PSU Graduate School of Education
Evaluation of Adjunct Faculty

Faculty Member Name: ___________________________  Program: ___________________________

Steps for Department Chair

GSE policy and the AFT/PSU contract give three occasions for evaluation of adjunct faculty:
GSE policy requires that new adjuncts are evaluated (a) at the end of their first term of teaching or
supervision in that department and (b) any time thereafter when the chair deems it to be necessary or
appropriate. Also, according to the AFT/PSU contract¹, adjunct faculty members may request an
evaluation after three years of service and must request it to be considered for a two-year contract.
Evaluation should follow these steps:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date completed</th>
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<tr>
<td><strong>For new faculty at time of hire:</strong></td>
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<tr>
<td>① *1. Inform faculty member of policy regarding student course evaluations. (e.g., “All courses are evaluated by students at the end of term. You will get more instructions about the procedure toward the end of term.”)</td>
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<td>② 2. Inform faculty member that, as new faculty, they also will be asked to do a self-evaluation of teaching (or supervision) performance after the term has ended, as part of an evaluation of all new program faculty. Completion of a self-evaluation will be necessary to be considered for further teaching/supervising opportunities.</td>
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<td>③ 3. Give faculty member a copy of course evaluation (Attachment 1) and self-evaluation (Attachment 2 or 3) forms.</td>
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<td><strong>During the term of service:</strong></td>
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<td>④ *4. At the beginning of term, ask for a copy of the instructor’s syllabus.</td>
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<td>⑤ 5. You or the program coordinator or a faculty mentor schedule via email a time to observe instructor at least 5 business days before a classroom observation. (Observation is optional but desirable.)</td>
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<td>⑥ *6. Near the end of term, remind adjunct faculty to complete student course evaluations.</td>
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<td><strong>Shortly after term of service:</strong></td>
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<td>⑦ 7. At the end of term ask the instructor for a sample of course materials* (those not reviewed prior to term) and a completed self-evaluation.</td>
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<td>⑧ 8. Solicit information/feedback (written or oral) from peer mentor (cohort leader, program coordinator).</td>
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(continued next page) 5-12-10

¹ 2009-2011 Collective Bargaining Agreement, Article 7, Section 7
* NA for supervisors
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<td>8</td>
<td>9. After student course evaluations (or supervisor evaluations) have been returned, review and note strengths and weaknesses.</td>
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<td>8</td>
<td>10. Complete the one-page evaluation form (Attachment 4) and schedule an appointment with the adjunct faculty member to discuss.</td>
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<td>8</td>
<td>11. Inform the adjunct faculty member that she/he may respond in writing to the evaluation or the process (within 30 days), and comments will be added on a separate attachment.</td>
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<td>8</td>
<td>12. Make a copy for the faculty member and file original in department personnel file.</td>
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Portland State University  
C and I Graduate School of Ed  
Survey of Student Opinion

<table>
<thead>
<tr>
<th>Form #</th>
<th>CRN</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>1 2 3</td>
<td>4 5 6</td>
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</table>

**Term**  
- Winter  
- Spring  
- Summer  
- Fall  

**Subject Code:**  
- [ ]  

**Course Number:**  
- [ ]  

**Sequence Number:**  
- [ ]  

**Course Title:**  
- [ ]  

**Instructor's Name:**  
- [ ]  

Please record your responses to the following statements by filling in the appropriate bubbles with a soft #2 pencil, or you can use black or dark blue ink. DO NOT SIGN YOUR NAME. Please leave questions not applicable blank.

