



Adjunct Faculty Advancement Program
Dr. Kelly Thayer,
Director for Teaching, Learning, and Engagement
Kelly.Thayer@tcc.fl.edu

Welcome to AFAP, the Adjunct Faculty Advancement Program! We are delighted to have you as part of this engaging pedagogy-based program. Throughout this program, our focus will be on developing and implementing High-Impact Practices (abbreviated as HIPS) in our own specific courses. High Impact Practices are research-supported pedagogical methods that ultimately make a significant impact on student learning and student success. During this course, you will 1) develop a HIP of your own, 2) implement the HIP in your course, and 3) present on the findings at the end of the term. Our goal is to make this a rewarding and collegial experience for all of you. Feel free to contact us or come by if you need any assistance!

Prerequisite:

To be eligible to participate in the AFAP program, candidates must have the following credentials:

- Completion of ATLAS program
- Minimum of two semesters of teaching employment at TCC
- Minimum of 12 credit hours taught at TCC
- Statement of Commitment

*Eligibility exemptions are outlined below:

- Retired TCC Faculty do not have to complete the ATLAS prerequisite
- Retired TCC Faculty meet the semester and credit hour requirement if they begin AFAP as an adjunct within 3 years of retirement
- Adjuncts with proof of 2 years full-time equivalent teaching (60 semester hours) within the past 5 years in a higher education setting can exempt the ATLAS prerequisite

Program Description:

The Adjunct Faculty Advancement Program (AFAP) aims to delve deeper into theoretical concepts of teaching and learning, as well as explore various teaching strategies that increase student success factors based on evidence from research. In addition, AFAP intends to engage adjunct faculty in service to the College and in professional growth, and to provide reward and recognition for their commitment to student learning and success.

Goals:

- Integrate adjunct faculty into the TCC academic community
- Promote the professional growth of adjunct faculty
- Develop institutional practices that foster a commitment to student learning
- Impact student learning outcomes through effective teaching practices

Outcomes:

AFAP participants will demonstrate enhancement of teaching and learning through the following tasks:

- Development of a High-Impact Practice
- Implementation of a High-Impact Practice in the classroom
- Assessment of the implemented High-Impact's classroom effectiveness in the classroom
- Reflection of High-Impact practices in the classroom
- Reflection of course topics via Canvas discussion board postings

NOTE: Participation in this adjunct program is an opportunity for professional enrichment and does not guarantee future employment at TCC.

Program Requirements:

- Attend three (3) Zoom workshops as detailed in the seminar schedule
- Present your HIP findings at the end of the term
- Complete all assignments outlined on Canvas

Participant Responsibilities:

- **Attend all three (3) virtual seminar sessions**
 - You must be available to attend our seminars on select Mondays from 5:00 – 7:00 pm (please see the calendar for specific dates). We will meet virtually via Zoom and will stay for the duration of our seminar time.
 - If an absence is necessary, email the faculty facilitator in advance or within that same seminar week to notify. Only one absence is allowed during the term. Any additional absences must be made up the following semester that AFAP is offered. Stipend for completion will not be provided until this is complete.
- **Present your HIP findings at the end of the term**
 - In this final session, you will present on your completed HIP. The TCC community, including faculty, staff, and administration are invited to this presentation.

Active participation is necessary during seminars so that everyone is able to get the full experience of the program. This includes participation in discussions, sharing teaching experiences, and completing all assignments.

Participation Incentive:

Participants who have successfully completed the AFAP program attain the following benefits:

- Improved connection to TCC Faculty and campus culture
- Enhanced preparation to meet the learning needs of students and enhance student success via increased knowledge of support services, and through utilization of effective teaching strategies.
- Access to research-based information on trends in higher education with opportunity for discourse with colleagues on strategies that impact student learning.
- Provision of teaching and learning resources to use as a guide through AFAP
- Certificate of completion and induction as an Adjunct Professor
- Salary increase of \$100 per credit hour in subsequent semesters for 2 years at TCC that is renewable.

Renewal Process:

Adjunct Professor status is granted for the next 2 academic years following completion of AFAP. At the end of the two academic years, Adjunct Professors must submit evidence of continued professional development to obtain renewal of status and maintain increased rate of pay.

