Adjunct Teaching Faculty Performance Evaluation: Statement of Purpose

The purpose of the Adjunct Teaching Faculty Performance Evaluation is to provide a consistent process for evaluating and reviewing the job performance of an Adjunct Teaching Faculty member. This information can be used both for the purpose of personal feedback as well as professional assessment and documentation. After six terms of teaching an adjunct teaching faculty member is entitled to a written performance evaluation by his/her department chair or chair-equivalent upon request, or at any time when determined appropriate by the chair or chair-equivalent for the purpose of providing feedback and developmental guidance on job performance. See Article 7, Section 7 of the current 2011-2013 Collective Bargaining Agreement between Portland State University Faculty Association, Local 3571 American Federation of Teachers, AFL-CIO and Portland State University.

Performance evaluations will be based on:

A. Written expectations at the time of hire (see Adjunct Teaching Faculty Job Expectations, below).

B. Self appraisal outlining professional interests and goals and using multiple sources of evidence that demonstrate effective faculty performance including:

   1. Current CV or resume,

   2. Summary of student evaluations, and

   3. Some combination of the following:

      a. Review of syllabi and supporting materials,

      b. Examination of classroom techniques,

      c. Summary of key activities in the previous year or since the last review,

      d. Review(s) by peers,

      e. Letters from individuals with knowledge of your work, and/or

      f. Publications and/or other creative work.
Adjunct Teaching Faculty Job Expectations

Basic Functions and Responsibilities:

The adjunct Teaching Faculty member is primarily responsible for creating a learning and teaching environment for students in accordance with the educational objectives of the department and university.

Characteristic Duties and Responsibilities:

1. Facilitate student learning as follows:
   a. Meet classes as assigned.
   b. Present instruction based on the competencies and performance levels of the course.
   c. Maintain accurate attendance and scholastic records of students.
   d. Respond to student questions.
   e. Provide appropriate means of instructor-student communication.
   f. Participate in the university’s assessment process for faculty, courses, etc.
   g. Validate that learning has taken place.

2. Plan learning activities and use teaching methods designed for a variety of learning styles to help students achieve course outcomes.

3. Maintain a safe classroom conducive to learning.

4. Select course text(s), or participate in planning of learning materials, such as outlines, syllabi, and other curriculum materials in accordance with college and department guidelines, if applicable.

5. Communicate with the department chair and meet response deadlines as required.

6. Participate in professional development and in-service activities, as applicable.

7. Perform additional duties and responsibilities as specified at time of hire.