- 1. Course activities were effectively organized.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 2. Course assignments and evaluation criteria were clearly communicated.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 3. Activities and assigned work were consistent with the objectives of the course.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 4. Concepts and topics were clearly communicated.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 5. Time was utilized efficiently for instruction.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 6. Course content was relevant and up-to-date, reflecting current research and standards.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 7. The instructor's evaluation of your work was timely.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 8. The instructor's evaluation of your work was helpful.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 9. The instructor used teaching methods that stimulated interest in the course.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 10. The instructor maintained a climate of respect and was receptive to student ideas and opinions.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 11. The instructor maintained a climate of inclusiveness, honoring differences and accommodating students with disabilities.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 12. The instructor was available and willing to provide help and guidance to students, if needed.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 13. The instructor was knowledgeable.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 14. The instructor showed enthusiasm for the subject.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 15. Technology and web resources were used effectively in this course.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 16. This course made a significant contribution to my learning and/or professional development.  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

**Additional Program Questions:**  
- 17. Program question 1 (see enclosed sheet).  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 18. Program question 2 (see enclosed sheet).  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 19. Program question 3 (see enclosed sheet).  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

- 20. Program question 4 (see enclosed sheet).  
  - [ ] Strongly Agree  
  - [ ] Agree  
  - [ ] Disagree  
  - [ ] Strongly Disagree

Please use the back of this sheet for additional comments.
Self-Evaluation of Teaching Performance

Syllabus
I have consulted with my department chair or mentor on the syllabus and followed the syllabus guidelines in the Instructor Handbook when constructing the syllabus.

- I struggle with this; I could use help in this area.  
  Evidence:  
  (Attach course syllabus.)
- My skills are developing.
- I’m confident that I do as well as most instructors.
- I do better than most instructors in this area.

Content
I have researched my topics and provided content that is relevant and up-to-date.

- I struggle with this; I could use help in this area.  
  Evidence:
- My skills are developing.
- I’m confident that I do as well as most instructors.
- I do better than most instructors in this area.

Organization
My class was well organized, and time was used efficiently for instruction.

- I struggle with this; I could use help in this area.  
  Evidence:
- My skills are developing.
- I’m confident that I do as well as most instructors.
- I do better than most instructors in this area.

Technology
I made use of technology and other resources available to me.

- I struggle with this; I could use help in this area.  
  Evidence:
- My skills are developing.
- I’m confident that I do as well as most instructors.
- I do better than most instructors in this area.
Climate
I provided opportunity for discussion and promoted a climate of respect and inclusiveness.
⑧ I struggle with this; I could use help in this area.  
⑦ My skills are developing.  
⑥ I’m confident that I do as well as most instructors.  
⑤ I do better than most instructors in this area.

Responsiveness
I made myself available to students and was quick to respond to questions and concerns.
⑧ I struggle with this; I could use help in this area.  
⑦ My skills are developing.  
⑥ I’m confident that I do as well as most instructors.  
⑤ I do better than most instructors in this area.

Communication
I was clear in my directions for assignments and criteria for evaluating student work.
⑧ I struggle with this; I could use help in this area.  
⑦ My skills are developing.  
⑥ I’m confident that I do as well as most instructors.  
⑤ I do better than most instructors in this area.

Diversity
I considered the impact of procedures and policies on individuals of a different race, color, ability/disability, culture, age, religion, gender, and sexual orientation, and addressed diversity in my course where appropriate.
⑧ I struggle with this; I could use help in this area.  
⑦ My skills are developing.  
⑥ I’m confident that I do as well as most instructors.  
⑤ I do better than most instructors in this area.
Inclusiveness
I honored student differences and made accommodations for students with different ability levels.

- I struggle with this; I could use help in this area.  
- My skills are developing.
- I'm confident that I do as well as most instructors.
- I do better than most instructors in this area.

Evidence:

Evaluation
I distributed student course evaluations and reviewed feedback and comments.

- Yes  
- No

According to my student course evaluations and other feedback, my teaching strengths are:

Areas where I could use assistance are:

Signature ___________________________  Date __________________________
Name (printed) ___________________________  Department __________________________
PSU Graduate School of Education

Self-Evaluation of Supervision Performance

Requirements
I have consulted with my program coordinator and/or cohort leader on the requirements of the field experience and reviewed field experience materials in the student handbook and other sources.

- I struggle with this; I could use help in this area. 
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.

Feedback
I have kept current on instructional practice and provided feedback that is relevant and up-to-date.

- I struggle with this; I could use help in this area. 
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.

Organization
I was prepared for my visits, and used time efficiently for observation and feedback.

- I struggle with this; I could use help in this area. 
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.

