SUMMARY: In 2013 I published a report on the College’s policies and practices regarding adjunct faculty. Based on my external and internal research, I developed a list of best practices I recommended for C of C. These were comparable to practices promoted in national publications and position papers. In 2013, C of C was either similar to or somewhat better than other US universities in its reliance on adjunct faculty, its adjunct pay rates, and its support for adjunct faculty. This final report summarizes what the College has done to achieve each of these best practices and makes recommendations for ongoing improvement.

Since 2013, the College has made progress in several areas: better pay, health benefits for full-time adjuncts, better participation in shared governance, and significantly better opportunities for adjunct faculty to participate in, and be paid for, professional development. Recognition of adjuncts’ work is also somewhat improved. Adjunct faculty now serve as Faculty Senators and campus-wide faculty committee members, and department-based professional development programs are encouraging more adjunct faculty and regular faculty to collaborate and learn from one another. A 2015 directive from the Provost has formalized the process of evaluating adjuncts, and Academic Affairs has overseen some technical adjustments to facilitate a smoother path to hiring adjuncts and getting them “in the system” of email, OAKS, and the payroll. However, the College’s earlier progress on raising adjunct pay stalled in 15-16, and there is no sign yet of implementing a tiered pay scale that would pay adjuncts more according to their years of experience teaching at C of C. New official titles for adjunct faculty offer a better way to recognize adjuncts’ record of successful teaching at the College, although additional titles could indicate more clearly the qualifications and experience that many adjunct faculty bring to the College. A final best practice stipulates that institutions collect and report data on their adjuncts and adjunct-related policies. Shared governance is the best way for the College to carry out this best practice.

RECOMMENDATION: Ongoing monitoring and dissemination of data regarding adjunct faculty should become the responsibility of a group of elected faculty and at least one representative from Academic Affairs. In addition to adjunct faculty senators, this group should include faculty who have been department chairs and faculty who serve or have recently served on Academic Planning, Compensation, Welfare, and/or Budget. In the following report, I refer to this hypothetical group as the “Adjunct Oversight Committee,” although there may be a better name that others wish to propose (e.g., Committee on Contingent Faculty). If the Senate prefers not to form a new committee, I recommend that the following duties be added to the charge of some existing committee(s). If a new committee cannot be formed, the work should still begin immediately; the Speaker and Provost could form an ad hoc committee or charge an existing committee to carry out the work until a permanent committee can take over.

Proposed Duties for an Adjunct Oversight Committee:
--Receive and analyze reports on the number of adjuncts employed by the College, the number of credit hours delivered by adjunct faculty, adjunct faculty members’ rank and status as part-time or full-time, and adjunct faculty compensation
--Solicit additional information on the College’s adjunct policies and practices via analysis of published documents (department websites or handbooks), interviews with deans and chairs, and surveys of adjunct faculty
--Receive and respond to information from Academic Affairs and/or senior leadership regarding future plans for the College that will affect our level of adjunct faculty reliance or our compensation of adjunct faculty
--Regularly report to Senate and Provost on the College’s adjunct policies and practices; make recommendations regarding compensation, working conditions, ongoing professional development, and collegiality for adjunct faculty
Best practices proposed in 2013 and the College's progress towards achieving them

1. Adjunct faculty receive equitable pay and benefits, comparable to the pay earned for comparable work done by tenured and tenure-track faculty or other roster faculty with similar qualifications.

After making progress towards better salaries for adjunct faculty in 2013-14 and 14-15, the College has been unable to move closer to the “comparable pay” ideal in 15-16. However, adjunct faculty who are defined as full-time (teaching 10 hours or more) became eligible for health care coverage in January 2015, a major step forward.

For more detail on how “equitable” is defined and on the resources that might be required to reach this goal, see Appendix A.

The 2015-16 Faculty Compensation Committee has studied adjunct compensation and recommends that adjuncts receive pay that is comparable to the pay earned by permanent C of C employees. The committee also recommends “leveling up” adjunct pay so that all adjuncts who teach fewer than 12 hours receive the same pay per course. Academic Affairs should provide the Adjunct Oversight Committee with annual updates on adjunct compensation.

For several years, an Adjunct Subcommittee of the Faculty Welfare Committee has researched adjunct faculty welfare. During Spring 2016 it researched the problem of parking for adjunct faculty. Adjuncts are able to purchase parking permits, but unlike other employees, adjuncts currently can’t purchase permits via a pre-tax payroll deduction. Research into this issue will likely be continued by next year’s committee and should be shared with the Adjunct Oversight Committee.

