



PROBATIONARY / ADJUNCT FACULTY

Evaluation Process

Evaluation Year:	
Semester:	<input type="checkbox"/> Fall <input type="checkbox"/> Spring
Evaluation Team:	<div style="border: 1px solid black; height: 40px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 40px;"></div>
Administrative Conference Date/Time:	

GUIDING PRINCIPLES

- Faculty assessment and evaluation is intended to provide a two-way communications process between faculty and their supervisors to ultimately improve instruction and student learning.
- The faculty assessment and evaluation process should be a communication tool for formative and summative purposes between administration and the faculty.

DESCRIPTION

- Counselors, librarians and any other non-instructional MSCF members will be evaluated using a separate assessment document. Any assessment and evaluation document/process used is intended to improve the employee's performance.
- Formalized, written student evaluations will be used throughout the assessment and evaluation process.
- The faculty evaluation process will include the following components:
 - 1) classroom observation
 - 2) conference between faculty and designated administrator to review self-assessment, professional development plan and observation information. A list of administrators will be generated for faculty to select for the conference. It is agreed that an administrator may decline under extenuating circumstances.
 - 3) review of course feedback surveys
- Observations will be conducted each semester in a classroom/lab environment, concentrating on the performance of teaching and classroom management skills.
- Faculty may be observed by one or more faculty for the purpose of collegial feedback if requested by that faculty.

Procedure for Probationary Faculty:

1. The designated administrator or designee will conduct a minimum of one (1) classroom observation each semester for probationary faculty each year of their probationary status (first three (3) years of employment for full-time faculty).
2. All observations will be scheduled with the faculty prior to the observation. All evaluation materials will be available on the campus for pre-observation review by the faculty member.
3. Whenever possible, a face-to-face conference will be held between the faculty and the administrator within two (2) weeks after the observation to identify strengths and areas that might be improved.
4. Course surveys will be completed for three courses taught by the probationary faculty each semester during the probationary period. Actual feedback from the surveys will become part of the faculty's assessment and evaluation process and will be reviewed by the administrator assigned to assess the faculty.
5. Faculty will do a self-assessment prior to each evaluation meeting.
6. Faculty and designated administrator will write a professional development plan during the first visit and will review progress on the plan during the second visit of each academic year.

Procedure for Adjunct Faculty:

1. Course surveys must be completed in each course taught by new adjunct faculty during their first year.
2. The number of course surveys may be reduced in subsequent years at this discretion of the assigned administration.
3. Data from the surveys will be used to determine if the adjunct faculty will be re-hired for subsequent semesters.
4. If the assigned administrator feels an observation is required, prior notice will be given to the adjunct faculty.

Additional forms available:

B-Classroom Observation of Instruction - Options I, II, and III. Faculty chooses the form that the observer will use.

C-Consultation with Administrator.

Student Course Survey - Students complete the survey. Faculty chooses the course that will be surveyed. (*Attachment A Sample questions in Student Course Survey*)

A-SELF EVALUATION

Faculty may choose Option 1, 2, or 3. If preferred, another style may be used which includes similar components.

A Self-Evaluation is intended to be shared with the administrator consultant, but does not require administration approval. The goal of this tool is to help you review your past and present accomplishments and to suggest possible areas of professional growth that you might choose to pursue.

Answering these questions will enable you to discuss your performance with the designated administrator during your Faculty Evaluation Conference. This tool focuses on three areas: curriculum/instruction, professional development, and professional service.

Self Evaluation

OPTION 1 - NARRATIVE**I. EVIDENCE OF CONTINUING PREPARATION AND STUDY**

Faculty are expected to be aware of the changing nature of their disciplines and techniques of instruction.

Evidence of continuing preparation and growth can be gathered by but not limited to the following:

- participation in seminars and workshop
- refresher courses and formal study
- attendance at professional conference
- curricular proposals and ongoing syllabi revision
- travel and/or research as related to a faculty members assigned field(s)
- conducts regular program advisory committee meetings

Please attach documentation which show evidence of your continuing preparation and study since your last evaluation.

