



Adjunct Faculty Teaching Evaluation Guidelines

2016-2017

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Granite State College Faculty

Granite State College is proud of its outstanding faculty. Whether you are a full-time or adjunct faculty member, teaching at the undergraduate or graduate level, you join over 300 individuals who have chosen to help adults from New Hampshire and beyond to achieve their educational goals.

While our faculty members are geographically dispersed across the state and bring varied backgrounds and teaching expertise to Granite State College, they have much in common. They are passionate about teaching in an institution with an access mission, bring knowledge in and enthusiasm for their academic discipline to life, and enjoy working with our students.

When asked why they teach for Granite State College, many cite a desire to help adults achieve their educational goals. They view teaching and mentoring adults as a way to contribute or give back in a way that is meaningful to them. Regardless of the format that their teaching takes, GSC's faculty are intellectually curious lifelong learners and dedicated to ongoing growth as teachers.

This document provides information to adjunct faculty about teaching evaluation guidelines. In addition to these guidelines, the College's *Faculty Handbook* and *Faculty Expectations Checklist* help orient adjunct faculty members about teaching expectations. If you are a full-time faculty member, please refer to the *Full-Time Faculty Annual Performance & Work Plan Guidelines*.

Faculty Model

The College is proud of its accomplished, credentialed faculty, who are practitioners and subject matter experts in their field, clearly able to deliver on the College's student-centered mission. Faculty demonstrate commitment to the institution and skill in teaching adult learners:

- 70% of adjunct faculty have been teaching with GSC for more than three years; 21% have taught for over ten years
- Approximately 23% of faculty have earned terminal degrees;
- 87% of students surveyed said they would recommend their instructors to others.

GSC succeeds at student education largely because faculty and staff embrace two basic tenets: 1) coursework is relevant and of recognizable benefit; and 2) faculty members add value to the content and help students comprehend its significance. GSC's faculty model is guided by principles to:

- Recognize the significance of the role our adjunct faculty play in our institution
- Provide a pathway for salary progression
- Celebrate faculty scholarship, creativity, and community engagement
- Continual attention and direction for quality teaching and instruction, as well as excellence in teaching and learning

Details about roles, responsibilities, and consideration for promotion may be found later in this guide.

Definition of Key Elements

Adjunct Faculty –Adjunct faculty members who are hired by the College on a course or project basis. Adjunct faculty can hold the titles of Lecturer or Senior Lecturer. Please refer to the section on Titles for specific descriptions. Adjunct faculty members’ teaching and project performance are assessed on a term-by-term basis.

Service Activities – A variety of administrative and professional activities, such as:

- *Service to the Institution* through administrative activities in leadership roles in the discipline, division, or College. Service activities include active participation on committees that focus on issues or directives of the institution, assuming a leadership role on one or more committees, peer-evaluation of fellow adjunct faculty, or organizing and leading defined service projects as initiated by the appropriate academic administrator. For Senior Lecturers, service includes formal mentoring of Lecturers.
- *Service to the Discipline* through active participation in professional or governmental organizations at the local, state, regional, national, or international level. This participation may include serving on committees, being an officer in an organization, and/or developing a conference program. It also includes providing professional peer reviews, news releases, or other means for informing the popular media; serving on external review teams; and presenting to local, regional, national, and professional agencies.

Titles

The faculty model consists of the following faculty titles to be assigned by Academic Affairs at time of hire and/or review. Adjunct faculty can hold the titles of Lecturer or Senior Lecturer.

Lecturer

Lecturers will normally have college teaching experience and hold a minimum of a graduate degree in the field of instruction. Specifics will be provided in teaching assignment letters each term. Lecturers will be expected to demonstrate aptitude for teaching in all course delivery formats and to demonstrate proficiency to teach in online and hybrid/blended formats. Lecturers are encouraged to participate in faculty development meetings and major college events, and encouraged to attend commencement.