2. Hiring practices for adjunct faculty are comparable to those used to hire and evaluate tenure-track faculty. When hired, adjunct faculty receive contracts, teaching information and support that are comparable to that provided to new permanent or visiting faculty. All new adjunct faculty appointments allow adequate time to prepare to teach a course; contracts, handbooks, and other communication from supervisors clearly stipulate duties, expectations, and the process of performance evaluation.

N. B.: I’ve modified my original wording of this best practice in order to clarify what I intended it to address: the adjunct’s experience of being hired. Looking at the process from the department’s side, the hiring of adjuncts is not usually comparable to the recruitment and hiring of regular faculty. Departments could come closer to a comparable hiring process by using input from permanent department faculty. Adjuncts are usually hired by the department chair/program director, but some departments also use a faculty committee to advise the chair on his/her selection. In some cases an adjunct must be hired so quickly that committee input is impossible, but departments should normally strive to provide faculty input on hiring, since this practice puts adjunct faculty in contact with other department colleagues besides the chair. When department faculty participate in the hiring, recruiting, and evaluating of adjunct faculty, they help to integrate adjunct faculty into a department and support their professional development just as they would do for a colleague who is tenure-track, an instructor, or a recruited visiting faculty member.

Regarding the timeliness of adjunct appointments, the Provost’s office agrees that it is always desirable to make these appointments well ahead of the start of the semester to allow adjuncts adequate time to prepare their courses. Academic Affairs strives to encourage this practice and abide by it via its own review of adjunct appointments.

A new practice, collecting adjunct applications received via PeopleAdmin, will make it easier for Schools to create pools of available adjunct applicants. Anything that helps chairs to recruit and hire strong adjunct faculty will likely result in their being hired sooner and having more time to prepare their courses. The Adjunct Oversight Committee should periodically survey chairs to see if they are being adequately supported in their efforts to hire adjuncts well ahead of the semester’s start.

Appendix A shows the invitation to Orientation and the New Adjunct Faculty Hiring Checklist that adjuncts follow. Adjunct faculty who are re-hired have immediate access to email, since those addresses are normally maintained in the system for 2 years after the last hire date, whenever there is interest in potentially rehiring the adjunct. The Adjunct Oversight Committee should survey adjuncts periodically to...
learn whether, in practice, adjuncts actually are being hired with a reasonable amount of time to prepare their courses, and whether they receive adequate information on their duties and the way they will be evaluated.

Department chairs are responsible for communicating duties to adjunct faculty, preferable via written (print or online) materials that stipulate all expectations of the teaching assignment (i.e., office hours, procedures for accessing OAKS and submitting grades, departmental or course policies, etc.). These materials should also make clear how the adjunct will be evaluated.

The Provost's Office is committed to working with deans to ensure that chairs and program directors have what they need to clearly communicate to adjuncts their duties and responsibilities and that they will be evaluated. The Provost's Office will continue to work towards an appointment letter for use when appointing new adjunct faculty members, with the goal of providing critical information to new adjuncts in a uniform and systematic way, and will report to the Adjunct Oversight Committee on our practices and progress on both. In addition, the Committee should periodically survey adjunct faculty to confirm that this information is routinely provided.

3. Evaluation practices for adjunct faculty are comparable to those used to hire and evaluate tenure-track faculty, including clearly defined criteria and timelines, peer review, and adequate time for adjunct faculty to seek other employment if not reappointed.

Evaluation practices for adjunct faculty have not always been consistent in the past, according to a survey of department chairs conducted in Spring 2013. Evaluation is now more consistent, and the practices are closer to those used to evaluate tenure-track faculty. In an April 2015 memo to deans, chairs, and program directors, the Office of Academic Affairs clarified policies for evaluating adjunct faculty. This memo consistently refers to “adjunct and visiting faculty” as a single category, indicating that adjunct and visiting faculty are evaluated using comparable criteria and procedures. Visiting and adjunct faculty are evaluated at the end of each semester or annually. After a faculty member has had three consecutive annual evaluations, he or she may request permission to undergo evaluation once every three years. Departments and Schools may use the criteria published in the Faculty-Administration Manual and may use additional criteria, provided these criteria have been approved by the Dean and are available to all members of the department or School. Like all other faculty, adjunct faculty may appeal an annual evaluation according to a process clarified in the Provost’s memo [see Appendix D].

The Provost’s memo does not specify that peer review should be part of the evaluation of adjunct faculty or visiting faculty. The practice is followed by some C of C department chairs and program directors who include some form of periodic peer review for their adjunct faculty.

