

# **COLLEGE FACULTY APPRAISAL: A GUIDE**

## **Booklet Two: Adjunct Faculty**

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## Introduction

The evaluation of faculty performance by appropriate peers and administrators is intended to be both formative and summative in nature. Raters play a critical role in the process. No one should be involved in the evaluation process without having read and digested the information in this booklet, which particularizes standards for effective adjunct teaching and evaluation procedures, and which also describes evaluation criteria, as well as evidence of effectiveness.

***These standards and criteria should be directly addressed in letters of appraisal***, when written. [Please note that although letters of appraisal are not contractually required in the evaluation of adjunct faculty, I have always requested that such letters be prepared: they benefit the Dean in making decisions on assignment, they benefit all tenured faculty by providing a much more complete appraisals of our critically important adjunct instructors, and they benefit adjuncts when they apply for new positions].

In addition, the booklet lists several “examples of performance” for each criterion. These examples primarily describe behaviors that may indicate whether, how, and how well an adjunct instructor meets the various criteria. **This booklet is to be used as a guide in the evaluation process and is not part of the official or unofficial record** as described in Article XV, Section 15.1.14 of the Collective Bargaining Agreement between the AFT Guild and the San Diego Community College District (last revision – September, 2011).

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## **PART I: Evaluation Procedures**

The following section is from the AFT Guild-San Diego Community College District Collective Bargaining Agreement (September 2011)

### **ARTICLE XV - EVALUATION OF FACULTY**

#### **15.1.14 COLLEGE ADJUNCT FACULTY**

15.1.14.1 Adjunct faculty must be evaluated within the first year of employment and at least once every six (6) regular semesters thereafter.

15.1.14.2 There will be at least one (1) class visit during each evaluation cycle. Class visits will be made by a tenured or tenure-track member of the Department's faculty who is an expert in the appropriate discipline area, as defined in Articles 15.1.7.4 and 15.1.7.5.

15.1.14.3 Each adjunct member who is scheduled for evaluation may submit, at his/her discretion, a list of three (3) tenured and/or tenure-track faculty members acceptable as peer evaluators to his/her appropriate manager via the Department Chair. The appropriate manager will select the peer evaluator from this list of three (3), in consultation with the Department Chair. If none of these three (3) is acceptable, the appropriate manager may select an alternate, provided this is done in consultation with both the Department Chair and the adjunct evaluatee. If the adjunct evaluatee does not submit names of acceptable peer evaluators in a timely manner, the appropriate manager, in consultation with the Department Chair, shall select a peer evaluator.

All those recommended or selected as peer evaluators must be willing to serve.

15.1.14.4 The peer evaluation will utilize the instruments attached to this Agreement in Appendix II. Copies of the instruments shall be provided to all adjunct faculty prior to their peer evaluation.

15.1.14.5 Student evaluations, using the forms attached to this Agreement in Appendix III, will be completed at least once during the first term of assignment. Student evaluations will be completed at least once during every three (3) semesters of subsequent assignment.

15.1.14.6 The records of class visits by the peer and the completed student evaluation forms, with tabulated statistical results, will be reviewed by the faculty member's Department Chair, peer, and his/her appropriate manager. The Chair will make a recommendation to the Dean regarding the desirability of future assignment for the adjunct faculty member.

15.1.14.7 The results of the peer evaluation, student evaluations, and Chair and appropriate manager reviews must be made available to the adjunct faculty member in a timely manner.

15.1.14.8 At the request of the adjunct faculty member, a meeting must be held with the peer, Department Chair, and/or appropriate manager to discuss the contents of the evaluation file and to answer questions. A meeting also may be held at the discretion of the appropriate manager in consultation with the Department Chair in the absence of a request from the adjunct faculty member.

15.1.14.9 The appropriate manager shall maintain a file of each adjunct faculty member's evaluation materials during the adjunct faculty member's active assignment, and for a period of eighteen (18) months following the conclusion of the adjunct faculty member's final assignment. If the adjunct faculty member returns to active status during the eighteen (18) month period, the evaluations shall be maintained in the file.