Continued professional development must be evidenced during the interim academic years following AP status. To maintain AP status, the following must occur during the 2 interim years:

- **Conduct Peer Observation:** The Adjunct Professor must observe at least one class session of a faculty member recommended by their Department Chair, Associate Dean, or Dean.
 - Write a reflection of the peer observation noting effective teaching and learning strategies that were observed. Reflect on observations that were helpful and indicate how, or if, you could implement similar strategies.
- **Be Observed:** The Adjunct Professor must be observed by a peer recommended by the Department Chair, Associate Dean, or Dean.
 - The observer will provide verbal feedback following the period of observation to the Adjunct.
 - Write a reflection of the feedback obtained from the peer observer and indicate any positive remarks along with constructive feedback given. Note how, or if, you could implement changes based on the feedback received.
- **Student Evaluation Analysis:** Review student evaluation reports for courses taught over at least 2 semesters and analyze the results.
 - Write a reflection on the analysis of student evaluation reports used indicating areas of strength and weaknesses as indicated by student perceptions. Include actions you plan to implement based on the feedback from students in the evaluations.
- **Professional Development:** Participate in 2 teaching and learning workshops per year for total of 4 over the 2 interim years.
 - Workshops must be within the realm of teaching and learning.
 - Informal or Formal meetings do not count as teaching and learning workshops.

Evidence of continued professional development, as detailed above, will be recorded by the Adjunct Professor and must be submitted to the Center for Professional Development prior to the start of fall semester for the academic year that the adjunct professor is up for renewal. Failure to complete and submit proof of continued professional development will result in suspension of Adjunct Professor status and supplemental pay until the requirements are met and submitted. In the case of failed compliance with renewal standards, backpay will not be given for the time that lapses between suspension and return to AP status.

AFAP Schedule:

<p>Meeting One: Introduction and Overview</p>	<p>Monday, 8/28, 5:00-7:00PM Zoom link on Canvas</p>
<p>In this meeting, we will review High Impact Practices and discuss project ideas for implementation. In addition, the AFAP Canvas course page will be reviewed.</p> <p>*This meeting is mandatory for participation in AFAP</p>	
<p>Discussion Board Topic I: Understanding Student Needs</p>	<p>“Class Reflection” DB Posting due Monday, 9/11</p>
<p>In this DB, you will reflect upon your own students, including their strengths and weaknesses. In addition, you will focus on your own strengths and weaknesses as instructors. This posting will better help you determine a HIP that best meets the needs of your students. Please make sure to review all articles and resources posted to the weekly Canvas Module.</p>	
<p>Discussion Board Topic II: High-Impact Practices Introduction</p>	<p>“High-Impact Practice Brainstorm” DB Posting due Monday, 9/18</p>
<p>In this DB, you will review examples of High-Impact Practices, as outlined by the AACU. This resource will help you further brainstorm how you might implement a HIP in your own classes. We will discuss these ideas in our next meeting. Please make sure to review all articles and resources posted to the weekly Canvas Module.</p>	
<p>Meeting Two: Proposal Discussion</p>	<p>Monday, 9/25, 5:00-7:00PM Zoom link on Canvas</p>
<p>In this meeting, we will discuss our HIPs for implementation. Please come with 1-2 potential ideas for a HIP.</p>	
<p>Discussion Board Topic III: Proposal Assignment</p>	<p>Proposal due Monday, 10/9</p> <p><i>*Please use the template provided on Canvas for this assignment.</i></p>
<p>In this DB, you will complete your HIP Proposal using the template provided on Canvas. Please note: this is just the proposal. You will have until 4/28 to complete your HIP.</p>	
<p>Meeting Three: HIP Assessment and Presentation Review</p>	<p>Monday, 10/16, 5:00-7:00PM Zoom link on Canvas</p>
<p>In this meeting, we will review how to effectively assess our HIPs by reviewing student learning outcomes, or SLOs. This will enable participants to implement their HIP as well as measure its effectiveness in the classroom. We will also discuss the requirements for the final presentations.</p>	
<p>Final HIP Presentation</p>	<p>Monday, 11/20, 5:00-7:00PM Zoom link on Canvas</p>
<p>In this meeting, you will present on your completed HIP. All administration is invited to this presentation.</p>	