The Adjunct Oversight Committee should monitor departments’ hiring and evaluation practices. In addition to receiving updates from the Provost’s office, the committee should periodically survey or interview department chairs and/or should review departmental by-laws. The College should identify and reward departments whose hiring and evaluation practices are exemplary; the Adjunct Oversight Committee would be well qualified to assist in identifying these departments.

4. Career ladder for adjunct faculty rewards excellent performance and makes adjunct faculty potentially eligible for some form of job security.

Although we have no formal career ladder where salary and reappointment are concerned, titles now reflect more than one level of qualification for adjunct faculty. In November 2015, the Faculty Senate voted in favor of a change to the By-Laws giving adjunct faculty new titles. “Adjunct Lecturer” will be the new default title. Deans may also confer the title of “Senior Adjunct Lecturer” at their discretion, provided the adjunct faculty member has taught 8 semesters, 30 or more course sections, and 500 or more students.

Other courtesy titles could also reflect more fully our adjuncts’ professional experience, academic credentials, and the record they have established at the College of Charleston. Such titles could, in theory,
be associated with a career ladder with increasing levels of pay and/or status for reappointment. [For my ideas on this topic, see appendix B.]

Although adjunct faculty, by definition, are hired a semester at a time, there are many departments where departments can reasonably predict at least some of its demand for adjunct faculty. Department chairs can easily pre-select the adjuncts they wish to hire in future semesters. Academic Affairs and Deans could help departments create letters of intent that indicate a department’s desire to hire an adjunct faculty member for both semesters of an academic year given sufficient enrollments and departmental needs. The Provost’s most recent guidelines or sample letters of intent should be regularly shared with the Adjunct Oversight Committee.

5. Support for adjunct faculty teaching parallels support for tenure-track faculty: appropriate supplies, equipment, office space, and access to campus resources, professional development, & mentoring.

Starting in Fall 2013, the College increased significantly its support for adjunct faculty’s professional development (see #9).

Adjunct faculty members’ access to office space, equipment, and supplies varies by department. The Adjunct Oversight Committee should survey adjunct faculty periodically to determine how many adjunct faculty who teach on campus have access to adequate office space, supplies, and equipment.

6. Adjunct faculty are invited to participate in department meetings and may contribute to curriculum design.

This is the current practice of some departments and programs. The Adjunct Oversight Committee should determine which departments follow this practice. A list of departments who follow this practice could be published along with other data on adjunct faculty (see #11).

Adjunct faculty may have other obligations that prevent them from attending department meetings; moreover, meetings may be scheduled during adjuncts’ teaching times. Some larger departments have addressed this problem via an elected adjunct representative who is a liaison for all other adjuncts. Some departments also use operating funds to provide a small stipend for an adjunct faculty representative who attends all department meetings. [see appendix C]

7. Proportional representation in faculty governance is available to all adjunct faculty.

The College has now achieved this best practice. Three adjunct faculty, elected by fellow adjuncts, serve in the Faculty Senate, and three adjunct faculty serve on campus-wide committees.


8. Respect for adjunct faculty is communicated clearly and consistently by administration, chairs, and all tenured and tenure-track faculty.

New courtesy titles (2016), adjunct participation in faculty governance (2015) and a Distinguished Faculty Award for adjunct faculty (2014) have contributed to a culture of respect for the contributions of adjunct faculty.

9. Support is available for all adjunct faculty’s professional development and scholarly research.

The College has always supported adjunct faculty members’ scholarly research via access to reference library services (books, databases, interlibrary loan). Adjunct faculty are also eligible for campus-wide faculty development programs offered to all college faculty by the Library and TLT staff, the FYE and REACH programs, and the Provost’s Office.
Since 2013, the College has made significant progress in providing opportunities for adjunct faculty members’ professional development, both at the College-wide level during Orientation and at the level of departments and schools who choose to provide professional development opportunities suited to the needs of their adjunct faculty. Adjuncts are eligible to be paid for some of the professional development work they do on campus.

1. New adjunct faculty invited to relevant sessions of the New Faculty Orientation sponsored by Academic Affairs are paid a stipend for their attendance.