15.1.14.10 In the case of multiple assignments at different sites, each campus will follow the procedures outlined in 15.1.14.1 through 15.1.14.9 above.

## **PART II: Priority of Assignment Evaluation Issues**

Specific procedures not addressed in Article XV apply to adjuncts who have Priority of Assignment (*Please see Article V of the CBA*) and who receive an unsatisfactory evaluation:

5.2.10.3 Adjunct faculty members who have qualified for priority of assignment rights within a specific discipline within a college who receive an unsatisfactory evaluation ("needs development" is checked on the summary line of evaluation instrument) during any of her/his regularly scheduled evaluations (as defined in Article 15.2 of the Agreement) will be provided with a written plan of remediation which he/she will be expected to implement during her/his following semester of assignment. A subsequent evaluation will take place during this following semester of assignment, again following the procedure defined in Article 15.2 of the Agreement. If this subsequent evaluation is again unsatisfactory (as defined above), the adjunct faculty member shall not receive an assignment the following semester in the discipline within which he/she was evaluated. In addition, her/his total number of accumulated FTEF as an adjunct faculty member within this discipline of assignment shall be reduced to zero.

## **PART III: Evidence of Effectiveness**

A variety of materials and observations should be referenced as providing evidence of

teaching and/or professional effectiveness. These include, but are not limited to, the following:

1. **Class visit and observation:** The following pages list many classroom behaviors that may indicate effective teaching performance. An evaluator's appraisal of classroom performance is only one of many indications of professional competence.

2. **Current syllabi:** These should delineate the course's goals and objectives; required and supplementary texts and/or other materials; attendance requirements; behavior/discipline requirements; planned schedule of lectures, examinations, and other activities; description and due dates of written and other assignments; description of the methods of evaluating student progress toward, and achievement of, course goals and objectives; description of method by which the final grade is derived; statement regarding academic accommodation for disabled students; information about office hour availability (if applicable); and, other information that advises students of additional requirements. **Peer evaluators should request copies of syllabi from adjunct evaluatees.**

**NOTE:** *There is considerable flexibility regarding how instructors satisfy the syllabi requirements that are mandated in the District's generic "Instructor, Class Description." For purposes of peer evaluation, it is probably more important that evaluators review syllabi as indications of the content, structure, and rigor of instructors' courses rather than as tests of one's mastery of administrative details.*

3. An **updated vitae:** **Peer evaluators may request C.V.'s (or resumes) from adjuncts evaluatees; their submission is not required, but is advised.** C. V.'s may be consulted for indication of professional development activity since the last evaluation. Vitae might include some or all of the following in any combination: the evaluatee's description of curriculum or program development and teaching or program innovations, if any; a complete list of all articles, books, papers, works, etc. produced by the evaluatee with dates; a complete list of paper presentations, guest lectures, etc. given by the evaluatee with dates; a list of professional conferences attended within the preceding three years; the evaluatee's description of College and District service (if any) as well as professional and public service if any; and, a list of awards, grants, honors, and/or prizes.

**NOTE:** **None of the above is required of adjunct instructors.** *Submission of a C.V. can add to the record of one's accomplishments; but non-submission may not be regarded negatively.*

4. **Statistical profiles and written comments sheets from student evaluations:**

Student evaluation (or more properly, student rating) of teaching is the most common form of evaluation in higher education, and can be extremely informative. Written comments can be particularly valuable in assessing an adjunct's performance.