Technology
I have kept current enough with technology to provide some support and advice to candidates on their use of technology.

- I struggle with this; I could use help in this area. 
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.
Climate
I took time to listen to candidate concerns and was positive and respectful in my feedback.

- I struggle with this; I could use help in this area.  
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.

Responsiveness
I made myself available to candidates outside of visit times and responded to questions and concerns within 48 hours.

- I struggle with this; I could use help in this area.  
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.

Communication
I was clear in explaining procedures, in giving feedback, and in providing criteria for acceptable performance.

- I struggle with this; I could use help in this area.  
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.

Diversity
I considered the impact of the candidate’s instruction, affect, and communication on students of a different race/ethnicity, SES, ability/disability, culture, religion, gender, and sexual orientation, and addressed diversity in my feedback when appropriate.

- I struggle with this; I could use help in this area.  
- My skills are developing.
- I’m confident that I do as well as most supervisors.
- I do better than most supervisors in this area.
Inclusiveness
I reinforced the importance of honoring differences and helped them in making accommodations for students with different ability levels.

③ I struggle with this; I could use help in this area.  
③ My skills are developing.  
③ I’m confident that I do as well as most supervisors.  
③ I do better than most supervisors in this area.

Evidence:

Evaluation
I used Tk20 to record candidate midterm and final evaluations.
③ Yes  ③ No

I received and reviewed feedback and comments from my candidate supervisor evaluations.
③ Yes  ③ No

According to my supervisor evaluations and other feedback, my strengths are:

Areas where I could use assistance are:

Signature ________________________________  Date ___________________________
Name (printed) ____________________________  Department __________________
Faculty Member Name: ________________________  Program: ________________________  
Term/Year of Service: _________________________  Department: ________________________  
Course or Field Experience: __________________________________________________________

<table>
<thead>
<tr>
<th>This evaluation:</th>
<th>Comments</th>
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<tbody>
<tr>
<td>☐ Is ☐ is not an evaluation pursuant to Article 7, Section 7 of the PSU-AFT Collective Bargaining Agreement for the purpose of providing feedback and developmental guidance on job performance.</td>
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</tr>
<tr>
<td>☐ Is ☐ is not an evaluation requested by the adjunct faculty member for purposes of determining whether the faculty member’s job performance warrants a two-year appointment pursuant to Article 8, Section 2 of the PSU-AFT Collective Bargaining Agreement.</td>
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<tr>
<th>Course (or supervision) materials:</th>
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<tbody>
<tr>
<td>☐ Outstanding: Original and instructionally sound contributions to program</td>
<td></td>
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<tr>
<td>☐ Good: Effective use of program materials</td>
<td></td>
</tr>
<tr>
<td>☐ Emerging: Learning to use range of materials</td>
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<tr>
<td>☐ Inappropriate or insufficient use of program materials</td>
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<tr>
<th>Student evaluations:</th>
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<tbody>
<tr>
<td>☐ Outstanding: High ratings in all areas</td>
<td></td>
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<tr>
<td>☐ Good: 1-2 possible areas for improvement</td>
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<tr>
<td>☐ Emerging: Indicates need for improvement in several areas</td>
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<tr>
<td>☐ Unacceptably low</td>
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<tr>
<th>Other job requirements (as applicable from job description):</th>
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<td>Examples (check as many as apply):</td>
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<tr>
<td>☐ Attendance at orientations and trainings</td>
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<tr>
<td>☐ Participation in student meetings or events</td>
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<tr>
<td>☐ Evaluation of student work samples or portfolios</td>
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<tr>
<td>☐ Reports or entry of student evaluation data</td>
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<tr>
<th>Other evidence:</th>
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<tbody>
<tr>
<td>May include:</td>
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<tr>
<td>• Observation of classroom techniques</td>
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<td>• Review by peers</td>
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<td>• Letters from students or other individuals with knowledge of your work</td>
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<tr>
<td>• Publications and/or other creative work.</td>
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Respectfully submitted by: ____________________________  ____________________________  Date  

With contributions from: ______________________________  
Role: ______________________________