

Title: Adjunct Faculty Performance

- Initial Action:** 2/5/14
- Board Resolution:** 14-022 ,18-011, 24-073
- Last Revised**
 - **Policy:** 11/6/2024
 - **Procedure:** 11/6/2024
- Last Reviewed:** 11/6/2024
- Effective:** 12/5/2024
- Next Review:** 11/2027
- Responsibility:** Academic Programs

POLICY:

All Cecil College adjunct faculty members will be evaluated each semester by a student survey. The survey shall be the same survey that is used to evaluate full-time faculty members. Cecil College adjunct faculty are required to meet contractual and faculty role obligations as outlined in the Adjunct Master Contract and Duties of Part-time Teaching Faculty Procedure.

Adjunct faculty members who have taught for fewer than five (5) years at Cecil College will be evaluated annually in the classroom by the Chief Academic Officer (CAO), appropriate Dean, Department Chair, or designee. The CAO or designee may perform an additional evaluation at their discretion and at any time.

Adjunct faculty members who have taught five (5) years or more at Cecil College will be evaluated every third year in the classroom by the appropriate CAO, Dean, Department Chair, or designee. The CAO or designee may perform an additional evaluation at their discretion and at any time.

PROCEDURE:

Academic Senate and the appropriate Senate Standing Committee may review and provide feedback on this policy/procedure every three (3) years or as needed.

Adjunct faculty members' performance evaluation has several components as detailed in the Policy and these Procedures, including, but not limited to:

1. Fulfillment of contractual obligations.
2. Fulfillment of their role and responsibilities as outlined by the Duties of Part-time Teaching Procedure.
3. Evaluation by students (Appendices A and B).
4. Teaching observation (Appendix C).

1. Fulfillment of contractual obligations

Faculty are expected to meet their contractual obligations. Adjunct Faculty who do not meet contractual or role obligations may be removed from a class during the semester and/or may not be assigned a class in subsequent semesters.

2. Evaluations by students

Evaluations by students are performed online prior to the completion of the course. The evaluation questions and rating scale are found in Appendices A and B.

3. Teaching Observation

Department Chairs, in collaboration with the appropriate Dean, will track and schedule teaching observations for adjunct faculty members. The status of adjunct faculty evaluations shall be reported in the Department Chair's Annual Report.

A rating and summary of the teaching observation will be prepared using the same evaluation form that is used to evaluate full-time faculty members (Appendix C). The summary will include the adjunct faculty member's strengths and areas for improvement. Within two (2) weeks of the classroom visit, Dean or Chair will discuss this observation with the faculty member prior to submitting the report to the CAO or designee.

An adjunct faculty member who receives an evaluation scoring less than a 2 average will have the opportunity to refute any negative assessment and request a second classroom observation. If an adjunct faculty member refutes the initial classroom evaluation, a different individual will conduct the second classroom observation. The second evaluator will be the CAO, Dean, or Chair. The appropriate Dean or Chair will then follow up with the adjunct faculty member to discuss the results and opportunities for improvement. Adjunct Faculty can request a meeting at any time with the CAO or designee to discuss evaluation results, processes or feedback. Adjunct Faculty who receive two evaluations scoring less than a 2 average may be removed from a class during the semester and/or may not be assigned a class in subsequent semesters.

4. The adjunct observation/evaluation and any other pertinent documents should be forwarded to the Academic Programs office and the appropriate Dean.

APPENDIX A:
STUDENT EVALUATION QUESTIONS FOR FACULTY
TEACHING SYNCHRONOUSLY

- 1 - The faculty member posted course materials and assignments in a timely manner.
- 2 - The faculty member made course expectations clear.
- 3 - The faculty member communicated course material effectively
- 4 - The faculty member assigned grades according to stated criteria, in a timely manner, providing feedback regarding student progress throughout the semester.
- 5 - The faculty member provided feedback on assignments, questions, and concerns.
- 6 - The faculty member was available for scheduled office hours.
- 7 - The faculty member made course deadlines clear.
- 8 - The faculty member demonstrated knowledge about course subject matter.
- 9 - The faculty member's assigned activities were related to class content.
- 10 - The faculty member held class for all or almost all scheduled meetings excluding college closures.