**Peer evaluators should review student evaluations, which are on file in the Dean's office.**

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*The following materials may be requested by peer evaluators and may be submitted by the evaluatee at his/her discretion:*

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5. **Course materials** (other than syllabi) used within the evaluation period (these could include examples of examinations, essay topics, lab exercises, etc.);
6. Description of **teaching methods**, along with an explanation of their appropriateness;
7. Description of **grading practices**;
8. Complete list of all **teaching materials** (such as videos) that are not listed on the submitted syllabi;

NOTE: ***None of the above is required of adjunct instructors. Submission is recommended but voluntary; non-submission may not be regarded negatively.***

## **PART IV: Criteria –Adjunct Teaching Faculty**

There are seventeen general areas of professional performance in which each adjunct instructor is evaluated. These areas are described as "Criteria," each of which is followed by a general description of expected faculty competence in that area. Last of all, a listing of several specific behaviors follows each criterion's general description. These behaviors are intended as examples ONLY: they are not the only possible behaviors that indicate competence in any criterion. Moreover, some behaviors may indicate mere competence, whereas others may be suggestive of performance that exceeds standards.

The seventeen criteria are summarized below.

1. Current Subject Area Knowledge and Professional Development
2. Knowledge of Learning Theory
3. Course Conceptualization and Integration
4. Organization/Planning
5. Innovation and Resourcefulness
6. Presentation Skills
7. Adaptability/Flexibility
8. Facilitation Skills
9. Assessment

10. Feedback Skills
11. Skill in Creating the Learning Environment
12. Skill in Managing Class Time
13. Skill in Making Content Relevant
14. Skill in Establishing Rapport/Trust
15. Timely Response to Administrative Requirements
16. Demonstrated Respect for Colleagues, for the Traditional Concepts of Academic Freedom, and for the Commonly-Agreed-Upon Ethics of the Teaching Profession
17. Demonstrated Sensitivity to the Issues of Diversity

## **PART V: Examples of Performance – Adjunct Teaching Faculty**

### 1. Current Subject Area Knowledge and Professional Development

Effective faculty stay current in their discipline through reading, research, continuing formal education, seminars, professional organizations, etc.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Answering students' questions related to, but not addressed by, planned content;
- Ø Statements or actions indicating a willingness to bring additional information to the next class;
- Ø Statements or actions indicating an awareness of current developments in one's subject area;
- Ø Attending in-service workshops and/or professional conferences promoting discipline or professional currency;
- Ø Reading pertinent professional publications;
- Ø Meeting with department and other colleagues to discuss courses and/or discipline;
- Ø Referring students to ancillary material when appropriate;
- Ø Maintaining collegial and professional contacts outside the SDCCD;
- Ø Participating in the activities of professional organizations;
- Ø Making presentations at professional conferences or other meetings;
- Ø Publishing books and/or scholarly articles within or reasonably related to one's discipline;
- Ø Engaging in original or applied research.

## 2. Knowledge of Learning Theory

Effective Faculty are aware of, and apply, learning theory in the delivery of course content. They may use a variety of teaching methods and classroom aids to maximize student learning.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Sequencing content and exercises to most appropriately enhance learning;
- Ø Informing students of instructor's expectations;
- Ø Illustrating key learning points in several ways;
- Ø Encouraging students to develop their potential;
- Ø Employing appropriate teaching methods that indicate an awareness of different learning styles;
- Ø Incorporating several instructional techniques, if and when appropriate.

## 3. Course Conceptualization and Integration

Effective faculty have a conceptual understanding of the positioning of their class inside the general curriculum and are able to integrate their course content to maximize student learning.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Displaying an understanding of how course content fits into overall curriculum;
- Ø Maintaining standards equivalent to those in other comparable courses;
- Ø Modifying class outline in response to adjustments in overall curriculum;
- Ø Structuring and sequencing course content to reflect the realistic application of information in job/career/life environments when appropriate;
- Ø Maintaining an awareness of courses preceding and following current course to minimize unnecessary overlap and to achieve maximum course integration.

## 4. Organizing/Planning

Effective faculty organize class activities and time prior to class meeting. A syllabus, provided to each student, details class requirements, meeting schedule, and



expectations regarding student performance.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Beginning and conducting class sessions in an organized manner;
- Ø Providing a syllabus to each student at first class session;
- Ø Ordering text(s) and/or other materials in a timely manner;
- Ø Communicating clearly the course grading criteria;
- Ø Preparing effective student evaluation tools;
- Ø Establishing and maintaining a system for recording student progress;
- Ø Preparing supplementary materials as needed.

