

# Collaborative Adjunct Faculty Evaluation

## PHILOSOPHY

Flathead Valley Community College and its employees exist to educate--to support learning and learners.

The quality of the faculty largely determines the excellence of the college because faculty directly influences student learning, motivation and success. The faculty, therefore, represents the most important investment of the college, and as such, must be assessed, developed and nurtured constantly and honestly.

## PROCESS

1. Student evaluations will be conducted each semester. Results will be shared with adjunct faculty and Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing in a timely fashion.
2. The adjunct faculty member will provide a course syllabus and written self-evaluation to the Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing, or designee prior to an observation.
3. An observation will be conducted during an instructor's first term, and upon satisfactory review, every 6<sup>th</sup> semester thereafter.
4. The Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing, or designee will complete the *Adjunct Faculty Observation/Evaluation Form* after the observation and hold a conference with the adjunct faculty member for a full review of his/her teaching.
5. If areas of concern are identified, a second observation and conference with the Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing, or designee will be scheduled during the same semester.
6. An optional SGID (Small Group Instructional Diagnosis) may be initiated by the adjunct faculty member or when recommended by the Vice President of Instruction or Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing.

### *Part 1: Student Evaluation*

Standardized student evaluations are conducted for all classes each semester. Results will be provided to the Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing and the adjunct instructor in a timely fashion.

### *Part 2. Course Syllabus and Written Self Evaluation*

The adjunct instructor will provide the Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing with a course syllabus for each course being taught in the semester and a completed Adjunct Faculty Self Evaluation. (Appendix A)

### *Part 3: Classroom Observation*

Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing, or their designee will conduct classroom observations. These observations can either be scheduled or unscheduled at the discretion of the Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing, or designee.

- **For a new adjunct faculty**, defined as first semester at FVCC, supervisors will conduct a minimum of one scheduled classroom observation during the first half of the semester. If there are no areas of concern after the first observation, a second observation is not required. If there are areas of concern, a second observation will be conducted during the second half of the semester.
- **For experienced adjunct faculty**, Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing will conduct a minimum of one classroom observation, scheduled or unscheduled, at least every 6<sup>TH</sup> semester per the rotational schedule.

- **Any new or experienced faculty member** may request that an additional classroom observation(s) be conducted by an academic administrator or trained faculty member.

#### **Classroom Observation Processes:**

**Scheduled classroom observations:** The Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing or designee and adjunct faculty member will agree on the class and time during which the observation will be conducted. At either the adjunct faculty member or the Director of Academic Affairs request, a pre-observation conference may be held to discuss the focus of the observation, the observation process, or any special teaching activities or classroom issues that may impact the observation. All “types of teaching” listed on the Observation/Evaluation forms do not have to be observed by the Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing, or designee to complete an adjunct faculty evaluation.

**Unscheduled classroom observations:** The Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing or designee may visit any of the faculty member’s classes at any time for an unscheduled classroom observation. He/she will make every effort to make this visit unobtrusive and to avoid disrupting the learning process. If the faculty member feels the observed class was not a good representation of his/her teaching performance, he/she may request that that supervisor conduct an additional unscheduled classroom observation.

#### ***Part 4: Adjunct Faculty Observation/Evaluation Form & Conference***

After the observation, the Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing will complete an *Adjunct Faculty Observation/Evaluation Form*. (Appendix B) This appraisal will involve holistic consideration of all faculty performance elements, including course syllabus and other course documentation, classroom observation, student achievement and evaluation, faculty self reflection, and other information deemed appropriate. The Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing will rate the adjunct faculty member’s overall performance according to four ratings: **Unsatisfactory Performance, Needs to Improve, Meets Professional Standards**, and **Exceeds Professional Standards**. Rationale for performance ratings will be given in narrative form on or attached to the *Adjunct Faculty Observation/ Evaluation Form*.