2. From F 2013 through S 2015, department-based programs of adjunct professional development were run in English, Biology, Hispanic Studies, Urban Studies, African American Studies, Women’s and Gender Studies, Physics and Astronomy, History, and Health and Human Performance. Academic Affairs provided a Faculty Administrative Fellow to assist departments in planning these programs, provided funding to pay adjuncts for their professional development work, and in some cases, provided small stipends for roster faculty who developed training opportunities or were paired with adjunct faculty for mentoring or peer observation. Limited Foundation funds have also been made available for refreshments served at workshops. A link to a more detailed description of each program may be found via the Faculty Professional Development page of the Academic Affairs website.

   http://academicaffairs.cofc.edu/professional-development/index.php
   https://blogs.cofc.edu/professional-development-for-adjunct-faculty-at-cofc/

3. Beginning in F 2015, the Office of Academic Affairs implemented a streamlined procedure for requesting funding, similar to the process of submitting a Travel Authorization request followed by a Travel Reimbursement after travel is completed. Departments request approval via a “Funding Authorization Form” posted on the Academic Affairs website.

   http://academicaffairs.cofc.edu/documents/Adjunctfacultydevelopmentfundingauthorization.pdf

   After funds are authorized and the professional development work has been completed, the department submits documentation along with a completed “Request for Transfer of Funds.”

   http://academicaffairs.cofc.edu/documents/Adjunctfacultydevelopmenttransferoffunds.pdf

   Programs in EDFS, HEHP, ENGL, URST, and CHEM were approved for funding during 2015-16.

   The Adjunct Oversight Committee should receive an annual summary of professional development opportunities sponsored by departments and funded by Academic Affairs.

10. Institution’s staffing plan specifies a ratio of regular faculty/adjunct faculty that is desirable in order for institution and departments to meet their academic goals.

   There is no institutional staffing plan that specifies the College’s preferred level of adjunct reliance at the institutional level. As far as I can determine, there are also no published staffing plans indicating a target level of adjunct reliance within individual schools or programs of study.

   The College has not planned proactively for a target percentage of instruction to be delivered by adjuncts. With the likelihood of more positions being eliminated, it’s likely that the College’s adjunct reliance will rise. The Provost and the President should agree on a reasonable level of adjunct reliance and plan to stay well below this level, as a cushion against budget variations—e.g., if we decide we want no more than 25% of our undergraduate courses taught be adjuncts, we should plan for only 20%, to allow for possible increases in a bad economic season. The practice of assigning sections to adjunct faculty “as needed,” with no defined limits, should not continue. Individual departments should be incentivized to stay within their target and should be assisted in reorganizing their teaching assignments so as to avoid exceeding that target.

   Information on College-wide adjunct reliance should be provided each semester to the Adjunct Oversight committee. Academic Affairs can update the committee on the percentage of student credit hours taught by adjunct faculty, the headcount of adjunct faculty, and the number of adjunct faculty who are full-time and part-time.
11. Institution collects and publishes data tracking its achievement of best practices.

Academic Affairs has made progress in collecting information on adjunct faculty policies; a Faculty Administrative Fellow has written 3 reports on adjunct policies and practices since 2013. Since that appointment in Academic Affairs has ended, a standing faculty committee or subcommittee is needed for the task.

The Adjunct Oversight Committee should summarize all its findings in regular reports to the Faculty Senate, to Academic Council, and to the President and Board.

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Appendix A

Adjunct salaries, benefits, and opportunities for advancement, AY 2015-16

In my 2013 report on adjunct policies and practices at the College, I concluded that adjunct faculty did work comparable to the work of visiting instructors: visiting faculty earned more than adjuncts and were eligible for all benefits, whereas adjuncts only had access to retirement benefits. My report proposed that equitable pay and benefits would include health insurance and a per-course salary comparable to that earned by visiting instructors, a rate that I calculated in 2013 as $4000 per 3-hour course.

From 13-14 to 14-15, adjunct pay increased, but we made no progress on salaries in 15-16.

<table>
<thead>
<tr>
<th>C of C adjunct salaries</th>
<th>3 credit-hour course or 3 contact-hour lab course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of courses adjunct teaches</td>
<td>2012-13</td>
</tr>
<tr>
<td>1 or 2, no terminal degree</td>
<td>2400 per course (6 hrs=4800)</td>
</tr>
<tr>
<td>1 or 2, has terminal degree</td>
<td>2500 per course (6 hrs=5000)</td>
</tr>
<tr>
<td>3 courses/9 hrs</td>
<td>3033 per course (9 hrs=9100)</td>
</tr>
<tr>
<td>4 courses/12 hrs</td>
<td>3360 per course (12 hrs=13440)</td>
</tr>
</tbody>
</table>

In a very significant step forward, C of C now provides health insurance to all full-time employees; for adjuncts, “full-time” is defined as teaching 10 credit hours or more per semester. Like other faculty, full-time adjuncts may enroll in the state health plan and have their contribution deducted from their paycheck. Part-time adjuncts teaching are still ineligible for this benefit.