#### 5. Innovation and Resourcefulness

Effective faculty are creative in their organization of class activities. They draw on a wide range of sources to stimulate student interest and involvement.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Conducting and/or supervising classroom activities that are innovative and resourceful when appropriate;
- Ø Referring students to appropriate outside resources;
- Ø Reading texts to students only when and if appropriate;
- Ø Developing new course materials as needed, based on multiple input;
- Ø Using appropriate media.

#### 6. Presentation Skills

Effective faculty are competent presenters. They have acquired the basics of public speaking (organization of content, delivery, and conviction), which allow them to maximize the delivery of content. They present course material in an interesting, informative manner.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Presenting information in an organized and interesting fashion;
- Ø Using technical terms only after explaining them to students;
- Ø Using appropriate delivery skills (e.g., eye contact, gestures, body motion);
- Ø Using appropriate verbal skills (e.g., volume, tone, inflection);
- Ø Having an integrated style of presentation, combining delivery skills, verbal skills, and personal conviction into an interesting and well organized

presentation.

## 7. Adaptability/Flexibility

Effective faculty are aware of the classroom setting and teaching environment (group dynamics in class, use of current events to illustrate learning points, etc.). They adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate alternative teaching methods when needed.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Maintaining effectiveness during classroom disruptions (e.g., equipment breakdowns, student disruptions, etc.);
- Ø Modifying presentation based on student interests/needs and classroom situations;
- Ø Teaching in various physical settings while maintaining effectiveness;
- Ø Explaining and discussing issues using different approaches and perspectives;
- Ø Using current events and student situations as learning examples;
- Ø Maintaining composure when confronted with unexpected circumstances (e.g., broken equipment, lack of resources); and,
- Ø Reframing a concept to facilitate student understanding.

## 8. Facilitation Skills

Effective faculty are able to guide class exercises and discussions using a combination of techniques while maintaining control of the class.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Facilitating classroom exercises (e.g., helping students with exercise instructions or explaining difficult content);
- Ø Remaining available and willing to assist students when they work independently;
- Ø Illustrating learning points and sharing anecdotes based on experience when appropriate;
- Ø Using a variety of facilitating techniques (e.g., stimulating discussion through questioning, using small-group activities, establishing "help lists" for student interaction, etc.).

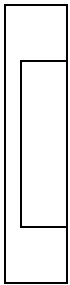
## 9. Assessment

Effective faculty continually assess student skills and adjust teaching style to

the appropriate level of student understanding if necessary.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Expressing an awareness of student needs;
- Ø Checking for student understanding of content on an ongoing basis;
- Ø Directing students not prepared for current level of coursework to proper courses for help;
- Ø Conducting preliminary testing to determine student levels when and if appropriate;
- Ø



Matching course content to students based on individual student knowledge level and learning abilities, to the degree appropriate.

#### 10. Feedback Skills

Effective faculty give feedback to students to encourage the learning process. They plan for and use various techniques (tests, simulations, interviews, etc.) to provide students with opportunities to measure their progress.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Providing opportunities for feedback regularly during the course of instruction;
- Ø Maintaining and enhancing students' self-esteem when giving feedback;
- Ø Responding to students in a manner that does not humiliate;
- Ø Providing a variety of methods (e.g., examinations, graded homework, informal progress reviews) by which students and instructor may measure student progress;
- Ø Clarifying learning goals and establishing specific criteria for grade assignment;
- Ø Clearly delineating students' responsibilities for learning as well as instructor's responsibility for teaching and evaluating.