II. CONTRIBUTIONS TO STUDENT GROWTH AND DEVELOPMENT

Faculty are expected to support student learning and growth.

Evidence of such support might include but is not limited to:

- effective academic or career advising
- service as advisor or support to student committees and organizations
- involvement in internships, new programs
- works to improve curriculum

Please attach documentation which show evidence of your contributions to student growth and development since your last evaluation.

III. SERVICES TO THE COLLEGE AND COMMUNITY

Faculty responsibilities extend beyond the classroom to such areas as the department and/or college and the greater community.

Evidence of faculty service might include but is not limited to:

- participation in and contribution to committees
- campus leadership roles and college governance
- region and national college related bodies
- community organizations, presentations, and consulting
- meets deadlines
- maintains accurate records
- participate in yearly assessment of student academic achievement

Please document below those activities which show evidence of service to the college and community since your last evaluation.

IV. WORKLOAD

Briefly describe your workload this past year:

- a. How many classes did you teach? _____
- b. How many students did you have? _____
- c. How many, if any, labs did you teach? _____
- d. How many, if any, clinicals or internships did you supervise? _____

Describe how you balance your workload and your professional service. List any issues and suggestions for improving the situation.

Self Evaluation

OPTION 2 - FACULTY PORTFOLIO**Suggested Guidelines:**

In the event you choose to use a faculty portfolio as part of your evaluation, it is suggested that the faculty member select a minimum of five (5) categories from the list below.

- ☐ Previous Student Evaluation Results
- ☐ Previous Supervisor Evaluation Results
- ☐ Self assessment/Professional Development (required to meet professional development plan component of Evaluation Process)
 - Professional Development Plan
- ☐ Evidence of Professional Growth
- ☐ Evidence of Faculty Content Knowledge Growth
 - Passing Certification Tests
- ☐ Evidence of innovative practices
 - Service learning (i.e. desktop students prepare newsletter for social service agency)
 - Course activities, methods, curriculum innovations, etc.
- ☐ Artifacts that are evidence of Student Learning
 - State Board Results (i.e. dramatic improvement in student scores)
 - Student Competition Results
 - Service learning (i.e. documented feedback from service learning sponsors)
 - Achievement of program outcomes
- ☐ Special awards or recognition
 - Local
 - State
 - Regional
 - National
- ☐ Service to College
 - Committee Assignments
 - Student Activities
 - Business/Industry collaborations
- ☐ Community Service
- ☐ Publications, presentations, grant development, book reviews
- ☐ Other (toot your own horn)

Workload:

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Self Evaluation

OPTION 3 - INVENTORY**Curriculum/Instruction:**

Have you taken part in any curriculum development/planning, review or discussions this past year?

Have you had to implement a new curriculum for your program? If so, explain.

☐ YES ☐ NO

When you change curriculum, what do you base your curriculum decisions on:

- | | |
|---|--|
| <input type="checkbox"/> classroom experience | <input type="checkbox"/> educational theory |
| <input type="checkbox"/> current research | <input type="checkbox"/> industry validation |
| <input type="checkbox"/> peer collaboration | <input type="checkbox"/> MNSCU /College requirements |
| <input type="checkbox"/> advisory committee | |
| <input type="checkbox"/> other: _____ | |

How do you know if your students are learning? (You may attach examples)

- ☐ Meeting daily lesson outcomes?
☐ Meeting course outcomes?
☐ Meeting program outcomes?

Briefly reflect on your role as a faculty.

☐ •What do you feel is your major role as a faculty?

☐ •How do you help students to find success and personal gratification in their learning?

☐ •Do you believe that you are (or can) making a significant impact in the lives of your students?
Please explain.

What kinds of opportunities do you provide to students so that they may demonstrate their potential as future professionals? (industry internships/clinicals, industry-level labs, simulations, etc.)

What percentage of your classroom instruction is lecture? _____%

What percentage of your classroom instruction is student activities/participation? _____%
List examples of the activities.

Describe how you get students to build on the knowledge/ life-experiences they already possess?

Describe your most effective teaching methods and what you've done to improve them this year.

Give examples of ways that you used feedback from students, test results or other assessments to change your curriculum or instruction during the last year.

