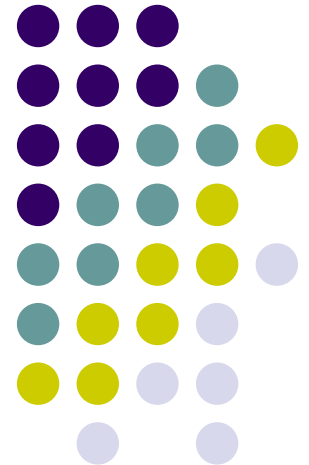


# Performance Evaluation of Part-Time Faculty Teaching

## Orientation and Training

Presented by: Yun K. Kim, Ph.D.  
Assistant Vice President, Research and Evaluation  
Research, Evaluation and Planning  
Fall 2008



# Session Organization

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- Part I -- What's in the new policy?
- Part II -- What must be done in Fall 08?
- Part III – Tools for evaluators

# Part 1: New Policy

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## Performance Criteria:

### A. Knowledge of Subject Matter

- *Two items*

### B. Teaching and Student Learning

- *Four items*

### C. Grading and Assessment

- *Four items*

### D. Professional Conduct

- *Seven items*

# Part 1: New Policy

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## Sources of Information:

1. Representative samples of student work
2. College-wide student evaluation of teaching
3. Classroom observation
4. Review of teaching materials
5. Students' self-assessment of learning
6. Other – prior approval by School Dean



# Part 1: New Policy

## Evaluation Schedule:

New Faculty	36 – 42 hours	51 hours and more
<i>Once within a year</i>	<i>Once during this period</i>	<i>Once every 8 to 10 sem.</i>
<i>Two sources of information</i>	<i>Three sources of information</i>	<i>Three sources of information</i>

# Part 1: New Policy

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Additional Questions?

# Part 2: Activities in Fall 2008



## At Minimum:

- Inform department's part-time faculty
- Evaluate PT faculty who have accrued 36-42 hours of teaching
- Establish evaluation rotation cycle for PT faculty who have accrued 51 and more hours
- Submit to your Dean *(by the end of Fall 08 semester)*
  - Signed copies of completed performance evaluation
  - Evaluation rotation cycle for PT faculty with 51+ hours

# Part 2: Activities in Fall 2008

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- Part-Time Faculty Evaluation Report
  - College's reporting template must be used
  - [Reporting template](#)

# Part 2: Activities in Fall 2008

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Additional Questions?

# Part 3: Tools for Evaluators



## Review of teaching materials:

(collect materials from one course)

- Syllabi 
- Class assignments
- Reading lists
- Quizzes, tests

*Focus on significant instructional materials  
planned/developed by faculty*

# Part 3: Tools for Evaluators

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## Review of teaching materials

(collect materials from one course)

- Benefits and shortcomings 

# Part 3: Tools for Evaluators



## Review of teaching materials

(collect materials from one course)

- **Evaluative checklist –**
  - Overall course goals and learning outcomes are clearly stated in syllabi
  - Learning outcomes are consistent with the official course description and overall goals
  - Each class assignment has stated purpose and clear linkage to learning outcomes
  - Grading standard for each assignment is fully developed and is ready for students
  - Teaching materials, collectively, convey mastery of course contents and faculty's purposeful/mindful planning

# Part 3: Tools for Evaluators

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## Review of teaching materials

Sample Rubric 

# Part 3: Tools for Evaluators



## Representative samples of student work:

(collect exceptional, average, and inadequate samples of student work from a specific assignment along with the assignment's grading standards)

- Benefits and shortcomings 
- Comment assignment vs. individually selected

# Part 3: Tools for Evaluators



## Representative samples of student work:

### Evaluative checklist –

- Purpose(s) of assignment and learning outcomes were clearly stated and communicated to students
- Stated purpose and learning outcomes were (clearly) relevant to the overall goals of the course
- Assignment's grading standards were fully developed and communicated to students
- Evaluator could clearly differentiate 'exceptional,' 'average,' and 'inadequate' levels of student work

# Part 3: Tools for Evaluators

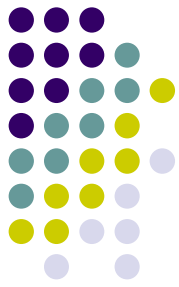
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## Representative samples of student work

Sample Rubric 

# Part 3: Tools for Evaluators





## Classroom Visits/Observation:

- Benefits and weaknesses 
- Two samples 
  - Long Form
  - Short Form
- Columbia's minimum requirement 

# Part 3: Tools for Evaluators




## Student Evaluation of Course and Teaching:

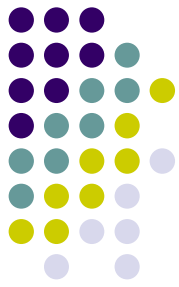
- Benefits and shortcomings 
- Only college-wide tool / structured questionnaire
- 30 items organized into *Student Evaluation of Course* (11 items); *Evaluation of Student Development* (5 items); and *Student Evaluation of Teaching* (14 items)
- Must examine multi-semester data
- Raoul Arreola 

# Part 3: Tools for Evaluators



## Student's self-assessment of course learning outcomes:

- Benefits and shortcomings 
- Could combine with results from the SECT – Part II
- Individualized assistance from REP



