

Application for Level Advancement for Adjunct Faculty

To take effect: _____

Department: _____

Name: _____

Level Applied For: _____

Initial Date of Hire: _____

Estimated Credit Hours Taught Since Spring 2000: _____



Eligibility: Application for Level 2 requires 60 or more credit hours. Application for Level 3 requires 100 or more credit hours.

Applications will require the successful evaluation (see Sections 7.1 and 7.3 on page 2, http://ricadjuncts.ri.aft.org/files/ric_adjunct_with_signatures_1.pdf) of two classes on record for each level of advancement, one of which shall have been concluded no more than twelve months prior to the semester in which the advancement application is submitted. Adjunct faculty members eligible for level advancement who have not been evaluated pursuant to Section 7.1 and 7.3 within the prior twelve months may notify their department chair and request the evaluation(s) of a course(s) in the semester before or during the semester in which the adjunct faculty member becomes eligible for level advancement.

This application shall consist of a statement written by the applicant and a statement written by the department chair addressing the individual adjunct faculty member's teaching effectiveness, which include: command of the subject, skill in organizing and presenting course material with force and logic, intellectual integrity and enthusiasm for learning both within and without the classroom, ability to motivate students to intellectual curiosity, and specifics of actual teaching performance.

The applicant's statement is to be accompanied by a current syllabus/i and supporting documentation that addresses the criteria listed above. It is to be submitted for Fall consideration by March 15 of the preceding semester or for Spring consideration by Nov. 15 of the preceding semester.

Signature (Adjunct) _____ Date _____

Signature (Chairperson) _____ Date _____

Dean/Director _____ Date _____

Vice President for Academic Affairs _____ Date _____

Recommend Do Not Recommend

Recommend Do Not Recommend

Approve Do Not Approve

Sections 7.1 and 7.2 of the RIC Adjunct Faculty Contract:

7.1 Academic departments may conduct teaching observations in order to evaluate teaching effectiveness during each academic year in which an adjunct faculty member is teaching. The observer shall be appointed from among the tenured full-time faculty by the department chair or academic program director.

7.3 The teaching effectiveness of an adjunct faculty member shall be based on the following: command of the subject; skill in organizing and presenting course material with force and logic; intellectual integrity and enthusiasm for learning both within and without the classroom; ability to motivate students to intellectual curiosity; and actual teaching performance as determined by various techniques of measurement, including class visits by the department chairperson or designee, and student evaluations.

Below are examples of ways to document criteria for the level advancement for adjunct faculty. The examples given below are neither comprehensive nor mandatory.

CRITERIA	SUGGESTED EXAMPLES
Command of Subject	Course syllabi if designed by the adjunct faculty member; statement addressing incorporation of new developments in field, activities to expand your knowledge base or explore what others are doing
Skill in Organizing and Presenting Material with Force and Logic	Course materials; course syllabi; organization of course resources (e.g. Blackboard/WebCT); statement of changes made in response to student achievement or feedback, adjustments made in instruction to meet needs of students, assessment of instructional changes
Intellectual Integrity	Statement addressing approach to rigor, documentation of your expectations of students, methods of assessing student learning in your classes
Enthusiasm for Learning Within and Outside of Classroom	Instructional activities, evidence that students are responding to subject matter (e.g. feedback from students), examples of student work
Ability to Motivate Students to Intellectual Curiosity	Statement addressing approaches to pedagogy, instructional activities, student feedback, examples of student work
Specifics of Actual Teaching Performance	Copy of written classroom observation by chair or other full-time faculty member, data from student evaluations (every course every semester)

