

**Title: Adjunct Faculty Performance Policy**

<input type="checkbox"/> <b>Initial Action:</b>	<b>2/5/14</b>
<input type="checkbox"/> <b>Board Resolution:</b>	<b>14-022 ,18-011</b>
<input type="checkbox"/> <b>Last Revised</b>	
○ <b>Policy:</b>	<b>3/28/2018</b>
○ <b>Procedure:</b>	<b>3/28/2018</b>
<input type="checkbox"/> <b>Last Reviewed:</b>	<b>3/28/2018</b>
<input type="checkbox"/> <b>Effective:</b>	<b>4/26/18</b>
<input type="checkbox"/> <b>Next Review:</b>	<b>3/28/2021</b>
<input type="checkbox"/> <b>Responsibility:</b>	<b>Academic Programs</b>

---

**POLICY:**

All Cecil College adjunct faculty members will be evaluated each semester by a student survey. The survey shall be that same survey that is used to evaluate full-time faculty members.

Adjunct faculty members teaching for less than five years at Cecil College will be evaluated annually in the classroom by the appropriate Dean, Department Chair, or designee.

Adjunct faculty members who have taught five years or more at Cecil College will be evaluated every third year in the classroom by the appropriate Dean, Department Chair or designee.

**PROCEDURE:**

An adjunct faculty member's performance evaluation has several components as detailed above and below.

1. Fulfilment of contractual obligations
2. Evaluation by students (Appendix A)
3. Classroom observation (Appendix B)

1. Faculty are expected meet their contractual obligations.
2. Evaluations by students are performed online during the last two weeks of each semester. The evaluation questions and rating scale are found in Appendix A and B.
3. The Department Chairs, in collaboration with the appropriate Dean, will track and schedule classroom evaluations for adjunct faculty members. The status of adjunct faculty evaluations shall be reported in the Department Chairs Annual Report.

A rating and summary of the classroom observation will be prepared using the same evaluation form that is used to evaluate full-time faculty members. The summary will include strengths and areas for improvement. Within two weeks of the classroom visit the Dean, Department Chair or designee will discuss this report with the faculty member.

Within two weeks of the discussion of a poor evaluation, the Dean or Department Chair or designee will provide in writing the specific areas for needed improvement. The written acknowledgement will state any weaknesses and will provide recommendations for additional professional development as well as a clear statement of expectations. After receiving the Dean or Chair person's written response, the faculty member may request another conference if additional clarification is needed. The faculty member will have the opportunity to refute any negative assessment and request a second classroom evaluation process. If the Department Chair conducted the evaluation, the Dean will be informed regarding the poor evaluation.

## **Appendix A: Student Evaluation Questions for Full Time and Adjunct Faculty**

- 1 - The instructor posted course materials and assignments in a timely manner.
- 2 - The instructor made course expectations clear.
- 3 - The instructor explained concepts clearly
- 4 - The instructor assigned grades according to stated criteria, in a timely manner, providing feedback regarding student progress throughout the semester.
- 5 - The instructor provided feedback on assignments, questions, and concerns.
- 6 - The instructor was available for consultation.
- 7 - The instructor made course deadlines clear.
- 8 - The instructor demonstrated knowledge about course subject matter.
- 9 - The instructor's assigned activities were related to class content.
- 10 -The instructor held class for all or most 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 Online Faculty**

- 1 - The instructor posted course materials and assignments in a timely manner.
- 2 - The instructor made course expectations clear.
- 3 - The instructor explained concepts clearly
- 4 - The instructor assigned grades according to stated criteria in a timely manner, providing feedback regarding student progress throughout the semester.
- 5 - The instructor provided feedback on assignments, questions, and concerns.
- 6 - The instructor was available for consultation.
- 7 - The instructor made course deadlines clear.
- 8 - The instructor demonstrated knowledge about course subject matter.
- 9 - The instructor's assigned activities were related to class content.
- 10 - The instructor held class for all or most scheduled meetings excluding college closures.
- 11 - The instructor maintained contact throughout the course.
- 12 - Interaction was available between students and/or the instructor fostering a sense of an online community.
- 13 - Student comments addressing items such as:
  - course content
  - instructor ability [performance]
  - course materials
  - workload
  - facilities

### **Grading Scale:**

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

## Appendix C: Classroom Observation Rating Scale

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 five (5) with one being the lowest score and five the highest score. Plan an "x" to indicate the appropriate score.

### A. Observation

Activity	Rating					
	1	2	3	4	5	N/A
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.						
7. The instructor encourages student engagement.						
8. The instructor brings the lesson to closure.						

### B. Summary

1. Total score:

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

### Rating Scale:

**1 – Poor/Never**

**2 – Below Average/Rarely**

**3 – Average**

**4 – Good/usually**

**5 – Excellent/Always**

**N/A – Not applicable**

**SIGNATURE PAGE:**

**Evaluator Comments on strengths and areas for improvement:**

---

Evaluator's Signature

---

Date

**Faculty Member Comments:**

---

Faculty Member Signature

---

Date

## Appendix C cont'd: Guide for Classroom Observation

Classroom observations are intended to provide support and constructive feedback for instructors. The following questions may assist in the evaluation. It is possible and acceptable that all eight activities may not be demonstrated in each lesson.

1. Does the instructor clearly provide an introduction to the lesson?
  - a. Does he/she tell students what they will be expected to learn, do or accomplish by the end of the lesson?
  - b. Does he/she insure that the objective is at an appropriate level of difficulty for the students?
2. Does the instructor teach to the objective(s)?
  - a. Does he/she present information to be learned through presentation, demonstration, explanation and/or readings etc.?
  - b. Does he/she use questions and activities that directly involve students in the content to be learned?
  - c. Does he/she present relevant information clearly and concisely?
3. Does the instructor illustrate or model what is to be learned?
  - a. Does he/she present students with examples of the product, concept or skill-application during the lesson?
  - b. Does he/she illustrate the individual components of the concept or skill?
  - c. Does he/she vary instruction to encompass different learning modalities?
4. Does the instructor check for students' understanding during the course of the class period?
  - a. Does he/she foster active participation based on class material?
  - b. Does he/she phrase questions in such a way that invites students to indicate confusion?
  - c. Does he/she adjust the delivery of instruction or offer additional clarity as needed by the students?
5. Does the instructor provide students with guided practice and feedback on the content/skill to be learned?
  - a. Does he/she link material to other course content?
  - b. Does he/she provide activities or opportunities for students to demonstrate learned skills and content (i.e. quizzes, exit tickets, group work or clicker polls)?
  - c. Does he/she give immediate feedback or corrective information to students as they work/respond to insure understanding of material?
6. Does the instructor provide students the opportunity to practice what they have learned?
  - a. As group work
  - b. Independent class work
  - c. Homework that is reviewed in class
7. Does the instructor encourage student engagement?
  - a. Does he/she engage students throughout the class with lecture, activities, class discussion, and/or group work?
  - b. Does he/she foster a participatory environment?
8. Does the instructor bring the lesson to closure?
  - a. Ask for students to help summarize the class
  - b. Check student comprehension/mastery of the topic
  - c. Provide a conclusion to the lesson.