Grading Scale:

1. Not Applicable
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

APPENDIX B: STUDENT EVALUATION QUESTIONS FOR FACULTY TEACHING ASYNCHRONOUSLY

- 1 - The faculty member posted course materials and assignments in a timely manner.
- 2 - The faculty member made course expectations clear.
- 3 - The faculty member explained concepts clearly
- 4 - The faculty member assigned grades according to stated criteria, in a timely manner, providing feedback regarding student progress throughout the semester.
- 5 - The faculty member provided feedback on assignments, questions, and concerns.
- 6 - The faculty member was available for scheduled office hours.
- 7 - The faculty member made course deadlines clear.
- 8 - The faculty member demonstrated knowledge about course subject matter.
- 9 - The faculty member's assigned activities were related to class content.
- 10 - The faculty member maintained contact throughout the course.
- 11 - Interaction was available between students and/or the faculty member fostering a sense of an online community.

Grading Scale:

1. Not Applicable
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

Appendix C: Teaching Observation Form and Guide

Name:

No. of Students:

Evaluator:

Date:

Time:

Course No.:

Directions

The instructor will be evaluated on the eight activities below using the scale to the right of each statement. Rate each activity from one (1) to three (3) with one being the lowest score and three the highest score. Plan an "x" to indicate the appropriate score.

A. Observation

Activity	Rating (see Rating Scale)				
	1 Need improvement	2 Good	3 Excellent	NA	Comments
1. The instructor clearly provides an introduction to the lesson.					
2. The instructor teaches to the objective.					
3. The instructor illustrates or models what is to be learned.					
4. The instructor checks for students' understanding during the course of the lesson.					
5. The instructor provides the students with guided practice and feedback on the content/skills to be learned.					
6. The instructor provides the students with independent or collaborative practice on the content/skills they have learned using active learning techniques.					
7. The instructor encourages broad student engagement.					
8. The instructor brings the lesson to closure.					

B. Summary

1. Total score:

2. Average score (total score ÷ number of activities attempted)

3. **SIGNATURE PAGE:**

Evaluator Comments on strengths and areas for improvement:

Evaluator's Signature

Date

Faculty Member Comments:

Faculty Member Signature

Date

Appendix C continued: Teaching Observation Completion Guide

Teaching observations are intended to provide support and constructive feedback for faculty. The following questions may assist in the evaluation. In asynchronous online teaching environments, the particular lesson observed should be equivalent to one instructional module. Objectives may be met through weekly announcements, discussion forums, videos, etc.

1. Does the faculty member clearly provide an introduction to the lesson?
 - Does the faculty member tell students what they will be expected to learn, do, or accomplish by the end of the lesson?
 - Does the faculty member ensure that the objective is at an appropriate level of difficulty for the students?
2. Does the instructor teach to the objective(s)?
 - Does the faculty member present information to be learned through presentations, demonstrations, explanations and/or readings, etc.?
 - Does the faculty member use questions and activities that directly involve students in the content to be learned?
 - Does the faculty member present relevant information clearly and concisely?
3. Does the faculty member illustrate or model what is to be learned?
 - Does the faculty member present students with examples of the product, concept or skill-application during the lesson?
 - Does the faculty member illustrate the individual components of the concept or skill?
 - Does the faculty member vary instruction to encompass different learning modalities?
4. Does the faculty member check for students' understanding during the course of the lesson/module?
 - Does the faculty member foster active participation based on class material?
 - Does the faculty member phrase questions in such a way that invites students to indicate confusion?
 - Does the faculty member adjust the delivery of instruction or offer additional clarity as needed by the students?
 - Does the faculty member include low-stakes assessments to ascertain student understanding?

5. Does the faculty member provide students with guided practice and feedback on the content/skill to be learned?

- Does the faculty member link material to other course content?
- Does the faculty member provide activities or opportunities for students to demonstrate learned skills and content (i.e. quizzes, exit tickets, group work or clicker polls)?
- Does the faculty member give timely feedback or corrective information to students as they work/respond to ensure understanding of material?

6. Does the faculty member provide the students with independent or collaborative practice on the content/skills they have learned?.

7. Does the faculty member encourage student engagement?

- Does the faculty member engage students throughout the class/module with lectures, videos, activities, class discussion, and/or group work?
- Does the faculty member foster a participatory environment?
 - Examples could be the use of Collaborate (webinar); asynchronous interaction such as shared Google documents or Wikis; games that require learner input and allow for faculty feedback; discussion tools with automatic notification of new posts; automated self-check exercises.

8. Does the faculty member bring the lesson/module to closure?

- Does the faculty member ask students to summarize the lesson/module?
- Does the faculty member check student comprehension/mastery of the topic?
- Does the faculty member provide a conclusion to the lesson?
 - Online examples could be written communication, such as announcements, both formal and informal; using Standard English rather than popular online abbreviations and regional colloquialisms; announcements stating that assignments are due or a posted review of what was learned that week.