

Adjunct Faculty Evaluation Procedure and Forms

Great Falls College Montana State University

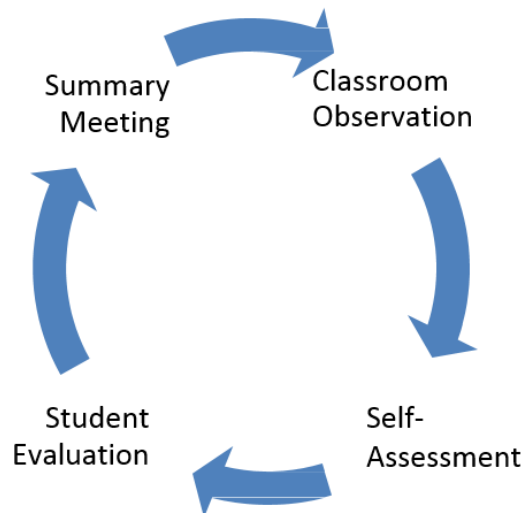
All new adjunct faculty members are evaluated during their first semester of teaching for the College. After the first evaluation, returning adjunct faculty will be evaluated at least once every three years. A follow-up evaluation for new adjunct faculty may be conducted sooner if deemed necessary by the Division Director, Department Chair, Program Director, Chief Academic Officer, or CEO/Dean.

The evaluation process will be discussed during the New Adjunct Orientation sessions at the beginning of each semester. All adjunct faculty are required to complete the orientations.

At the beginning of the semester, the evaluator will email adjunct instructors to be evaluated during that period. The evaluation process includes a classroom observation, self-assessment, student evaluations, and a summary meeting. For those teaching online, the classroom observation equals a review of the course shell.

The adjunct faculty member completes the self-assessment form. The evaluator conducts the observation, reviews student evaluations, and conducts the summary meeting during which the information gathered is reviewed and discussed.

All adjunct faculty must submit any required documentation to be kept in their personnel and/or evaluation file.



The following forms are used in the evaluation process. Please see your Division Director with any questions.

Great Falls College MSU

Adjunct Faculty Self Evaluation Form

DIRECTIONS: Please answer the questions below as they apply to your experience. This form is to be completed by the adjunct faculty member and submitted to the appropriate evaluator by the summary meeting deadline.

Name _____ Date _____

Division _____ Course(s) _____

1. Please describe any efforts you have made towards professional growth within the classroom. Include descriptions of new strategies and methods you have employed to improve your teaching and assessment of student learning.
2. Based on responses from the student evaluations or comments made of your classes, in what area(s) of your job performance do you feel that you have been particularly successful? Where do you need to improve?
3. Have you recently extended your knowledge or expertise in your discipline? How have you been able to incorporate the new knowledge in your teaching?
4. What could the College do to assist you in improving your effectiveness?
5. Please describe how you view your professional relationship with your colleagues.
6. What suggestions do you have for topics to be addressed during workshops and meetings?
7. Please add additional comments and ideas.

Great Falls College Montana State University
ADJUNCT FACULTY EVALUATION COVER SHEET
TO BE COMPLETED BY THE EVALUATOR

Name: _____
Class Observed: _____
Evaluator: _____

Date: _____
Time: _____

Adjunct Status: ___New ___Returning **Mode:** ___On Campus ___Online ___Mixed Mode

Satisfactory – Meets expectations of criteria. **Needs Improvement** – Does not meet expectations of criteria

Evaluation Criteria

(See attached Observation Checklist)

Satisfactory

Needs Improvement

- | | | |
|--|--------------------------|--------------------------|
| 1. Effectiveness in performance of instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Effectiveness in establishing and maintaining positive professional relationships with colleagues | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Effectiveness in establishing and maintaining positive professional relationships with students | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Competence in the particular discipline or field of specialization | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Adherence to policies, procedures, and regulations of Great Falls College MSU | <input type="checkbox"/> | <input type="checkbox"/> |

Please see the Observation Checklist for comments.