#### 11. Skill in Creating the Learning Environment

Effective faculty establish and maintain the correct psychological learning

environment from the outset of the course.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Consistently indicating enthusiasm about course content and the learning process;
- Ø Providing sufficient and appropriate learning resources (e.g., handouts, films, equipment);
- Ø Displaying tolerance for error when students are learning new material and guiding students in mastering the new material;
- Ø Specifying course expectations during first class session and reinforcing expectations throughout the semester;
- Ø Remaining consistently available to meet with students during office hours or alternate times;
  - Ø If appropriate, developing lab-style learning situations that are models for students;
  - Ø Indicating an awareness of the need for an appropriate physical environment (e.g., desks, temperature, lighting, seating);
  - Ø Consistently using positive reinforcements to reward learning and attempts at learning;
  - Ø Displaying optimism about student learning (e.g., making encouraging remarks, giving challenging assignments, etc.).

## 12. Skill in Managing Class Time

Effective faculty use class time efficiently. This may mean adjusting one's instructional plan quickly, or using an involving technique (exercise, discussion, simulation) when student interest wanes.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Confronting disruptive students and situations promptly and in compliance with District policy;
- Ø Using the full time allowed for class;
- Ø Managing time for activities to maximize time for student learning.

## 13. Skill in Making Content Relevant

Effective faculty are able to place course content into its most meaningful context. This may include showing how the course fits into an academic curriculum, a vocation or life situation, in order to help students recognize applications of the course material outside the classroom.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Making course content relevant to life situations;

- Ø Balancing theory and application when appropriate;
- Ø Knowing course requirements and professional requirements for graduation/certification/licensing;
- Ø Knowing general transfer requirements of regional colleges and universities;
- Ø Using personal examples or case studies to make course content relevant;
- Ø Promoting student analysis and critical thinking.

#### 14. Skill in Establishing Rapport/Trust

Effective faculty realize their success in educating students depends, in part, on their approachability and rapport with students. Building trust also allows an honest exchange in which students can gain the most information for their academic, career, or life decisions.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Responding appropriately to student requests/concerns;
- Ø Maintaining posted office hours (when applicable);
- Ø Willingly accepting student differences and responding to them in a sensitive manner;
- Ø Demonstrating genuine concern and respect for students (e.g., actively listening and respecting confidentiality);
- Ø Making referrals when student's counseling needs are beyond the scope of the instructor.

#### 15. Timely Response to Administrative Requirements (to be evaluated by Chair and Dean)

Effective faculty complete all administrative requirements in a timely manner to assure that students are well served, the School and College function smoothly, and accreditation standards are met.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Dropping students who fail to attend the first two class meetings, and adding students on waiting lists;
- Ø Monitoring adds/drops very closely prior to census;
- Ø Submitting valid rosters for each class no later than two weeks after the census date;
- Ø Reporting the last day of attendance of any students designated "FED"

on rosters;

- Ø Submitting two hard copies of each syllabus to the Department Chair by the end of the first week of each semester;
- Ø Reporting absences as specified in the Faculty and Staff Handbook;
- Ø Returning signed TAO's for all assigned classes in a timely manner;
- Ø Responding in a timely manner to all other administrative requirements (e.g., meeting Flex obligations, grade reporting, ordering of books and/or supplies, etc.).

#### 16. Demonstrated Respect for Colleagues, for the Traditional Concepts of Academic Freedom, and for the Commonly-Agreed-Upon Ethics of the Teaching Profession

Effective faculty are respectful of the opinions of colleagues; value academic freedom with a full understanding of its parameters, privileges, and responsibilities; and are committed to the highest ethical standards in their teaching.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Respecting and defending the free inquiry of all colleagues;
- Ø Offering and responding to criticism with respect for differences of opinion;
- Ø Endeavoring to be objective in the evaluation of and the professional judgment of colleagues;
- Ø Defending academic freedom with an acceptance of the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge;
- Ø Making every reasonable effort to foster academic honesty and to assure that evaluation of students reflects their true merit;
- Ø Developing and improving one's scholarly competence.

#### 17. Demonstrated Sensitivity to the Issues of Diversity

Effective faculty work with colleagues, students, community partners, and administrators to cultivate an environment that embraces and is enhanced by diversity in all its many forms.

*Examples of behaviors demonstrated by competent faculty include:*

- Ø Incorporating an understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students and staff in every appropriate professional activity.