**What would it cost the College to pay all adjunct faculty $4000 per 3-hour course?**

The 2013 report guesstimated that, given the number of student credit hours we were teaching and the current average pay of a little under $3000 per course, it could cost around $1.15M to bring adjunct pay to this level. My report recommended that the College could achieve this level gradually by raising adjunct pay and at the same time decreasing overall adjunct use over a period of several years.

No adjunct salaries have increased since 14-15, and there has been no decrease in adjunct use. The number of undergraduate student credit hours taught by adjuncts has increased from about 87000 in 12-13 to almost 89,000 in 14-15.
<table>
<thead>
<tr>
<th>Year</th>
<th>SCH by FT Roster Faculty</th>
<th>SCH by FT Employee</th>
<th>SCH by FT Retiree</th>
<th>SCH by FT Adjunct</th>
<th>Total SCH</th>
<th>SCH by FT &amp; PT Adjunct</th>
<th>% SCH taught by adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>196850</td>
<td>5211</td>
<td>3080</td>
<td>41330</td>
<td>292288</td>
<td>87147</td>
<td>29.81</td>
</tr>
<tr>
<td>2013-14</td>
<td>197801</td>
<td>5391</td>
<td>2538</td>
<td>41930</td>
<td>291802</td>
<td>86072</td>
<td>29.49</td>
</tr>
<tr>
<td>2014-15</td>
<td>193146</td>
<td>5467</td>
<td>3446</td>
<td>41073</td>
<td>290266</td>
<td>88837</td>
<td>30.6</td>
</tr>
<tr>
<td>Average</td>
<td>195932</td>
<td>5356</td>
<td>3021</td>
<td>41444</td>
<td>291452</td>
<td>87352</td>
<td>29.96</td>
</tr>
</tbody>
</table>

**Cost to convert a full-time adjunct to a visiting instructor: about 13K**

This assumes a visiting instructor makes about 40,000 per year. A full-time adjunct makes 27,400 per year, 12,600 less. Benefits are not factored into this rough estimate.

**Rough guess of # of new visiting lines needed to convert most adjuncts to visitors: 124**

All told, adjuncts taught about 89,000 SCH last year.

Assume full-time adjuncts and visitors both teach 120 students and generate 360 SCH per semester, 720 per year.

We’d need 124 full-time faculty teaching 720 SCH each to cover 89,000 credit hours; we’d pay 124 people 12,600 more per year. We’d also pay for everyone’s fringe benefits. We are currently only paying for health insurance coverage for some of our adjuncts who are full-time.

**Rough guess of cost of 124 new visiting lines to replace 124 adjuncts: 1.57 M +**

In addition to spending this money, the College would also be committing to fund visiting lines for at least a year, rather than paying adjuncts one semester at a time. This move would reduce the College’s ability to make mid-year budget adjustments.

Such a move would also reduce the time administrators spend hiring and recruiting adjunct faculty, and would create a more stable and better-paid workforce and give these faculty more incentive and ability to participate fully in the life of the College.

It should also be noted that it is impossible to make any visiting appointments without carrying out a search. In most cases, when we advertise a visiting position, we receive many applications from people all over the country who are eager to relocate to Charleston. These applicants are considered alongside any of our current adjunct colleagues who apply for these positions.

Appendix B

Suggested Classifications and Courtesy Titles for C of C Adjunct Faculty

Many of our adjunct faculty possess experience and expertise that is not reflected in the title “adjunct.” This title does not convey the range of adjuncts’ qualifications to colleagues, students, or the public. Recently the College took a good first step in addressing this problem by providing two new titles for Adjunct faculty: Adjunct Lecturer, as the default title, and Senior Adjunct Lecturer, for adjunct faculty who’ve taught at least 30 sections and 8 semesters.

Additional classifications would be useful both as a professional courtesy and, someday, as a means of classifying highly qualified adjuncts who are eligible for higher pay.

1. Lecturers

The two new courtesy titles as yet contain no provision for increased pay or preferred status for reappointment, however. I propose that the Adjunct Oversight Committee or the Compensation Committee collect additional data from departments to identify more-experienced and less-experienced faculty holding each of these titles. Within each title, there should be two categories:
Two groups of Adjunct Lecturers
1) Apprentice: Have taught less than 5 years at the college level outside of teaching done as a graduate student
2) Experienced: have taught at the college level for 5-15 years since graduate school

Two groups of Senior Adjunct Lecturers
1) At least 30 sections/8 semesters at C of C, with consistently good evaluations
2) At least 60 sections/12 semesters at C of C, with consistently good evaluations

Once we know how many faculty are likely to belong in each category, the Compensation Committee and the Adjunct Oversight Committee could make more meaningful recommendations on adjunct pay according to years of teaching experience as well as experience of successful teaching at the College.