Evaluator's Signature

Date

Adjunct Faculty's Signature

Date

Summary Meeting Date: _____

Great Falls College MSU Instructional Observation List - Face to Face

TO BE COMPLETED BY THE EVALUATOR

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement

2 – Satisfactory

N/A – Not Applicable

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Class Structure	1	2	N/A	
Reviews prior classes' course content				
Presents overview of current classes' course content				
Summarizes course content covered				
Directs student preparation for next class				
Uses class time efficiently				
Methods				
Demonstrates evidence of attention to active learning, writing, and critical thinking skills as appropriate				
Provides assignments, handouts, exams, and/or activities to promote student interest and enhance student learning				
Employs effective instructional techniques (i.e., small group discussion, student-led activities)				
Invites class discussion				
Employs other tools/instructional aides. (i.e., technology, computer, video, smart board, white board)				
Delivers well-planned lesson				

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Teacher/Student Interaction	1	2	N/A	
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content	1	2	N/A	
Demonstrates knowledge of material and subject matter				
Demonstrates clear organization				
Explains concepts clearly				
Relates concepts to students' experiences				
Selects learning experiences appropriate to level of learning				
Additional Comments				

Great Falls College MSU Instructional Observation List – Online

TO BE COMPLETED BY THE EVALUATOR

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement 2 – Satisfactory N/A – Not Applicable

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Course Overview and Introduction	1	2	N/A	
Navigational instructions make the organization of the course easy to understand				
A welcome statement introduces students to the course and to its expectations.				
Instructor provides self-introduction				
Course syllabus follows GFCMSU formatting and guidelines				
Students are provided an opportunity to introduce themselves to the class				
Assessment and Measurement				
Assessments and learning objectives align clearly				
The grading policy is transparent and easy to understand				
Instructor provides a clear and meaningful description of the criteria used to assess and evaluate their work and participation in the course				
Resources and Materials				
Course materials and resources provide a reasonable basis for achieving the stated learning objectives				
Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject				

Category	Rating			Comments
Instructional materials are easily accessible to, and usable by, students				
Links to outside material are clearly labeled				
Selection and use of tools and media supports the learning objectives of the course and are integrated with learning activities				
Student/teacher dialogue is encouraged throughout course				
Interaction				
Learning activities foster instructor-student, content-student, and (if appropriate to the course) student-student interaction.				
Information clearly indicates how quickly the instructor will respond, when feedback will be provided, and when the instructor is available to meet				
Requirements for student-student, student-content, and student-instructor interaction are clearly articulated				
Student performance (learning) objectives are clearly stated				
Course design allows the instructor to be present, active, and engaged with students				
Additional Comments				

Great Falls College MSU Instructional Observation List – Lab

TO BE COMPLETED BY THE EVALUATOR

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement

2 – Satisfactory

N/A – Not Applicable

Category	Rating			Comments
	1	2	N/A	
Class Structure				
Maintains effective laboratory setting				
Develops and maintains adequate resource material				
Relates laboratory to lecture or clinical experiences				
Provides frequent and appropriate feedback				
Communicates appropriate safety protocols				
Models proper laboratory technique				
Directs student clean-up of laboratory equipment and workspace				
Gives overview of day's course content				
Directs student preparation for next class				
Presents overview of current classes' course content				
Summarizes course content covered				
Directs student preparation for next class				
Uses class time efficiently				

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Methods	1	2	N/A	
Provides well-designed materials				
Invites class discussion				
Employs other tools/instructional aides (i.e., technology, computer, video, overheads)				
Delivers well-planned lab experiences				
Teacher-Student Interaction				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Additional Comments				

Great Falls College MSU Instructional Observation List – Clinic

TO BE COMPLETED BY THE EVALUATOR

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement

*2 – Satisfactory
Applicable*

N/A – Not

Category	Rating			Comments
Class Structure	1	2	N/A	
Maintains effective clinical setting				
Develops and maintains adequate resource material				
Relates clinic to lecture or laboratory experiences				
Provides frequent and appropriate feedback				
Communicates appropriate safety protocols				
Models proper clinical technique and procedures				
Directs student in practicing appropriate infection control				
Directs overview of day's clinical activities				
Oversees student preparation for next clinical				
Provides immediate feedback				
Summarizes clinical day				
Directs student preparation for next clinical experience				
Uses clinical time efficiently				

Category	Rating			Comments
Methods	1	2	N/A	
Provides well-designed materials				
Invites discussion of clinical events				
Employs appropriate tools/aides (i.e., stethoscope, computer, equipment)				
Looks for well-planned clinic experiences				
Teacher-Student Interaction				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Additional Comments				