c. Faculty Rank and Faculty Qualifications - Unless the duties of the grant funded faculty personnel involve instruction of credit courses or other functions where faculty rank is appropriate, faculty rank will not be assigned and faculty qualifications prescribed in the VCCS 29, Normal Minimum Criteria for Each Faculty Rank, will not apply.

d. Salary - Salaries for grant funded faculty personnel shall be established by the college president within resources provided by the grant and are independent of salary ranges associated with faculty ranks or administrative titles.

e. Effect of Grant Curtailment or Termination - Grant funded faculty personnel may be terminated whenever the sponsor of the grant curtails or terminates the program.

f. Effect of Grant Continuation, Renewal, or Extension - In the event a grant is continued, renewed, or extended, grant funded faculty personnel may be issued a new appointment or may be notified that their appointment will not be renewed. Such notice shall be in writing and shall be issued within thirty (30) days of receipt of a notification of the grant continuation, renewal, or extension or within sixty (60) days of the end of the appointment period, whichever is later.

3.4.3 Employment of Adjunct Faculty (SB)

In accordance with the Criteria of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), each college shall develop and implement a management system for adjunct faculty including recruitment, orientation, compensation, supervision, and evaluation. Further, each college shall publish and make available an adjunct faculty handbook that contains policies and procedures related to adjunct faculty.

3.5 Faculty Responsibilities (C)

The major emphasis shall be on teaching, by working with students in classrooms, distance learning, laboratories, individual conferences, and related activities to help the students develop their interests and abilities to the fullest capacity to become better persons, better workers, and better citizens. To accomplish this goal, the following work loads are expected of faculty.

3.5.0 Classes (C)

Faculty teaching loads during the academic year shall include such combinations of on- and off-campus, day, evening, distance learning, and weekend classes as the needs of the college require. Twelve-fifteen (12-15) credit hours and fifteen-twenty (15-20) contact hours per semester are required for all full-time faculty. For the purpose of workload calculations, every lecture hour shall equate to one (1) credit hour and one (1) contact hour; and every laboratory hour shall equate to one-half (1/2) credit hour and one (1) contact hour. When the number of credit hours falls below twelve (12) because of the number of laboratory hours involved, the number of contact hours should be increased to bring the
teaching load to the minimum of twelve (12) credit hours (utilizing the standard of two (2) laboratory hours equal one (1) credit hour) or to a maximum of twenty-four (24) contact hours.

Faculty teaching loads shall be calculated for the academic year, with a teaching load less than or in excess of normal for the fall semester being compensated for with adjustments in teaching load in the spring semester.

A faculty teaching load may also be adjusted by the college to take into consideration such factors as the use of instructional assistance, team teaching, the use of non-traditional instructional delivery systems, special assignments, and curriculum development. Curriculum development should be primarily for the development of a new program or new course in a program and/or the complete revision of an existing course or program.

Teaching-load adjustments shall be expressed in terms of an equivalent teaching load for the purpose of computing a faculty member's total teaching load.

3.5.1 Office Hours  (C)

To promote the availability of faculty to work with individual students, all full-time faculty members are required to post on or near their office doors a minimum of 10 hours per week as office hours to be available to work with students on their individual academic and occupational problems. All adjunct faculty are required to provide for student advising and related activities. Each adjunct faculty member shall ensure that all students have been informed of the contact details including location and time.

Exception due to distance learning, off-campus assignments, or use of technology to serve students may be approved by the Academic Vice President or designee.

3.5.2 Teaching Faculty Assigned Temporary Administrative/ Professional Duties

Regular nine and twelve month teaching faculty may be temporarily assigned non-teaching duties (released time) for administrative/professional activities of more than 50% of an individual’s full-time teaching load for a maximum of two academic years by the college president. Faculty assigned more than 50% released time for non-teaching duties for more than two years must be classified as administrative faculty unless an extension beyond two years is approved by the Chancellor. The college shall maintain a record of all released time for audit purposes.

3.5.3 Additional Activities  (C)

Faculty responsibilities include committee work, student activities, community activities, student advising, and professional activities.

3.5.4 Professional Activities and Contributions

In addition to teaching effectiveness, faculty are expected to engage in and contribute toward the good of the college and its community. This requires that faculty members maintain current competence in their disciplines or specializations and that they share their expertise, time, and talents with the
larger college community. Performance in this category will be measured not only by membership or affiliation but also by the quality of the contributions made by faculty members toward these endeavors. Such activities may include but are not limited to:

- Membership and activity in professional and civic organizations (general and/or specialized organizations at the local, state, and/or national levels);
- The accomplishment of important professional development activities that may or may not be part of an individual professional development plan;
- Attending and participating in professional conferences; workshops, and meetings;
- Keeping current regarding developments in education and industry;
- Participating in business or industrial activities related to professional field;
- Participating in college and state-level professional development activities;
- Being active in college and Systemwide committees;
- Engaging in writing speeches and reports and in consulting;
- Engaging in classroom-based research to improve teaching or in discipline-based research that may lead to publication;
- Sharing innovations in using instructional technology with colleagues in other colleges;
- Participating in the community service program at the colleges;
- Participating in local colleges advisory committees; and
- Contributing to community welfare and community development.

3.5.5 Academic Freedom and Responsibility (SB)

To ensure the college an instructional program marked by excellence, the Virginia Community College System supports the concept of academic freedom. In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism.

Faculty members are entitled to freedom in the classroom in discussing their subjects, but should be careful not to introduce teaching matters which have no relation to their fields. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens in community affairs.

The System also recognizes that commitment to every freedom carries with it attendant responsibilities. Faculty members must fulfill responsibility to society and to their profession by manifesting academic competence, professional discretion, and good citizenship. When they speak or write as a citizen, they
will be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As professional educators, they must remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not an institutional spokesperson.

3.6 Faculty Evaluations

3.6.0 Teaching Faculty Development, Evaluation and Recognition Policy (SB)

3.6.0.1 Purpose – To create an environment for teaching faculty that promotes high performance and continuous improvement resulting in world class faculty and increased student success.

3.6.0.2 Application – This section of the policy applies to all regular full-time teaching faculty.

3.6.0.3 Overview – The VCCS teaching faculty development and evaluation process provides a mechanism for appraising teaching faculty performance with the expressed aim of working on continuous faculty improvement and professional development. A faculty development and evaluation plan that is meaningful for both faculty members and their supervisors requires strong agreement on the domains of faculty performance to be evaluated, the component areas to be included in the assessment, and the specific elements within these areas to include in the plan. Four domains of faculty performance are included in the VCCS Teaching Faculty Development and Evaluation process: (a) teaching, (b) scholarly and creative engagement, (c) institutional responsibility, and (d) service. Based on the results of the appraisal of faculty performance, individualized personal and professional development plans will be developed through a collaborative effort between each faculty member and his/her supervisor.

3.6.0.4 Performance and Professional Development. Faculty will develop performance and development goals.

a. Performance Evaluation

i. Performance evaluation plans will include standards and expectations in each of four performance domains: teaching, scholarly and creative engagement, institutional responsibility, and service.

ii. The performance domains will be weighted according to each college’s evaluation plan, however the minimum weighting will be 50% for teaching, and 10% each for scholarly and creative engagement, institutional responsibility, and service.