

Part-time faculty (PTF) Performance Evaluation Policy_DRAFT
2N Committee on PTF Evaluation
February 19, 2013

Overview

The purpose of this document is to provide a framework for the implementation of a unit-level part-time faculty performance evaluation. The suggestions in this document are subordinate to the relevant contract language, found primarily in Articles XIV and XV of the 2012-2016 UPTF contract (<http://www.uptf.org/>).

There are three sections: **(1) Procedures; (2) Duties to be evaluated; (3) Sources of data or evidence** to be considered. Procedures are derived from the contract and presented in a flow-chart format with explanatory narrative to clarify their application and ease their implementation. The lists of duties and sources of evidence are provided as examples, but are not prescriptive – the authoring committee recognizes the diversity of teaching approaches across the various units on campus. Units are encouraged to detail, adapt and modify the framework provided here to their own use, with an aim towards clarifying evaluation processes, expectations, and criteria for excellence in teaching. This document, then, is a starting point for an ongoing discussion of what constitutes excellent performance, and how we can document it. The final step in implementation should be establishment of a unit-level process that ensures that policies and procedures for evaluation of part-time faculty teaching are periodically reviewed and either modified or reaffirmed.

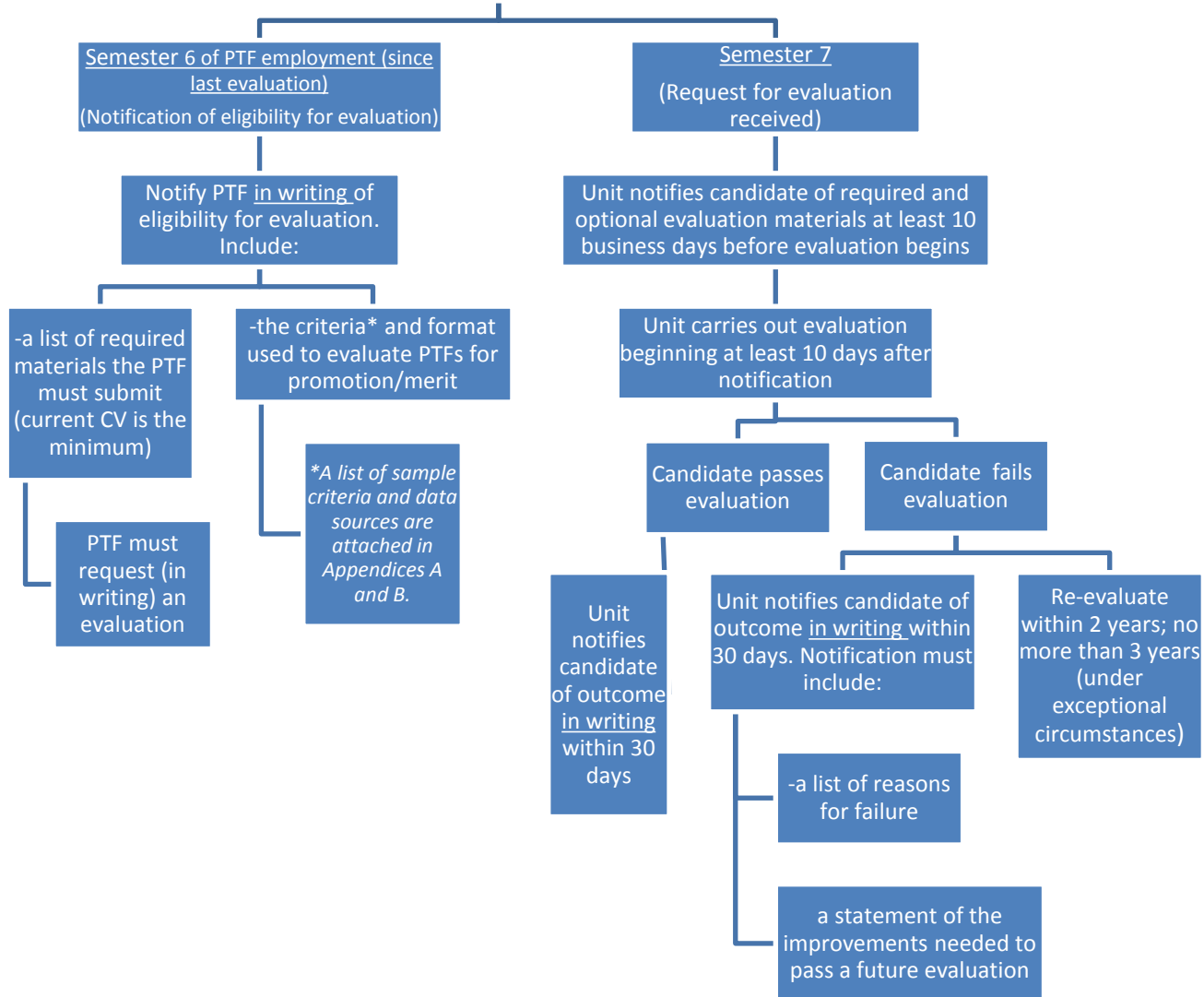
1. Procedures

Preparatory steps within the hiring unit:

- Specify the duties to evaluate for each pool of PTFs. (See Section II for a sample of duties to consider including.)
- Specify the sources of information used to evaluate each duty. (See Section III for a sample of data or information sources to consider including.)
- Establish the relative weight or importance of each duty and source of information.
- Publish the list of duties, information sources, weighting of duties, materials candidates must submit, and flow chart of the evaluation process where PTFs will have easy, open access to the unit's policy.
- Identify and train appropriate evaluators.
- Establish dates for periodic review of the unit's evaluation policy.

The flow chart below lays out the steps required by the UPTF 2012-2016 contract for performance evaluations.

**PTF Evaluation for Promotion (PTF 1, PTF 2)
and Merit Increase (PTF 3)**



2. Duties to be evaluated

The following enumeration of duties is a general guideline and it is recognized that some duties may not be relevant to particular units, particular courses, or particular instructional formats. The intention is to provide a list from which the most relevant items will be chosen.