2. Adjunct “professors of practice”
I suggest the College adopt another title in an effort to characterize more accurately the qualifications of other adjunct faculty. For departments who wish to use it, the title “Adjunct Professor of Practice” could be an appropriate title for adjunct faculty whose teaching is based upon their extensive professional expertise rather than their academic training.

3. Adjunct faculty with higher rank
Recently, the By-Laws committee noted that the FAM allows Deans to confer the title of Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor upon adjuncts if they choose to do so. I recommend using these titles as often as possible, whenever Chairs and Deans believe they are appropriate—for example, if an adjunct faculty member earned this rank elsewhere.

Using these titles in department listings, annual reports, and external reports, we could showcase the qualifications possessed by our adjunct faculty much more clearly than our current titles allow us to do.

Appendix C
Sample of departmental by-laws providing for adjunct representation

English Department By-Laws
These by-laws shall constitute the method of governance of the Department of English.

1. Membership
   a. All professors (assistant through full) and senior instructors constitute the voting faculty of the department. Other members of the faculty, including visiting faculty, are invited and encouraged to attend meetings and contribute to discussions, but they cannot vote.
   b. Administrative appointments and sabbaticals do not affect faculty members’ voting rights.
   c. The department will inform all adjuncts of regular departmental meetings. All adjuncts are welcome to attend these meetings and contribute to discussions. The department will also provide a stipend of $200 per semester for an adjunct representative, in any semester in which such a representative is chosen by departmental adjunct faculty. This representative attends all departmental meetings and serves as a liaison between roster faculty and adjunct faculty who cannot attend meetings. Before the end of classes in the spring semester, the Chair will solicit nominations from that semester’s adjunct instructors and conduct an election by secret ballot for the following year’s adjunct representative. (Revised 11/18/14.)

Appendix D (see next page)
Academic Affairs Documents
New Adjunct Faculty Checklist
New Adjunct Orientation Letter

Provost’s 2015 Memo Regarding Evaluation of Adjunct Faculty
New Adjunct Faculty Checklist

☐ VIEW NEW FACULTY ORIENTATION INFO & UPDATES (PERIODICALLY)
Scan our QR code or visit academicaffairs.cofc.edu/info-for-new-faculty for updated information about New Faculty Orientation agendas, checklists, required quizzes, Technology Orientation, campus tours, access to faculty resources, and other important matters.

☐ SUBMIT YOUR ACADEMIC CREDENTIALS (DUE: ASAP; DEC 9 OR ASAP)
Provide your CV and an official transcript sent directly from the granting institution to your department chair indicating receipt of your highest degree (and/or the degree(s) that your academic credentials are based upon). If your highest degree will not be conferred by January 11, 2015, please have an official letter or documentation from your granting institution sent by January 1 confirming that you have completed all of the requirements for your degree and also provide a second official transcript upon receipt of the posted degree. All academic credentials must be received before Academic Affairs can enable your computer account and provide you access to faculty information, including your class rosters and access to OAKS, our learning management system.

☐ SUBMIT NEW HIRE PAPERWORK TO HR (DUE: ASAP; DEC 9 OR SOONER)
Please complete new employee paperwork with Human Resources no later than December 2015:
1. Forms (online at hr.cofc.edu/employment/for-new-employees/paperwork.php) should be completed, signed, and submitted to Human Resources (Jackie Chisolm). For your protection, please do not send these forms via email.
2. Please appear in person in the Human Resources Office (Lightsey Center, Basement Room 036-B) to complete your I-9 Federal Employment Eligibility Verification form. Bring your I-9 form(s) of identification with you (driver's license + Social Security card -or- passport).
3. Once your paperwork is complete, Human Resources will facilitate establishing your CWID, payroll, and email account.

☐ REGISTER AND ATTEND TECHNOLOGY ORIENTATION (OPTIONAL)
Please register to attend a session. Visit academicaffairs.cofc.edu/info-for-new-faculty for links to the registration. Information Technology's staff will provide an overview of their services. Teaching, Learning and Technology (TLT) department will introduce technology services that are available to faculty, such as webpages, blogs, iTunes U, OAKS (the College’s learning management system), etc.