Senior Lecturer

Senior Lecturers will normally hold a terminal degree, exhibit outstanding teaching performance within their discipline, and have taught for Granite State College for a minimum of five years (with exceptions made for those individuals who bring into the College an exceptional history of scholarship or equivalent accomplishments). Specifics will be provided in teaching assignment letters each term. Senior Lecturers will also be eligible to serve in faculty leader roles, such as peer evaluation of adjunct faculty and faculty mentoring. Senior Lecturers must be certified to teach in online and hybrid formats. They are expected to participate in the required annual minimum number of faculty development meetings and major college events as specified by the Division, and expected to attend commencement.

Project Faculty

Project Faculty will be responsible for a variety of instructional and non-instructional activities and projects within the discipline, division, College or community as identified by the Provost, Vice

Provost, or division Dean. These activities may include but are not limited to committee service, project coordination, grant writing, program development, research activities, and service activities. Specific responsibilities and deliverables will be detailed in letters of hire by project.

Instructional & Non-Instructional Activities

Instructional Activities – All activities that involve instruction of enrolled students. In addition to teaching of courses, other instructional activities may include:

- Independent Learning Contracts: Teaching of undergraduate and graduate students, registered with the faculty member one-on-one or on a small group basis in an online or face-to-face format.
- Supervision of student research projects, internships and field-work: this activity involves the placement of students in an internship or field-experience with the subsequent supervision, guidance and evaluation.
- Field-Based Faculty: This activity involves direct supervision and documenting demonstrated mastery of competencies of GSC students, as well as mandatory meetings and other responsibilities as outlined in the project contract.
- E-Portfolio Coordinator: This activity involves coordination of e-portfolio systems to link program curricula and assignments to assessments, as well as advising, training faculty, coaching, and managing curricular updates. This project-based work may also require mandatory meetings and other responsibilities as outlined in the project contract.
- Peer Reviewer: Evaluate qualifying faculty as part of the GSC three-pronged evaluation process (outlined in following sections).

Non-Instructional Activities – A variety of activities and projects within the discipline, division, College, or community. These activities may include faculty leadership and projects related to curriculum, academic success, outreach, and other activities such as:

- Lead Faculty: Align program outcomes with course design to ensure continuity and consistency, supervise and provide training to faculty, and other responsibilities as outlined in the project contract.
- Grant writing and/or program development as distinguished from course development which is considered part of instructional responsibilities.
- Research Activities – Research, scholarship, and creative activity that have a focus within the discipline, division, College, or community, *and* that represent a body of work that is pre-approved by the division Dean and recognized by professional peers:
 - Learning outcome assessment projects designed to answer questions relevant to teaching and learning at Granite State College and provide evidence to affirm or change practices at the course, program, or institutional level.
 - Peer-reviewed or professionally reviewed publications or creative exhibitions.

- National and international professional presentations, conference or professional meeting keynote addresses, conference panel or respondent presentations.
- Service Activities – A variety of service activities such as:
 - *Service to the Institution* through administrative activities in leadership roles at the department, college, division, program or College level such as serving as a program director. Service activities could also include active participation on committees that focus on issues or directives of the institution, which includes assuming a leadership role on one or more committees or actively participating on one or more committees per year. For senior faculty, service would also include formal mentoring of junior faculty.
 - *Service to the Discipline* through active participation in professional or governmental organizations at the local, state, regional, national, or international level. This participation may include serving on committees, being an officer in an organization, and/or developing a conference program. It also includes providing professional peer reviews, news releases, or other means for informing the popular media; serving on external review teams; and presenting keynote addresses to local, regional, national, and professional agencies.

Teaching Evaluation Model

Granite State College’s Faculty Expectations Checklist is based on evidence-based practices for excellence in teaching and learning. These expectations (see the [Faculty Center](#)) guide the college’s faculty teaching evaluation model, which is intended to provide opportunities for reflective learning and help GSC identify ways to enhance supports for teaching and learning. Granite State College’s adjunct faculty evaluation model encompasses the following components:

Student Course Evaluations - All faculty receive student course evaluations for each course after each term of teaching. Surveys are conducted through a web-based survey with a consistent instrument. The goal of this component is to provide timely reporting of aggregate data to the faculty member. Key staff members from Academic Affairs review evaluations each term and provide faculty with encouragement, support, and guidance as needed.

