

## **AOP-8-1-07-04**

# **ADJUNCT FACULTY EVALUATION PROCESS**

Additional copies of the Adjunct Faculty Evaluation Plan are available from the Office of the Deans and also on line on the Troy University website under Academics.

The Adjunct Faculty Member Evaluation process is initiated by the faculty member's immediate academic supervisor and consists of an initial evaluation that is conducted immediately following the first course assignment and a year-end evaluation to be conducted for the prior academic year. Prospective adjunct faculty members should provide a vitae in the required format prior to initial employment and the vitae is to be updated annually.

Adjunct Faculty members and administrators should note carefully the deadlines.

Initial evaluations are to be performed within 30 days of the completion of the first course assignment and a copy forwarded through intermediate administrators to the college dean within 60 days of the completion of the first course assignment

Annual evaluations must be completed and a copy forwarded through intermediate administrators to the college dean.

The purpose of this plan is to document the competence and effectiveness of adjunct faculty. The elements of the process include:

- 1) the preparation and submission of an evaluation portfolio (see Form 4 - Adjunct Faculty Evaluation Portfolio Check Sheet) by each adjunct faculty member to their designated academic supervisor upon completion of the spring semester (or T4 Term) each academic year, but not later than the end of May
- 2) a current vitae, in the prescribed format, (see Form 1 - Adjunct Faculty Member VITAE FORMAT), should be provided by the adjunct faculty member to their designated academic supervisor upon initial employment. Vitae should be updated annually and submitted with Portfolio.
- 3) an initial academic supervisor evaluation to be performed within 30 days after completion of the first course assignment and a year-end evaluation performed annually thereafter using materials provided in Adjunct Faculty Evaluation Portfolio (see Form 5 – Guidelines for Supervisor Evaluation of Adjunct Faculty Teaching Effectiveness) and student/instructor course evaluations (see Form 2 - Adjunct Faculty Member Evaluation);
- 4) a conference, conducted electronically or face to face, between the designated academic supervisor and the adjunct faculty member in which the supervisor provides direct feedback of performance to the adjunct faculty member, including specific recommendations;
- 5) the completion of an Adjunct Faculty Evaluation Summary by the designated academic supervisor (see Form 3 - Adjunct Faculty Member Evaluation Summary);
- 6) Forms 1 through Form 5 should be submitted through academic administrative levels to the college dean to be reviewed and placed in the adjunct faculty member's permanent file.

This evaluation process is to be supported with a student course evaluation to be performed in the initial course assignment and in a minimum of one class per academic year for continuing adjuncts, and summarized on the Adjunct Faculty Evaluation Form (Form 2).

**APPROVED BY ACADEMIC STEERING COMMITTEE, AUG 1, 2007**

**OPR: DR. DON HINES AND DR. EDITH SMITH**

**FORM 1**

**ADJUNCT FACULTY MEMBER EVALUATION VITAE FORMAT  
(Submitted Upon Employment and Annually Updated)**

**VITAE to be provided to the designated academic supervisor upon initial employment and updated annually after completion of the spring semester (or T4 Term), but not later than the end of May each academic year. Annual Vitae updates need only list the achievements within the preceding academic year.**

- I. Name:
- II. Address:  
Phone Number(s):  
Email Address(es):
- III. Educational Background (degrees, institutions, dates, areas of specialization) Listed in reverse chronology:
- IV. Certifications/Licenses Held:
- V. Employment Record (inclusive from date of undergraduate degree):
- VI. Experience in Professional Occupation:
- VII. Professional Meetings Attended (organization and dates):
- VIII. Development Growth Activities Related to Profession:
- IX. Continuing Education Related to Profession (courses, organization(s) and dates):
- X. Teaching Experience (courses, level of courses, institution(s), dates):
- XI. Professional Development/Growth Activities Related to Teaching:
- XII. Professional Memberships (indicate offices held):
- XIII. Professional Publications (for each – authors, title, journal, volume, pages, and date; indicate if peer reviewed) :
- XIV. Professional Presentations/Papers (organization, dates, and presentations made – indicate all authors, presenters, and if presentations were peer reviewed):
- XV. Professional Meetings Attended (no presentation/papers):
- XVI. Other Research/Consulting Activities (organization, activity, and dates):
- XVII. Recognition and Honors:
- XVIII. Professionally Related Community Activities:

**FORM 2**  
**ADJUNCT FACULTY MEMBER EVALUATION**

( ) Initial Evaluation                      ( ) Year-end Evaluation

Name \_\_\_\_\_

Highest Degree \_\_\_\_\_ Field \_\_\_\_\_

**I. EVALUATION OF TEACHING EFFECTIVENESS:**

**Section 1: Student Evaluation**

Instructions: In this section, 3.4.2 Student Evaluation, insert the average of all courses evaluated for the year using the Instructor and Course Assessment scores for item 1-11.