☐ PASS THE COFC PHISHING QUIZ (DUE: JAN 12)
All College employees are required to take a “Phishing Quiz” to help reduce the incidence of College-wide disruptions of email services. To access the phishing quiz, please click the link on your MyCharleston homepage or go directly to phishingquiz.it.cofc.edu. Also, visit the IT webpage (it.cofc.edu/security/phishing) for phishing samples and information before taking the quiz.

☐ RSVP AND ATTEND NEW FACULTY ORIENTATION (JAN 7)
Please RSVP via email to RSVPtoProvost@cofc.edu (but you are welcome to attend without RSVPing). Please review the agenda online at academicaffairs.cofc.edu/info-for-new-faculty, and if you cannot attend, please review the online information, paying special attention to the “Teaching” link.

☐ ATTEND CONVOCATION (AUGUST 2015)
New Student Convocation will be held in the Cistern Yard in August 2015. You are strongly encouraged to participate and wear your academic regalia. If needed, we welcome you to borrow regalia from Academic Experience (Randolph Hall, Room 110) prior to the Convocation. More information will be given during orientation and online (www.cofc.edu/convocation).

☐ PREPARE FOR YOUR FIRST DAY OF CLASSES (TERM STARTS JAN 12)
Dear New Adjunct Faculty Member,

Welcome of the College of Charleston. We are pleased that you will soon be teaching at the College and would like to invite you to attend the 2015 New Faculty Orientation events outlined below. Details about orientation are enclosed, as well as a new faculty checklist. All of the information in this letter is also available on our Academic Affairs website (academicaffairs.cofc.edu/info-for-new-faculty), and my office is happy to assist you with any questions you may have.

**New Faculty Orientation**
Please join us for orientation on January 7, 2015 from 1:00 to 4:30pm in the Alumni Center (School of Education, Health and Human Performance building at 86 Wentworth Street). Agendas and links to important information for those who cannot attend are online at academicaffairs.cofc.edu/info-for-new-faculty. Prior to orientation, please follow up with department/program for instructions about your new employee paperwork and faculty credentials. Please note that before your computer accounts can be enabled or courses can be assigned to you, you must complete all of your new employee paperwork with Human Resources and have your academic credentials (official transcript and C.V.) fully submitted and approved by your department/program.

**The College Reads!**
All faculty and students are encouraged to read this year’s The College Reads! selection, *The Good Soldiers* by David Finkel (please visit collegereads.cofc.edu for details). Copies of the book are available in each department office, and the reading guide will be online at collegereads.cofc.edu/readingguide.

**Questions?**
If you have any questions prior to orientation or are unable to attend any of the sessions, please contact:
- Human Resources: Jackie Chisolm, Adjunct Employment (chisolm@cofc.edu) at (843) 953-5512
- Office of the Provost: Cathy Peebles, Academic Affairs Office Manager (peeblesc@cofc.edu) or Deanna M. Caveny-Noecker, Associate Provost for Faculty Affairs at (843) 953-5527

Best wishes for success as a new adjunct faculty member, and once again, welcome to the College of Charleston!

Sincerely,

Brian McGee
Interim Provost and Executive Vice President for Academic Affairs

Enclosures
cc: Mr. Ed Pope, Vice President, Office of Human Resources
MEMORANDUM

TO: Academic Deans
    Department Chairs
FROM: Brian McGee, Interim Provost
DATE: April 30, 2015
SUBJECT: Annual Evaluation of Adjunct and Visiting Faculty

For many years, the following passage has appeared in the Faculty/Administration Manual (hereafter, “FAM”), as part of the description of “special faculty”:

All faculty of special status who conduct classes must be evaluated by the Department Chair annually or at the end of each semester or summer term. It is the responsibility of the faculty member to provide syllabi, reading lists, samples of paper topics and examinations to the Department Chair who will consider these teaching materials in making the assessment of the person. Student evaluations of teaching shall be collected from students in classes taught by any faculty member of special status.

I am writing today to provide additional information and guidance regarding the requirement for evaluation of adjunct and visiting faculty, as such faculty of special status are described in the FAM. This guidance will take effect beginning with annual evaluations for the 2015 calendar year and will remain in force unless expressly revised or set aside by me or my successor. A reformatted version of the guidance contained in this memorandum will be posted at the Academic Affairs website.

All visiting and adjunct faculty members at the College of Charleston who are employed at the scheduled time for annual evaluation will be evaluated in accordance with the College’s established standards and criteria and using procedures established by the relevant Dean. Adjunct and visiting faculty who are employed solely as non-instructors of record are exempt from the requirement for annual evaluation, as are visiting and adjunct faculty who have been employed by the College for fewer than three months during the relevant 12-month evaluation period.