Reflective Teaching Analysis (formerly known as the annual Self-Assessment) – Adjunct faculty should complete a Reflective Teaching Analysis annually. This activity is intended to help faculty reflect on ways to enhance teaching and provide data for GSC to expand faculty development activities and supports. This activity is disseminated each summer using industry standard online survey software.

Peer Review – Adjunct faculty who teach 4 or more courses at GSC annually are required to participate in a peer review every two years on a timetable determined by Academic Affairs. A college-wide rubric for peer review may be found in Appendix B.

Following the completion of a peer review, hiring supervisors prepare a summative overview of evaluation activities over the past two years. The summary is shared with adjunct faculty to identify how GSC can support enhanced teaching practice as well as a chance to recognize teaching excellence and improve teaching practice.

Promotion, Supports & Recognition

Faculty Promotion

Faculty members in the rank of Lecturer may request consideration for promotion to Senior Lecturer rank after completing at least three years of service to the College. To be considered, the candidate must prepare and submit a promotion portfolio to the respective academic affairs administrator. The portfolio should include the following, at minimum:

- Recent CV – demonstrating academic credentials
- Summary of teaching assignments and student teaching evaluations;
- Evidence of effectiveness in any other requirements of the position.

The promotion shall be determined by the respective academic affairs administrator, Vice Provost, and Provost. Final approval will be decided by the Provost. Denial of promotion does not preclude reappointment at the current faculty rank, nor does it preclude reconsideration for promotion at a later date. A faculty member may not be reconsidered for promotion until two years after the previous unsuccessful promotion consideration.

Faculty Compensation

Compensation is based upon multiple factors and subject to the discretion of the division Dean, including participation in the Reflective Teaching Analysis activity, and peer review and review dialogs (if applicable). Granite State College offers opportunities to adjunct faculty for periodic pay increases if such increases are approved by Granite State College senior leadership. All increases are dependent upon available budget resources. In consultation with the President and the Provost, the division Deans will determine how to distribute an approved increase, including timing within the fiscal year and whether the increase will be applied across the board or via another appropriate distribution.

Faculty Supports & Recognition

Granite State College provides a variety of faculty supports and recognition opportunities to support teaching excellence:

- *Faculty Development Supports* – As mentioned, all faculty are encouraged to complete the Reflective Teaching Analysis. These are reviewed to identify common themes and goals, which then shapes faculty development opportunities and resources, such as trainings, educational technologies, and other development opportunities.
- *Faculty Recognition* – Granite State College values opportunities to recognize excellence in teaching and learning, such as the annual Distinguished Faculty Award and other opportunities shared with faculty throughout the year.

Appendix A: GSC Reflective Teaching Analysis (formerly known as the annual Self-Assessment)

Thank you for taking time to complete this GSC Reflective Teaching Analysis, [which is informed by GSC's Faculty Expectations checklist](#). This activity is intended to help you reflect on cumulative teaching practice and goal-setting. Your feedback also helps the College refine its faculty development offerings. This activity takes approximately 20 - 25 minutes to complete. Thank you!

Adjunct Faculty Name:

- How many courses do you typically teach per term?
- How many courses do you typically teach per year?

Please rate your feelings about the following statements:	Neither Agree Nor Disagree				
	Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
I feel connected to GSC's mission to expand access to public higher education to adults of all ages throughout the state of New Hampshire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to the College's students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to the College itself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to other faculty members at the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel encouraged by the College to develop professionally as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For online, hybrid, and blended courses you taught in the past year, please indicate which of the following actions you completed or attended to during the course development phase in Moodle (prior to the start of term).

