction, Classroom Evaluation, and Adjunct Faculty Performance Appraisal..
  - E. Schedule appointment with personnel administrator for completion of employment procedures.
  - F. Provide a Schedule of College Orientation, Pathways and other adjunct faculty training.
- II. CLASS VISITATION: (AS APPROPRIATE)
  - A. Schedule optional class observation of colleague.
  - B. Schedule Class visitation.
- III. END OF TERM PROCEDURE:
  - A. Review results of student evaluation of instruction.
  - B. Complete Adjunct Performance Appraisal
  - C. Route copy of Classroom Observation and Adjunct Performance Appraisal to division dean who reviews, signs, and route to the personnel office.

Adjunct Faculty Performance Appraisal

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Courses Taught: \_\_\_\_\_ Semester: \_\_\_\_\_

Evaluated By: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Results:

1. Student evaluation of classroom instruction. Score: \_\_\_\_\_

2. Classroom Observation:

- Comments:

\_\_\_\_\_

- Recommendations:

\_\_\_\_\_

3. Submits standard departmental syllabus for file. \_\_\_\_\_ Yes \_\_\_\_\_ No

4. Prompt and accurate in reporting required paperwork including Mid term, final grades, and student withdrawals. \_\_\_\_\_ Yes \_\_\_\_\_ No

5. Refers students to appropriate campus services. These could include the Library, The Learning Center, financial aid, Counseling and Public Safety. \_\_\_\_\_ Yes \_\_\_\_\_ No

6. Attendance at required and/or available trainings. \_\_\_\_\_ Yes \_\_\_\_\_ No

7. Is punctual and holds class for the designated time period. \_\_\_\_\_ Yes \_\_\_\_\_ No

8. Available 30 minutes prior and 30 minutes after class or for a mutually arranged time to meet with students. \_\_\_\_\_ Yes \_\_\_\_\_ No

9. Follows appropriate procedures for “missed class” by notifying the immediate supervisor or the supervisor’s designee prior to absence, and if possible, provides an alternative assignment \_\_\_\_\_ Yes \_\_\_\_\_ No

10. Professionally dressed as a representative of the profession and the institution. \_\_\_\_\_ Yes \_\_\_\_\_ No



# Classroom Observation Instrument

Instructor Name \_\_\_\_\_ Date: \_\_\_\_\_

Course \_\_\_\_\_ Section \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

The following are to be completed by the instructor prior to the observation:

1. Intended goals, focus and organization of presentation. How will students be prepared for this class?

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2. Methods to be used for engaging students with the material.

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3. Instructor's perception of the classroom rapport and climate.

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4. Observer comments and/or overall recommendations:

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Instructor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Observer Signature \_\_\_\_\_ Date: \_\_\_\_\_

\*Instructor's signature does not necessarily indicate agreement with evaluation, only that the employee has knowledge of the results.

**Rating Scale:**

E = Excellent    G = Good    I = Needs Improvement    N/A = Not Applicable

**FOCUS AND ORGANIZATION OF PRESENTATION**

**Observable Practices:**

**Circle Response**

- |   |                  |
|---|------------------|
| 1. The lesson is well planned; the intended focus was apparent and topics were deliberately developed.                | <b>E G I N/A</b> |
| 2. The instructor clearly communicates learning objectives consistent with stated objectives.                         | <b>E G I N/A</b> |
| 3. The presentation was enthusiastic and reflects professional preparation.   | <b>E G I N/A</b> |
| 4. The important ideas and/or techniques are explained using illustrations, examples, and/or application of material. | <b>E G I N/A</b> |

Comments:

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**ENGAGING STUDENTS WITH MATERIAL**

**Observable Practices:**

- |   |                  |
|---|------------------|
| 1. The instructor encourages students to listen analytically and to think for themselves.   | <b>E G I N/A</b> |
| 2. The instructor encourages student communication and participation while allowing others to hold differing views or values.               | <b>E G I N/A</b> |
| 3. The instructor promotes student problem-solving skills.  | <b>E G I N/A</b> |
| 4. The instructor uses timely summaries at the end of presentations(s) to reinforce for students a conceptual understanding of the subject. | <b>E G I N/A</b> |
| 5. The instructor uses activities and methods that clearly involve students in active learning.   | <b>E G I N/A</b> |
| 6. Instructional aids/technology are used effectively and appropriately.  | <b>E G I N/A</b> |
| 7. The instructor demonstrates applications for real world, future academic, or personal purposes when appropriate.                         | <b>E G I N/A</b> |

Comments:

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**Rating Scale:**

E = Excellent    G = Good    I = Needs Improvement    N/A = Not Applicable

**CLASSROOM RAPPORT AND CLIMATE**

**Observable Practices:**

- |  |                  |
|--|------------------|
| 1. The instructor demonstrates a good rapport with the class.  | <b>E G I N/A</b> |
| 2. The instructor's listening indicates attention and encouragement.   | <b>E G I N/A</b> |
| 3. The instructor's interaction with students is characterized by courtesy and respect.                            | <b>E G I N/A</b> |
| 4. The instructor exhibits a positive attitude about students' ability to learn.                                   | <b>E G I N/A</b> |
| 5. The instructor shows an awareness of student needs and displays an ability to appropriately address such needs. | <b>E G I N/A</b> |

**Comments:**

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Piedmont Technical College
PERFORMANCE APPRAISAL
Part-Time Educational Support Personnel

Employee \_\_\_\_\_

Department \_\_\_\_\_

Date of Appraisal \_\_\_\_\_

Period Covered by Appraisal \_\_\_\_\_

Evaluation Factors

Table with 7 columns: Evaluation Factors, Not Applicable, Outstanding, Superior, Satisfactory, Marginal, Unsatisfactory. Rows include factors like Knowledge of work, Ability to organize and plan, etc.

OVERALL RATING O SU SA M O

Recommended for continued employment \_\_\_\_\_ Yes \_\_\_\_\_ No

Comments \_\_\_\_\_

Signature of Appraiser

Division Dean

Signature of Employee