

## Guidelines for the Evaluation of Adjunct Faculty in the Department of Child Development

- A. Faculty in the Department of Child Development are expected to demonstrate proficiency in several areas of teaching including command of subject matter, course preparation and organization, instructional material, effectiveness of instruction, and academic assessment. Proficiency shall be determined on the basis of student evaluations, course materials, peer review of teaching, and developed curriculum.

When evaluating the teaching effectiveness of adjunct faculty in the Department, the evaluation committee will be looking for the following benchmarks:

1. Classroom visitation reports that are consistently positive with regard to the various areas of classroom teaching described above. The process for class visitation for lecturers is the same as it is for tenure-line faculty (FAM 652.1). A class visitation results in a report filed by the visitor, which becomes official documentation for evaluation. a. All lecturers shall be visited in the term in which they begin their employment and in any new course they are assigned to teach (including courses taught in a new modality). b. Lecturers on the Three-Year appointment are visited at least once in an evaluation cycle. c. Subsequent and additional visitations of lecturers may be scheduled by the Department/College Evaluation Committee or Department/College Lecturer Evaluation Committee (see below). Additional visitations may also be scheduled at the request of the lecturer or an appropriate administrator.
2. Predominantly positive student evaluations, including the written comments, as assessed by the SOTE instrument. As a general guideline for what constitutes predominantly positive student evaluations, faculty members typically receive median scores of at least 4.5 or higher on the two SOTE items (or demonstrate progression to this standard over time), with an absence of negative themes in student commentary across courses and time.
3. Course materials that are judged current and reflective of research-based and departmental standards.
4. Course materials and course approach that demonstrate comprehensive and objective coverage. Examples of objective coverage include the presentation of research-based evidence, opportunity to discuss and debate controversial topics, and use of evidence-based sources of written material.
5. Evidence in the form of syllabi and course materials that expectations for student performance are appropriately rigorous and challenging. This can include, but is not limited to, evidence-based reading materials appropriate to the course level, assignments that encourage critical thinking, and high impact practices.
6. Evidence of being generally available and accessible to students, as reflected, for example, in student comments on the SOTEs and consistently providing the requisite number of hours for office hours.

- B. Feedback to the faculty member by way of the Department's evaluation report will conform to the following policies:

1. The faculty member's evaluation report will contain an expression of concern if course GPAs are significantly below or above departmental means. In addition, reviewers will require that the faculty member meet with the department chair to discuss possible reasons for these GPAs and to explore what might be done to address the concern.
2. If the faculty member has received two expressions of concern and the issue remains prevalent with no concrete steps having been taken to resolve it, then an overall rating of unsatisfactory will be issued.

- C. The following materials will be included in the faculty member's review for each course taught within the review period:

1. Course syllabus

2. Assignments, exercises, and related materials.
3. Grading rubrics
4. Quizzes, tests, or exams.
5. A statement of teaching philosophy.
6. Classroom visitation reports
7. Official SOTEs

D. Responsibilities of the adjunct faculty member in the evaluation process.

The teaching performance of Child Development Department adjunct faculty will be evaluated during the Spring quarter by the Department Adjunct Faculty Evaluation Committee (DAFEC).

By the end of the fourth week of the Spring semester, all adjunct faculty members scheduled to be evaluated are required to submit the following materials to the Chair of the DAFEC. These materials must be submitted for each course taught since the faculty member's last evaluation. If the faculty member taught the same course more than once during the evaluation period, or if they have taught it during prior evaluation periods, they only have to submit the most updated set of materials for that course. The materials to be submitted are: 1. Course syllabus, 2. Assignments, exercises, and related materials, 3. Grading rubrics, and 4. Quizzes, tests, or exams. In addition, faculty members must submit a current statement of their overall teaching philosophy.