	I completed this activity	I did not complete this activity
Course syllabus was updated and added to the course to provide vital information to students	<input type="radio"/>	<input type="radio"/>
Assignment activities were available and had accurate due dates to help students plan	<input type="radio"/>	<input type="radio"/>
Gradebook was set up with categories that matched the syllabus to help students know how they would be assessed	<input type="radio"/>	<input type="radio"/>
Course included at least one activity per module/week (e.g., forums, assignments, etc.) as a way to provide opportunities for engagement and feedback	<input type="radio"/>	<input type="radio"/>
Images (if used) adhered to copyright law and the source was cited to model best practice to students	<input type="radio"/>	<input type="radio"/>
Videos and image assets (if used) adhere to ADA and Universal Design best practices, such as including closed captioning, a transcript, or alternative text to describe their content	<input type="radio"/>	<input type="radio"/>
Grading rubrics were designated for all assignments and used to provide feedback and grades	<input type="radio"/>	<input type="radio"/>
Activities were designed with rigor and matched to the relevant learning outcome (e.g., use of Bloom's Taxonomy in design)	<input type="radio"/>	<input type="radio"/>

For face-to-face courses you have taught in the past year, please indicate which of the following actions you completed in Moodle prior to the start of term.

	I completed this activity	I did not use this Moodle feature
Course syllabus was updated and added to the course to provide vital information to students	<input type="radio"/>	<input type="radio"/>
Assignment activities were available and had accurate due dates to help students plan and upload assignments electronically	<input type="radio"/>	<input type="radio"/>
The Moodle gradebook was set up with categories that matched the syllabus to help students know how they would be assessed	<input type="radio"/>	<input type="radio"/>

Please rate your experience with the following teaching activities.

1= I did not engage in this practice / use these tools

2= I engaged in the practice / used the tools part of the time

3 = With only rare exceptions, I engaged in the practice / used the tools throughout the length of my course

4= I engaged in the practice / used the tools throughout the length of my course

	1	2	3	4
Timely Grades & Feedback (no later than one week after due date)				
Active Engagement (e.g., substantive participation in class discussions, and responsive to student questions)				
Timely completion of Administrative Functions (e.g., At-Risk Reporting, final grades, etc.)				
Technology-Rich Classes (e.g., use of video lectures, video feedback, web multi-media tools or other rich media)				
Offered multiple opportunities for students to develop earlier assignments into a final product				
Regularly reflected on student performance to identify areas where additional instruction, resources, or support is needed				

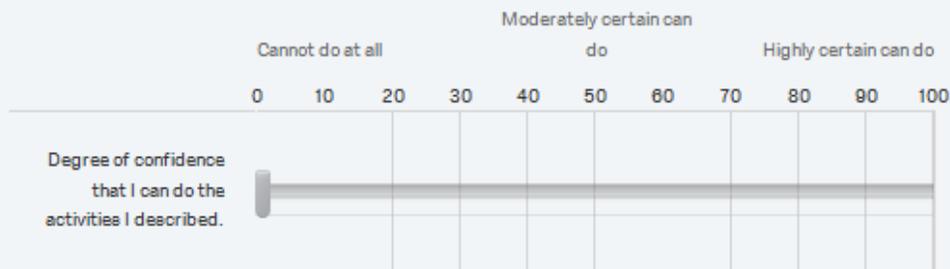
- Do you log in to view your student evaluation surveys each term? (Yes | No | I didn't know I could access student evaluations)

- If you taught online, hybrid, or blended courses, did you view the course review sheet provided by the Instructional Design Team and update your course accordingly? (Yes | No | Sometimes | Not Applicable)

Please provide a paragraph or two in response to the following questions:

- What do you enjoy most about teaching?
- What is your greatest asset as a teacher?
- What do you consider your greatest accomplishment as a teacher at GSC?
- How do you bring your expertise in your classes?
- What did you find most challenging in your teaching this year?
- Please reflect on your responses so far and describe changes and action items you would like to make in your teaching practice in the coming year (e.g., develop and use assignment rubrics, use more collaborative activities, increase engagement, integrate rich media into your course, use more open educational resources or open pedagogy, etc.).