#### **Conference**

Following completion of the *Adjunct Faculty Observation/ Evaluation Form*, the Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing or designee will meet with the adjunct faculty member to review his/her performance. The faculty member and Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing or designee will document this evaluation conference by signing the *Adjunct Faculty Observation/Evaluation Form*, which is completed by the Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing. This report is placed in the adjunct faculty member’s official personnel file. If desired, the adjunct faculty member may choose to submit a written response to the evaluation that will also be placed in his/her personnel file. If the adjunct faculty member receives an overall rating of unsatisfactory or needs to improve, a second observation is scheduled during the second half of the semester.

#### ***Part 5: Optional SGID***

An optional SGID may be conducted at any time during the semester to provide the adjunct faculty member another venue for receiving input about his or her teaching performance.

A SGID may be requested by the Adjunct Faculty Member or recommended by the Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing, or Vice President of Instruction. (Appendix C)

#### ***Part 6: Personnel Files***

The following items become part of the adjunct faculty member’s official personnel file:

- Student Evaluation Summary
- Adjunct Faculty Observation/Evaluation Form written by the Director of Academic Affairs, Director of Trades and Industrial Arts, or Director of Nursing
- Adjunct Faculty Response to Evaluation (if completed)

## Adjunct Faculty Self Evaluation

Strengths:

Areas for Improvement:

How can FVCC help you with your teaching?

Other comments:

Appendix B

Adjunct Faculty Classroom Observation/Evaluation

Faculty: \_\_\_\_\_ Course/Section: \_\_\_\_\_

# Students Present: \_\_\_\_\_ Date/Time: \_\_\_\_\_ Observer: \_\_\_\_\_

Scheduled  Unscheduled Observation (check one)

Type of Teaching observed (check all that apply):	Comments:
<input type="checkbox"/> Lecture	
<input type="checkbox"/> Discussion	
<input type="checkbox"/> Demonstration	
<input type="checkbox"/> Collaborative Learning	
<input type="checkbox"/> Individual Instruction	
<input type="checkbox"/> Other (describe):	

<b>ORGANIZATION:</b>	Comments:
<input type="checkbox"/> States the purpose of this session.	
<input type="checkbox"/> Makes explicit the relationship between current and previous sessions	
<input type="checkbox"/> Uses class time effectively to progress toward learning objectives.	
<input type="checkbox"/> Concludes the session with summary, review of learning objectives, assignments.	
<input type="checkbox"/> Prepared and organized	
<input type="checkbox"/> Other (describe):	

<b>MANAGEMENT OF CONTENT:</b>	COMMENTS:
<input type="checkbox"/> Shows mastery of subject matter.	
<input type="checkbox"/> Conveys high, but realistic learning expectations	
<input type="checkbox"/> Gives clear explanations, with examples to clarify difficult ideas	
<input type="checkbox"/> Presents divergent viewpoints	
<input type="checkbox"/> Other (describe):	

<b>FACILITATION OF TEACHING/LEARNING:</b>	Comments:
<input type="checkbox"/> Uses appropriate pedagogy.	
<input type="checkbox"/> Corrects, clarifies, coaches	
<input type="checkbox"/> Shows enthusiasm for the subject.	
<input type="checkbox"/> Assesses for understanding and adjusts teaching to meet learning needs	
<input type="checkbox"/> Uses techniques that actively engage learners	
<input type="checkbox"/> Uses teaching materials, tools, technology appropriately.	
<input type="checkbox"/> Avoids distracting habits	
<input type="checkbox"/> Other (describe):	

<b>PRESENTATION/TEACHING STYLE:</b>	COMMENTS:
<input type="checkbox"/> Speaks clearly, with appropriate volume and speed.	
<input type="checkbox"/> Makes eye contact with students throughout the room.	
<input type="checkbox"/> Uses gestures and body movements effectively.	
<input type="checkbox"/> Varies teaching styles and methods. Primary teaching style used: _____	
<input type="checkbox"/> Demonstrates professional appearance and behavior.	
<input type="checkbox"/> Other (describe):	

