A. Faculty Evaluation Policy

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Policy

1. Adler Graduate School is committed to the selection of highly qualified faculty. We seek to foster the continued development of faculty through regular evaluations and formative ongoing conversations at the program level that focus on professional goals and development needs.
2. Individual faculty members bring different strengths, perspectives, experiences, and talents to their faculty role, and they are members of various programs with varying forms of teaching, scholarship, and service. This policy assures that instructors are current in their disciplines and adept in their teaching roles.
3. Faculty will be evaluated with two evaluations: 1) Faculty Performance Evaluation (Appendix A), and 2) Faculty Teaching Evaluation (Appendix B).
4. Faculty performance evaluations will be conducted on an annual basis, starting from the date of hire.

Procedures

1. Table 1 outlines who is responsible for conducting faculty evaluations.
2. Faculty performance is rated in a Likert scale of 3 = exceeding expectations to 0 = not meeting expectations on the Faculty Performance Evaluation.
3. Faculty teaching is rated as either skilled, competent, or emergent on the Faculty Teaching Evaluation.
4. Full time faculty performance will be evaluated through observation, evaluations, and an examination of a portfolio that demonstrates the faculty member's performance in the areas of teaching, scholarship, and service.
5. Adjunct faculty performance will be evaluated through observations and evaluations that demonstrate the faculty member's performance in classroom teaching and related activities.
6. Evaluation Guidelines:
   a. Evaluations should promote sound educational principles, fulfillment of institutional mission, and effective performance of job responsibilities, so that the education needs of the student, community, and society are met.
   b. Supervisors will use supervisory, and/or classroom observations and student evaluations when evaluating faculty member's classroom performance.
   c. Evaluations shall be constructive so that they help the institution develop human resources and encourage and assist those evaluated to provide excellent service.
7. Where deficiencies in a faculty member's performance are identified, the faculty member is responsible for remedying the deficiencies. The supervisor and faculty member will develop an improvement plan for such deficiencies.
8. All faculty evaluations will be stored by Human Resources in the faculty member's file.

Table 1

	Chairs	**Full-time Faculty**	**Adjunct Faculty**
Evaluation Forms	• Faculty Performance Evaluation (I, II, III) • Faculty Teaching Evaluation	• Faculty Performance Evaluation (I, II, III) • Faculty Teaching Evaluation	• Faculty Performance Evaluation (III) • Faculty Teaching Evaluation
Observers	• Another Chair or Director • Director of Online Education (Moodle online course pages).	• Program Chair or designee • Director of Online Education (Moodle online course pages).	• Program Chair or designee • Director of Online Education (Moodle online course pages).

Appendix A

Faculty Performance Evaluation

Instructor:	Full Time　　　　Adjunct　　　(Circle One)
Evaluator:	Date:

Instructions:

Full Time Faculty:
- Please indicate level of performance by choosing a score if 3, 2, 1, or 0 in sections I. Scholarship, II. Service, and III. Teaching Auxiliary Activities.
- Add comments in comments box at the end of the evaluation.

Adjunct Faculty:
- Please indicate level of performance by choosing a score of 3, 2, 1, or 0 in section III. Teaching Auxiliary Services.
- Add comments in comments box at the end of the evaluation.

	Exceeds Expectations	Meets Expectations	Meets Minimum Expectations	Does Not Meet Expectations
	3	2	1	0
I. Scholarship (Full-time faculty only)				
II. Service (Full-time faculty only)				
III. Teaching Auxiliary Activities				

I. Scholarship			
3	**2**	**1**	**0**
Exceeds level 2 expectations by engaging in **one or more** of the following activities: • Publishing in peer-reviewed journals and book chapters (supported and encouraged). • Organizing and successfully presenting a conference workshop, exhibit, session, or panel considered significant to AGS and/or specialization by peers. • Maintaining active participation/membership in relevant professional activities/associations. • Presenting at AGS at faculty Professional Development trainings and/or the Institute. • Obtaining and maintaining significant professional	Meets minimum expectations (level 1) and engages in **one or more** of the following activities: • Submitting a proposal to present at one professional conference. • Presenting at a non-peer reviewed workshop per year. • Participating in a professional development activity related to the Faculty Development from the previous year. (Professional activities are those	Meets minimum expectations by: • Attending one professional conference and/or workshop per year. • Participating in evaluation of new books/materials for courses.	• Does not meet the minimum expectations defined in level 1.