- a. Teaching excellence (pedagogical soundness, effective implementation, knowledge of content, classroom management, mentoring, accommodation of student learning styles)
 - i. Effective, comprehensible, respectful communication
 - ii. Openness to differing viewpoints
 - iii. Student engagement, interactivity
 - iv. Appropriate use of small groups
 - v. Effective classroom management
 - vi. Quality of course materials and content: syllabi, readings, lecture notes, examinations, etc.
 - vii. Appropriate amount of material covered
 - viii. Organization and clarity of presentations, activities, and instructions
 - ix. Instructor knowledge of course content
 - x. Instructor enthusiasm
 - xi. Appropriate use of instructional technology

- b. Professionalism
 - i. Preparedness for class sessions
 - ii. Respectful, fair, professional interactions with students and colleagues
 - iii. Punctuality, attendance at class meetings and exams
 - iv. Arranging for absences and coverage of classes
 - v. Accurate and fair grading, record keeping, and provision of feedback
 - vi. Adherence to course curriculum and methodology
 - vii. Adherence to course, department, college, and university policies
 - viii. Attendance at training/staff meetings
 - ix. Participation in exam preparation
 - x. Office hours
 - xi. Maintaining/following communications with supervisor and students
 - xii. Present the syllabus early in the semester and adhere to it within reasonable limits
 - xiii. Informing students about available University services

3. Sources of data or evidence to be considered

The following enumeration of sources of data is a general guideline of potential sources of information that can provide evidence of the duties listed in Section II. It is recognized that some sources may not be relevant or available to particular units, particular courses, or particular instructional formats. The intention is to provide a list from which the most relevant items will be chosen.

- a. CV
- b. Classroom observation
- c. Blackboard course sites for courses taught online.
- d. Teaching portfolio
- e. Course materials such as syllabus or agenda, assignments, tests, group projects, culminating assessments, etc.
- f. Optional documentation (e.g., publications, student work, syllabi from past years, printout of grades from past years, participation in professional workshops) for consideration.
- g. Required participation in WSU course-related field trips
- h. SETs
- i. Positive student feedback
- j. Student complaint documentation (i.e., negative feedback)