**SUMMARY EVALUATION DEFINITIONS**  
**TO BE COMPLETED BY DIRECTOR OF ACADEMIC AFFAIRS, DIRECTOR OF TRADES**  
**AND INDUSTRIAL ARTS, DIRECTOR OF NURSING OR DESIGNEE**

_____ Exceeds professional standards	The instructor is innovative, engaging, and creates a learning environment that produces an outstanding educational experience for the students. Students come away excited and knowledgeable about the subject. Exemplary performance outside the classroom may also be considered.
_____ Meets professional standards	The instructor knows the subject matter and presents it in an understandable and orderly manner. Students gain knowledge of the key concepts and issues in the course. Satisfactory performance outside the classroom may also be considered.
_____ Needs to improve	The instructor has an academic understanding of the subject field, but has difficulty translating that understanding into an effective classroom presentation. Students have trouble grasping core concepts and fail to engage with the subject matter.
_____ Unsatisfactory performance	It is not clear that the instructor has the fundamental knowledge in the subject field. Class presentation has little or no relation to accepted course outline. No measurable student learning is evident, and course exit standards appear to be ignored.

**Summary evaluation including commendations and recommendations.**

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee \_\_\_\_\_

Date \_\_\_\_\_

- Signature of evaluatee does not constitute an endorsement of the evaluation. The evaluatee has the right to submit written comments regarding this evaluation for his/her file.
- Original copy must be forwarded to Human Resources for the evaluatee's personnel file.
- A copy is provided to the evaluatee.
- A copy will be kept on file in the Director of Academic Affairs, Director of Trades and Industrial Arts, Director of Nursing's office.

**FLATHEAD VALLEY COMMUNITY COLLEGE**  
**FACULTY EVALUATION**  
**SMALL GROUP INSTRUCTIONAL DIAGNOSIS**  
**Instructional Improvement & Course Evaluation**

What is Small Group Instructional Diagnosis?

Small Group Instructional Diagnosis (SGID) is a method that uses small group topic discussion among students to provide feedback to an instructor in order to improve teaching, provide suggestions for strengthening the course, and generally increasing communication between the students and the teacher.

Following the small group processing is a discussion of findings with a supportive and knowledgeable colleague who can reassure the teacher that the problems are not unusual or insurmountable.

How the Method Works

Instructors are demonstrating greater sensitivity to student's needs and perspectives, and as such, are looking for ways to gain objective input to a variety of pertinent questions. Does the course organization provide for optimal student learning? Is the presentation enhancing or detracting from the content? What material is seen as relevant or irrelevant? Are there more effective ways to present the material? How is the pacing of the course, too fast or too slow?

The SGID method of course evaluation is directed at helping instructors answer these questions. The method not only identifies problem areas, but also generates some alternatives for the suggested revisions. Secondary benefits can include increased student interest and the acceptance of the course material and methods.

Implementing the SGID method involves about 20 to 30 minutes at mid-semester. Class members are asked to form small groups of six, preferably with persons they do not know well. The groups are asked to choose a spokesperson and reach consensus on the following questions:

1. What do you like about the course?
2. What do you think needs improvement?
3. Recommend ways for suggested improvements to be accomplished.

The groups are asked to report to the entire class following ten minutes of discussion. The suggestions are collected and summarized by the facilitator following clarification with students.

The facilitator then organizes the data into a presentation for the instructor. Together, the two colleagues develop a teaching improvement process to fit the needs of the instructor and the skills and resources facilitator.

Benefits to Students and Instructors

Student and instructor response to the method has been outstanding. Students have expressed greater satisfaction with the SGID method than with the more depersonalized and highly structured methods using questionnaires. They appreciate the mid-term timing, which provides opportunity for changes to affect them, and the heightened teacher awareness of student concerns. Instructors prefer the personal interaction and supportive interpretation by a colleague, as well as the content of the data in a form, which facilitates its use by the instructor in making changes. Student suggestions also provide diversity of perspective and may save time for the instructor in generating problem-solving alternatives.