| certifications. • Holding an office or serving as a member on an active committee or board of a professional organization (i.e., the group met at least once during the year or the position required some work). | activities which contribute to the teaching and/or research capabilities of the faculty member. It must be a documented activity which is approved by the chair.) | | |

II. Service			
3	**2**	**1**	**0**
Exceeds level 2 expectations by engaging in **one or more** of the following activities: • Organizing and successfully leading a committee considered significant by peers. • Contributing to program accreditation/ evaluation processes. • Serving effectively as a program chair and also teaching an overload when necessary. • Effectively chairing an active committee or task force that required a significant amount of time and effort. • Assisting in new student admissions/selection. • Attending graduate admission, orientation, and/or graduation events (Some events may not be geographically applicable to faculty. This should be taken into consideration in evaluation). • Serving in a leadership role for student advising. • Demonstrating social interest and engaging in advocacy activities in the community and/or for the profession. • Serving as a teaching mentor for a college faculty member. This level of mentoring would typically be characterized by a	Exceeds minimum expectations (level 1) by engaging in **one or more** of the following activities: • Being an active member of state's professional organization. • Engaging in community service activities. • Effectively serving on one or more active committees considered significant by peers and Chair (i.e., the group met at least once during the year or that the position required some work). • Provides effective student advising (meeting with a significant number of advisees and providing knowledgeable curricular advice). • Serves in a voluntary capacity at a significant national or regional conference.	Meets minimum requirements by: • Serving on a School work group/committee with a positive evaluation from the Team Leader. • Serving on other approved alternative demonstrating regular attendance at meetings and contributing to the work and activities of the group. • Effectively serving on AGS' committees, as rated by the committee's chair. • Regularly attends program meetings and AGS professional development trainings. • Providing assigned advisees with academic advising that is rated as effective by peers (e.g. meeting with interested students and providing knowledgeable curricular advice).	• Does not meet the minimum expectations defined in level 1.

- close working relationship between the mentor and mentee and require significant time and effort while engaged in a formal and rigorous teaching development process.
- Shares successful instructional techniques with colleagues.
- Developing and successfully delivering a new, standalone course at the request of the department or college in support of the program or college mission.
- Significantly contributing to interdisciplinary curriculum integration, as judged by peers and chair.
- Service to the profession through leadership roles in professional organizations

III. Teaching Auxiliary Activities			
3	2	1	0
Exceeds level 2 expectations by engaging in **two or more** of the activities described in level 2.	Exceeds minimum expectations by engaging in **one** of the following activities: • Showing evidence of continuous improvement of existing course content and delivery for all courses taught as evaluated by department chair and/or peers. • Maintaining an updated teaching portfolio. • Participating in a faculty development initiative focused on teaching improvement requiring low levels of time, effort, or formality. (e.g. 1-hour workshop;	Meets minimum requirements by: • Having an appropriate (as defined by the program and college) syllabus which is distributed 2 weeks prior to the first meeting of the class. • Meeting with the class at the scheduled times and posting on time in online forums. • Incorporating instructional feedback to improve effectiveness. • Incorporating library and online resources into appropriate courses. • Being available in office during posted	• Does not meet the minimum expectations defined in level 1.

	having a colleague watch a class and provide informal feedback, etc.). • Sharing Teaching Best Practices from conferences or workshops with faculty or at a Professional Development Training. • Being available beyond designated office hours to work with students.	office hours unless there is an unavoidable conflict. • Providing appropriate feedback to all assignments in a timely manner. • Submitting course grades in a timely manner. • Submitting attendance in a timely manner. • If teaching online, incorporating current *AGS Polices* and *Online Policies and Procedures* throughout duration of course, to include course preparation, response to posts, and end of course activities (i.e., grading of final project). • Participating in at least 80% (Full-time faculty) of professional development events held at the AGS and/or % based on teaching load.	

Comments (please explain rating)

Faculty Signature   Date

Supervisor Signature   Date

Program Chair: Please return this form to Allison Zapata at allison.zapata@alfredadler.edu.

Appendix B

Faculty Teaching Evaluation

Instructor:	Course:
Observer:	Date:

Observer Instructions:

Full Time and Adjunct Faculty: Please choose either Skilled, Emergent, or Competent by circling the rating under each evaluation category. Please check any examples that you used to inform your rating. Add any comments in the box to include strengths and growth areas.