Based on the changes and action items you would like to make in the next year, rate how confident you are that you can do them as of now. Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:



- What supports and resources are needed to make the changes in your teaching practice as described above?

Thank you for completing this activity. This information is intended to help our faculty to reflect on areas of personal growth as teachers at GSC, and it will also help the College enhance its resources and supports for faculty.

Adapted from William H. Berquist and Steven R. Phillips, A Handbook for Faculty Development Vol. I (Dansville, NY: The Council for the Advancement of Small Colleges, 1975).

Appendix B: GSC Process and Rubric for Peer Review

GRANITE STATE COLLEGE Faculty Peer Review Process WORKSHEET

Evaluator Name: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

Faculty member being evaluated: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

Course evaluated: [Click here to enter text.](#)

Remember: *GSC embraces appreciative inquiry principles in peer review activities, and strives to create a collaborative search for the best in people (faculty), their organizations (GSC), and the relevant world around them (how real-world expertise is woven into teaching practice). This approach involves systematic discovery of what gives “life” to GSC and an exploration of ways to strengthen its capacity to understand, anticipate, and heighten positive potential. - Adapted from Cooperrider & Whitney, 2005.*

Review of syllabi check points:

Checked	Rated*
<input type="checkbox"/> Grading criteria are clear and assessments are distributed throughout the term.	Click for 1-5
<input type="checkbox"/> Course-specific policies are clear and fair.	Click for 1-5
<input type="checkbox"/> Assignments and activities are engaging and connected to course outcomes.	Click for 1-5

* **Rating scale:** Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5)

Please add comments on syllabi recommendations or other feedback:

[Click here to enter additional comments](#)

Review of teaching checkpoints and observations:

* **Rating scale:** Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5)

After rating the list of teaching checkpoints, briefly describe the positive attributes that the faculty member brings to each area and cite specific examples as appropriate (a few sentences to a paragraph for each is sufficient). Remember:

- Objective observations are based on fact (something you can see, hear, touch or smell)
- Subjective observations are based on feelings or opinions

Checked	Rated*
<input type="checkbox"/> The faculty member creates a positive rapport with students.	Click for 1-5
Click here to enter additional comments	
<input type="checkbox"/> The faculty member demonstrates current and relevant subject matter expertise.	Click for 1-5

[Click here to enter additional comments](#)

The faculty member clearly communicates the learning goal(s) of each course activity. Click for 1-5

Click here to enter text.

Click here to enter additional comments

The faculty member stimulates discussion effectively. Click for 1-5

Click here to enter additional comments

The faculty member provides timely and effective feedback to students. Click for 1-5

Click here to enter additional comments

The faculty member is engaged in classroom and/or online course discussions. Click for 1-5

Click here to enter additional comments

The faculty member shows consistent engagement with the course and students. Click for 1-5

Click here to enter additional comments

The faculty member handles questions and/or difficulties well. Click for 1-5

Click here to enter text.

Click here to enter additional comments

Based on the descriptions above that outline positive attributes, briefly describe specific ways that the faculty member might consider building upon their potential to enhance their teaching.

Click here to enter additional comments

Review of course design and administration checkpoints (in Moodle):

*** Rating scale:** Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly Agree (5)

Checked	Rated*
<input type="checkbox"/> Accurate syllabus posted in online course	Click for 1-5
<input type="checkbox"/> Online gradebook set up with categories and proper weighting (matches syllabus)	Click for 1-5
<input type="checkbox"/> The course design included media-rich components (e.g., use of video lectures, video feedback, web, multi-media tools, or other rich media)	Click for 1-5
<input type="checkbox"/> Offered multiple opportunities for students to develop earlier assignments into a final product	Click for 1-5

Signature of Peer Reviewer: _____ **Date:** _____

Signature of Peer Review Administrator: _____ **Date:** _____