In cases where an adjunct faculty member is employed by more than one department or program, each department or program should complete an annual evaluation.

Annual evaluations shall serve two functions: (1) to guide the professional development of the faculty member, and (2) to record part of the evidence upon which personnel decisions might be based. Each annual performance evaluation should summarize the strengths and weaknesses of performance by the faculty member and include any specific recommendations for improvement.
Department Chairs and the Dean of Libraries are responsible for the annual performance evaluation of the visiting and adjunct faculty members within their departments. In the case that an instructional faculty member is housed in a program and not in a department, the Program Director will assume the role of Department Chair in the evaluation process.

Department Chairs and the Dean of Libraries may delegate some or all of the responsibilities for annual performance evaluation of visiting and adjunct faculty to a tenured faculty colleague in the relevant academic unit, or to an evaluation committee composed entirely of tenured faculty in the department.

The form of the performance evaluation may vary by school and department, as well as by the rank of the faculty member being evaluated. At a minimum, the Chair or Dean of Libraries (or the relevant designee) will provide an appraisal letter or form addressing teaching effectiveness and such other faculty activities, if any, as are germane to the specific work of the faculty member being evaluated. Departments and schools may develop rating instruments appropriate to the work of adjunct or visiting faculty in their units.

1. Standards and Criteria for Annual Evaluation

Schools and departments may develop specific policies, criteria and standards for annual evaluation of visiting and adjunct faculty. Criteria should be clearly stated and available to all members of the department or school. They may vary in detail but they must be consistent with faculty expectations described in the Faculty/Administration Manual.

Approval of these policies, criteria and standards by the appropriate Dean is required before implementation. After initial adoption, any significant changes must be sent to the Dean for approval before implementation. Deans should provide copies of all approved school and departmental policies, criteria and standards to the Office of Academic Affairs.

2. Annual Evaluation Process

Annual performance evaluations ordinarily will be completed on a calendar-year basis. A calendar for the evaluation process shall be posted on the website of the Office of Academic Affairs.

After annual performance evaluations have been received for a minimum of three consecutive years, a visiting or adjunct faculty member may request the same performance evaluation ratings that were given the previous year for up to two years. In the case of a request by the faculty colleague that a previous evaluation stand, the Department Chair will provide in writing either approval of this request or a denial of the request and brief explanation of why a full evaluation will be conducted.

For cases in which such requests are granted, a full performance evaluation must be conducted at least once every three years, covering the calendar years since the last full performance evaluation. The repetition of performance ratings may also be initiated by the Department Chair, and repetition of performance ratings in all cases requires the permission of both the faculty colleague
and the Department Chair. A Chair or Dean may require that a particular visiting or adjunct faculty member undergo a full evaluation in any given year or at the conclusion of each semester or academic term.

Chairs are responsible for ensuring that a full evaluation of a visiting or adjunct faculty member is conducted at least once every three years. Deans are responsible for reviewing Chairs’ completed evaluations. The documentation required for a full performance evaluation may vary by department and school.

The Department Chair may consult with a faculty committee in conducting the annual evaluation, or may delegate some or all evaluation responsibilities for visiting and adjunct faculty to a tenured faculty member, or to a committee composed of tenured faculty.

After reviewing any materials submitted by the faculty member, and conducting an interview with the faculty member if appropriate, the Department Chair or the Dean of Libraries (or the designee of the Department Chair or Dean of Libraries) shall provide the faculty member with a signed and dated evaluation. The Dean shall retain a copy of each annual evaluation for a visiting or adjunct faculty member appointed in the Dean’s school.

3. Appeal of Annual Evaluation

A visiting or adjunct faculty member may appeal his or her annual evaluation to the appropriate Dean by submitting a written request for an appeal hearing to the Dean (or the Dean’s designee) within 10 working days of receiving the written evaluation. The Dean (or the Dean’s designee) will arrange for an appeal hearing with the faculty member and the Department Chair to discuss the appeal. At the appeal hearing, the faculty member should state specifically the basis for the appeal and provide appropriate information in support of the appeal. The Dean (or the Dean’s designee) will attempt to mediate an agreement between the faculty member and the Chair. If unsuccessful, the Dean (or the Dean’s designee) will reach a final decision and inform all parties in writing.

Library faculty should follow the steps outlined above. Their appeals should, however, go directly to the Provost (or the Provost’s designee), who will render the final decision.

cc: Caveny-Noecker, McNerney