Evaluation Rubric

Skilled:	Used most of the examples listed, if appropriate
Competent:	Used some of the examples, listed if appropriate
Emergent:	Used 1 or none of the examples listed, if appropriate

I.   Content Knowledge

Skilled	Competent	Emergent

Examples: Please indicate if any were used

_____ Selection of class content worth knowing and appropriate to the course
_____ Provided appropriate context and background
_____ Mastery of class content
_____ Citation of relevant scholarship
_____ Online resources are appropriate to the topic(s) being covered (Online courses).

Strengths/Growth Areas:

II.   Class Organization

Skilled	Competent	Emergent

Examples: Please indicate if any were used

_____ Clear statement of learning goals
_____ Moodle shell mirrors the syllabus, to include appropriate dates and topics being covered (online courses).
_____ Moodle shell follows _Section II: Online Policies and Procedures Manual_ for course organization (online courses)
_____ Establishes a developmental flow for content
_____ Logical sequence

____ Appropriate pace for student understanding
____ Summary

Strengths/Growth Areas:

III.   Varied methods for engagement

Skilled	Competent	Emergent

Examples: Please indicate if any were used

____ In-class writing
____ Analysis of quotes, artifacts
____ Group discussions
____ Debates
____ Case studies
____ Concept maps____ Role plays____ Think aloud problem solving
____ Jigsaws
____ Sharing learner experience
____ Use of technology
____ Use of different online platforms and activities to engage students with different learning styles (online courses)

Strengths/Growth Areas:

IV.   Presentation

Skilled	Competent	Emergent

Examples: Please indicate if any were used

____ Project voice
____ Varied intonation
____ Clarity of explanation
____ Eye contact
____ Listened effectively
____ Defined difficult terms, concepts, principles
____ Use of examples
____ Varied explanations for difficult material
____ Used humor appropriately
____ Presents material in text, audio, and video that is clear and engaging (online courses).

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Strengths/Growth Areas:

V. Teacher-Student Interactions

Skilled	Competent	Emergent

Examples: Please indicate if any were used

____ Effective questioning
____ Warm and welcoming rapport
____ Use of student names
____ Encouraging of questions
____ Encouraging of discussion
____ Engaged student attention
____ Answered students effectively
____ Responsive to student communications
____ Pacing appropriate for student level, activity
____ Restating questions, comments
____ Suggestion of further questions, resources
____ Concern for individual student needs
____ Emotional awareness of student interests and needs
____ Responds to student discussion boards within the Unit (online courses).
____ Engages with all students on discussion boards (online courses).
____ There is evidence of student/teacher interaction outside of the discussion board (online courses)

Strengths/Growth Areas:

VI. Appropriateness of instructional materials

Skilled	Competent	Emergent

Examples: Please indicate if any were used

____ Content that matches course goals
____ Content that is rigorous, challenging
____ Content that is appropriate to student experience, knowledge
____ Adequate preparation required
____ Handouts and other materials are thorough and facilitated learning
____ Audio/visual materials effective

Strengths/Growth Areas:

VII.   **Student engagement**

Skilled	Competent	Emergent

Examples: Please indicate if any were used

____ Student interest
____ Enthusiasm
____ Participation
____ Student-to-student interaction

Strengths/Growth Areas:

VIII.   **Multicultural and Social Justice Competence/Inclusion**

Skilled	Competent	Emergent

Examples: Please indicate if any were used

____ Creates safe environment for expression of thoughts
____ Invites expression of different worldviews
____ Provides scenarios that challenge majority worldview
____ Appropriately supports the expression of controversial worldviews
____ Models openness to feedback during discussions (including online discussion boards)

Strengths/Growth Areas:

IX.   **Adlerian Theory**

Skilled	Competent	Emergent

Examples: Please indicate if any were used

____ Integrates Adlerian content into lesson
____ Applies Adlerian theory to classroom management (ex: sense of significance, contribution, encouragement, goals of misbehavior)

Strengths/Growth Areas:

X. **In-class, formative assessment practices**

Skilled	Competent	Emergent

Examples: Please indicate if any were used

_____ Background knowledge probes, muddiest point exercises, defining features matrix and other "classroom assessment techniques"
_____ Ungraded in-class writing exercises, such as minute papers
_____ Discussions
_____ Questions
_____ Instant surveys
_____ Includes activities throughout the course that demonstrates measurement of learned material (online courses)

Strengths/Growth Areas:

_____   _____
Faculty Signature   Date

_____   _____
Observer Signature   Date

Observer: Please return this form to the Program Chair.
Program Chair: Please return this form to Allison Zapata at allison.zapata@alfredadler.edu.