How do you maximize learning for:

- Students who seem to not want to learn

- Students with learning disabilities

- Students who come with strong foundational knowledge in their major

PROFESSIONAL DEVELOPMENT

List the professional/trades journal(s) you subscribe to and regularly read:

List all seminars, courses, and conferences you have participated in:

Describe how you improved your knowledge in your professional discipline this past year?

- | | | |
|---|------------------------------|-----------------------------|
| ▪ Would you still be considered an "expert in your field"? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ▪ Do you continue to follow the issues and trends affecting your field? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ▪ Have brought this knowledge into your classroom? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ▪ Can you take advanced knowledge and make it accessible to students? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ▪ Can you show students how the material will apply to their lives and their careers? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

In what areas might you need more development to improve your effectiveness as a teacher?

- ☐ working with adult students
- ☐ using the varied viewpoints of students to increase learning
- ☐ cultivating active, independent learners
- ☐ improving social and public relations skills
- ☐ increasing knowledge of subject matter
- ☐ improving the organization of subject matter for daily lessons
- ☐ improving skills in instruction
- ☐ improving written communication skills
- ☐ refining verbal presentation skills
- ☐ developing listening skills
- ☐ writing and using learning outcomes
- ☐ developing effective assessments and tests
- ☐ developing learning "teams" for course activities Others:

PROFESSIONAL SERVICE:

List the college committees in which you participate. Is this participation valuable to you as an educator? To the college?

List the organizations of which you are a member.

Describe your connections to industry and list any benefits the connections have brought to your students, program or the college.

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PROFESSIONAL DEVELOPMENT PLAN

A professional development plan is a required component and is intended only for discussion as it relates to professional growth and resources needed to accomplish professional growth. The instructor may use the example provided or, if preferred, may choose a different style.

Example of a Professional Development Plan

Please list your personal and professional goals for Year _____

GOAL	OUTCOME	PROJECTED ACHIEVEMENT DATE	RESOURCES NEEDED TO ACCOMPLISH

cc: Human Resources

STUDENT COURSE SURVEY**ATTACHMENT A**

(The student will complete this survey in the course that the faculty chooses.)

1. I took this course:

☐ to satisfy a requirement for general education/general studies;
☐ to satisfy a requirement for my major
☐ as an elective

☐ other
2. I have been absent from class:

☐ Never
☐ 3 or 4 times

☐ 1 or 2 times
☐ 5 or more times
3. I was prepared for class (read assignments, worked problems, etc.)

☐ always
☐ about half of the time
☐ never

☐ most of the time
☐ once in a while
4. I study ____ hours per week for this course.

☐ 0
☐ 2-3

☐ 1-2
☐ over 3
5. Please respond to the following questions by marking your response either:
 5 = *almost always*; 4 = *usually*; 3 = *sometimes*; 2 = *rarely*;
 1 = *almost never*; or N/A = *not applicable or no knowledge*

	Instructor involves students in the learning process by encouraging student questions and reinforcing effective participation.
	Instructor demonstrates organization and preparation.
	Instructor uses class time efficiently.
	Handouts and instructional material are helpful and effective.
	Course content is related to course objectives.
	Instructor communicates course objectives and assignment requirements in a clear manner.
	Instructor supports a class environment that is conducive to learning.
	Instructor reviews and grades assignments as communicated.
	Instructor demonstrated knowledge of the subject matter.
	The instructor was enthusiastic about the subject matter.
	Instructor welcomes questions and comments about the subject matter.
	Instructor clearly defines the material to be covered in tests.
	Instructor uses examples and illustrations (oral, audiovisual, demonstration, whiteboard, chalkboard, etc.) effectively.
	Instructor treated students courteously.
	Students interacted respectfully.
	Instructor is an effective teacher.
	The instructor was willing to help outside of this class.
	The instructor defined my responsibilities in this class.
	The instructor seemed concerned with students' progress.
	The instructor set high standards for student performance.

LAB COMPONENT:

	Instructor and students follow safety guidelines and principles.
	Lab time was spent efficiently.
	Sufficient time was allocated for completing lab assignments.
	Labs were well prepared and organized.