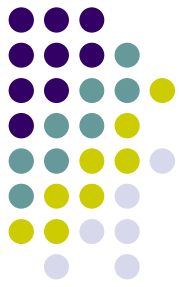
# Part 3: Tools for Evaluators



## Student's self-assessment of course learning outcomes:

	<i>This was covered fully and I feel confident</i>	<i>This was covered fully but I don't feel confident</i>	<i>I can not remember</i>
Learning outcomes #1			
Learning outcomes #2			
Learning outcomes #3			
Learning outcomes #n			

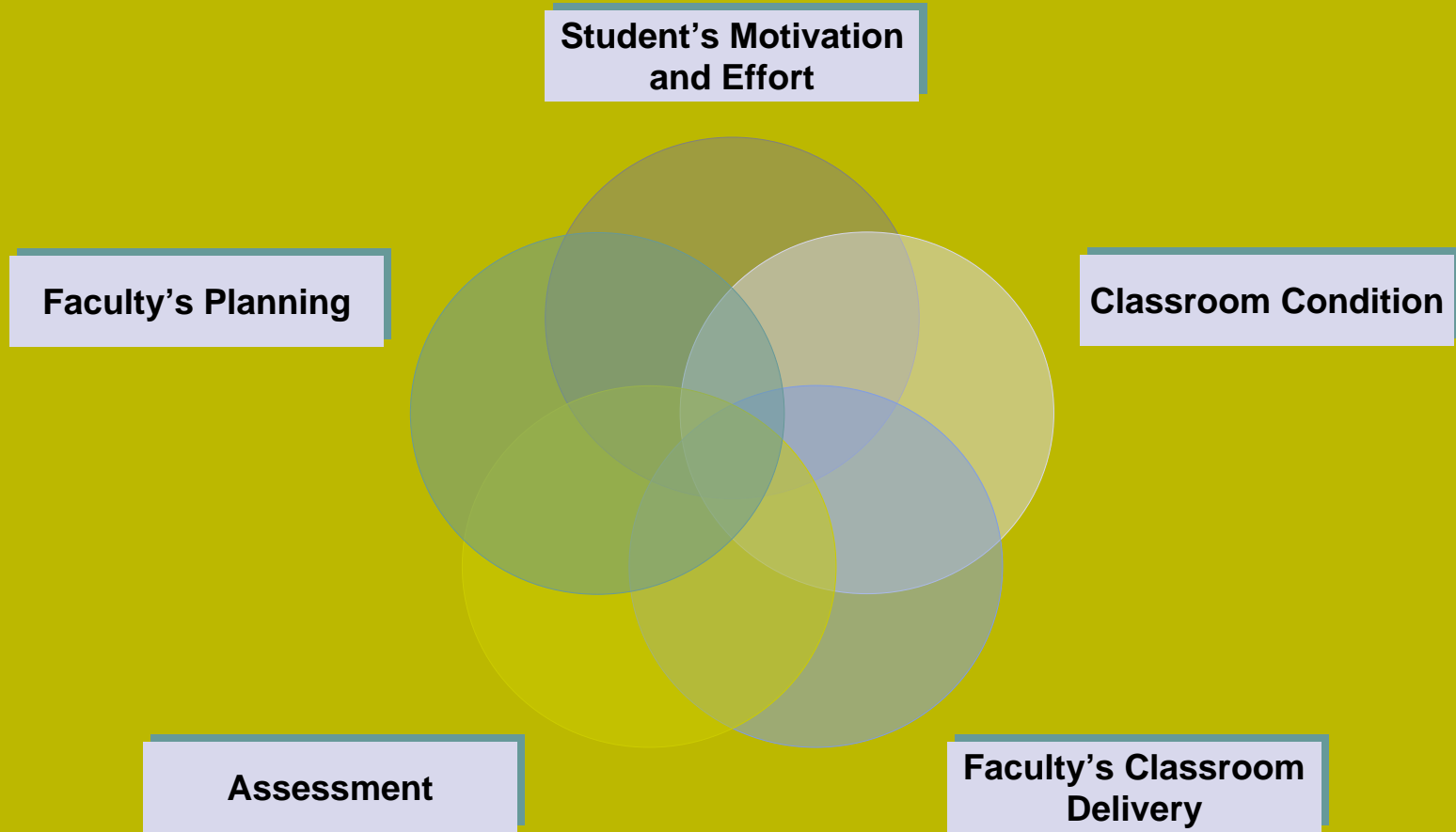
# Additional Handouts

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- **College's Syllabus Template** 
- **Grading rubrics** 
  - <http://ctl.byu.edu/>
  - <http://rubistar.4teachers.org/index.php>

# Teaching and Learning Web



# Part 3: Tools for Evaluators

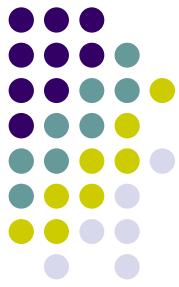
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Additional Questions?

# Internal Supports:

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- **Provost's website**

- Policies and Procedures
  - Adjunct Faculty Procedures and Information
  - FAQ – submit individual questions

[http://www.colum.edu/Administrative\\_offices/Provost/Policies\\_and\\_Procedures.php](http://www.colum.edu/Administrative_offices/Provost/Policies_and_Procedures.php)

- **School Dean's Office**

- **Research, Evaluation and Planning ]**

- Yun K. Kim, [ykim@colum.edu](mailto:ykim@colum.edu), Ext. 7026
  - Departmental workshop