- 1. Faculty presented information in an organized way that promoted learning. \_\_\_\_\_
- 2. Faculty presented new information not covered in the textbook. \_\_\_\_\_
- 3. Faculty connected topics of the course to other areas of knowledge and interest. \_\_\_\_\_
- 4. Faculty increased my interest in the subject matter. \_\_\_\_\_
- 5. Faculty integrated different ways of presenting course information. \_\_\_\_\_
- 6. Faculty was interested in student achievement. \_\_\_\_\_
- 7. Faculty was responsive to student needs and requests. \_\_\_\_\_
- 8. Faculty encouraged students to use technology in learning. \_\_\_\_\_
- 9. Faculty evaluated assignments and exams in a timely manner. \_\_\_\_\_
- 10. Faculty member adhered to a stated policy on grading. \_\_\_\_\_
- 11. Overall, faculty member was an effective teacher. \_\_\_\_\_

**Section 2: Supervisor's Evaluation**

**Rate the Adjunct Faculty member being evaluated on a scale from low to high with 1 being the lowest and 7 the highest (NA=Not Applicable).**

- |    |   |    |   |   |   |   |   |   |   |
|----|---|----|---|---|---|---|---|---|---|
| 1. | demonstrates command of subject   | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | organizes subject matter clearly  | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | maintains knowledge of current developments in teaching discipline                      | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | relates subject matter to other areas   | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | requires critical thinking by the students  | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | demonstrates high expectations of students' learning the material covered in the course | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | conducts academic and career advising for students                                      | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

8.	engaged in the academic programs, mission and goals of the university	NA	1	2	3	4	5	6	7
9.	covers material planned for the courses	NA	1	2	3	4	5	6	7
10.	responds to students' questions regarding subject being taught	NA	1	2	3	4	5	6	7
11.	demonstrates adherence to established university policies and procedures	NA	1	2	3	4	5	6	7
12.	completes academic requirements and directives in a timely manner	NA	1	2	3	4	5	6	7
13.	adheres to the course syllabi	NA	1	2	3	4	5	6	7
14.	uses available technology appropriate for the course	NA	1	2	3	4	5	6	7

**Section 3: Administrator Evaluation of Teaching Effectiveness:**

Combine points from Sections 1 and 2 for overall evaluation of teaching effectiveness.

- Demonstrates Effectiveness in Teaching
- Demonstrates Limited Effectiveness in Teaching
- Unacceptable Teaching Effectiveness

Suggestions for Improving Teaching Effectiveness:

**II. EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES FOR DISCIPLINE COMPETENCE AND CURRENCY:** Note: Evaluation based on evidence provided in Vitae

- Activities demonstrate engagement in professional development and professional activities.
- Activities are not sufficient to demonstrate professional development and professional activity.

Suggestions for Improving Professional or Discipline Competency and Currency:

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**I certify that I have reviewed this Evaluation and have been counseled on areas that may improve my teaching effectiveness and / or professional competency or currency.**

Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

**FORM 3**  
**ADJUNCT FACULTY EVALUATION SUMMARY**

**Initial Evaluation**                       **Year-end Evaluation**

Name \_\_\_\_\_ Date \_\_\_\_\_

adjunct faculty member demonstrates effectiveness in teaching through improved student learning outcome scores, competence in their profession, and has presented evidence of continuing professional development.

adjunct faculty member demonstrates limited ( ) effectiveness in teaching, ( ) competence in profession and/or ( ) limited evidence of continuing professional development. Continued employment is recommended with monitoring.

adjunct faculty member performance is unsatisfactory and continued employment is not recommended.

\_\_\_\_\_  
(Level 1 Administrator)                      (date)

\_\_\_\_\_  
(Intermediate Administrator)                      (date)

\_\_\_\_\_  
(Level 2 Administrator)                      (date)

\_\_\_\_\_  
(Dean)                      (date)

**Form 4**  
**Adjunct Faculty Evaluation Portfolio**  
**Check Sheet**

\_\_\_ Blank Adjunct Faculty Member Evaluation Tool ( **Form 2**)

\_\_\_ Blank Adjunct Faculty Member Evaluation Summary (**Form 3**)

\_\_\_ Completed Portfolio Check sheet

Tabs

\_\_\_ **Vitae (Form 1)**

\_\_\_ **Syllabi and course outlines** for each course taught since last review

\_\_\_ **Essay** (One page with necessary attachments) which provide evidence of:

\_\_\_ Encouraging critical thinking of students

\_\_\_ Relating subject matter to other fields

\_\_\_ Use of technology

\_\_\_ Responding to students questions regarding subject being taught

\_\_\_ **Class assignments** ( For each course taught supply one graded assignment that demonstrates each of the following: good, average, and poor performance. (Be sure to protect student identity on the submitted work)

\_\_\_ Poor Performance

\_\_\_ Average Performance

\_\_\_ Good Performance

\_\_\_ **Exams** (provide a copy of all exams and/or quizzes with expected correct answers or scoring rubric)

\_\_\_ **Teaching Tools**

Class handouts / Power Points/ Web addresses / etc.  
(provide as appropriate)

## Form 5

### Guidelines for Supervisor Evaluation of Adjunct Faculty

Supervisors are encouraged to use the recommended documents provided below to conduct the annual evaluation of adjunct faculty members. The Adjunct Faculty Portfolio and student evaluations shall be used to evaluate the adjunct faculty member's teaching effectiveness. **Use a rating scale from low to high with 1 being the lowest and 7 being the highest.** Effectiveness ratings for each category are reported on **Form 2**.

1. Demonstrates command of subject \_\_\_\_\_
  - a. Educational background (vitae)
  - b. Employment record (vitae)
  - c. Certifications/ Licenses held (vitae)
  - d. Exams
  - e. Comments on graded assignments
  - f. Research / Consulting Activities (vitae)
  - g. Recognitions / Honors (vitae)Comments:
  
2. Organizes subject matter clearly \_\_\_\_\_
  - a. Course outline
  - b. Adjunct faculty Essay
  - c. Student evaluations (Question #1)Comments:
  
3. Maintains knowledge of current developments in teaching discipline \_\_\_\_\_
  - a. Professional meetings attended
  - b. Development growth activities related to profession
  - c. Continuing education related to profession
  - d. Professional membership
  - e. Student evaluations (Question #2)Comments:
  
4. Relates subject matter to other areas \_\_\_\_\_
  - a. Adjunct Faculty Essay
  - b. Observations (when applicable)
  - c. Assignments
  - d. Student evaluations (Question #3)Comments:
  
5. Requires critical thinking by students \_\_\_\_\_
  - a. Adjunct Faculty Essay
  - b. Exams
  - c. AssignmentsComments:
  
6. Demonstrates high expectations of students' learning the material covered in the course \_\_\_\_\_
  - a. Syllabi
  - b. Exams
  - c. Graded assignmentsComments:

7. Conducts Academic and career advising for students NA  
 Not Applicable for Adjuncts
8. Engaged in the academic programs, mission and goals of the university \_\_\_\_\_  
 a. Student evaluation (Question #6)  
 b. Personal communications with faculty member  
 Comments:
9. Covers material planned for the course \_\_\_\_\_  
 a. Correlation between final exam, course exams,  
 course outline, and course syllabi  
 Comments:
10. Responds to students' questions regarding subject being taught \_\_\_\_\_  
 a. Adjunct Faculty Essay  
 b. Student evaluations (Question #7)  
 Comments:
11. Demonstrates adherence to established university policies and procedures \_\_\_\_\_  
 a. Syllabi  
 b. Personal communications with faculty member  
 c. Student evaluations (Question #10)  
 Comments:
12. Competes academic requirements and directives in a timely manner \_\_\_\_\_  
 a. Personal communications with faculty member  
 Comments:
13. Adheres to the course syllabi \_\_\_\_\_  
 a. Student evaluation (Question #10)  
 b. Observations  
 c. Student comments  
 Comments:
14. Uses available technology appropriate for the course \_\_\_\_\_  
 a. Assignments  
 b. Adjunct Faculty Essay  
 c. Student evaluations (Question #8)  
 Comments: