PROCESS FOR EVALUATION OF PART-TIME FACULTY IN HONORS

The Honors College places high value on student-centered learning and innovative, thoughtful pedagogical practice for all of its instructors. In that context, the review and evaluation of teaching not only fulfills a contractual mandate (UMS-PATFA Agreement, Article 9), but also functions as a developmental process that can help identify pedagogical strengths and areas that require improvement; this process can also connect faculty to supports and resources from which they may benefit as they work to continuously improve their teaching and student learning.

Thus, following the mission of the Honors College and stipulations of the PATFA contract, part-time faculty in Honors will be evaluated at these points in their service:

- A probationary review in the second semester of teaching for the Honors College; this review is begun in the first semester and completed in the second.

- During the fourth semester of teaching and every fourth semester of teaching thereafter. Unless there are concerns that would justify a full review, these reviews will be streamlined for adjunct instructors who have taught eight or more semesters in Honors *and* who have previously received satisfactory Honors reviews.

- Adjunct instructors not otherwise scheduled for review may be evaluated as needed, for example, when teaching a given course for the first time, or teaching in a new delivery format (e.g., in-person rather than remote, or vice versa).

As stipulated by the PATFA bargaining agreement, the evaluation will result in an overall finding of "satisfactory," "needs improvement," or "unsatisfactory." Satisfactory performance is "defined to mean the part-time unit member has successfully met or exceeded all departmental requirements and expectations as outlined in the academic department's/unit's evaluation criteria and has no pattern of adverse materials in his/her personnel file within the preceding four (4) semesters of employment" (UMS-PATFA Agreement, Article 9). Further information about evaluation outcomes can be found in the contract, Article 9.

The criteria for a satisfactory review in the Honors College are as follows:

1) **Successful instruction**, which would broadly include student-centered practices, appropriate use of technology, innovative teaching strategies, commitment to diversity and inclusion, and students achieving the learning outcomes/objectives of your course(s). Successful instruction is assessed by a review of materials/artifacts such as course syllabi, Brightspace integration and/or class management strategies, student work, a class visit, a reflective statement, and the results of student evaluations.

2) **Adherence to University requirements** for syllabus content, and fulfillment of responsibilities, including those detailed in the UMS-PATFA Agreement, Article 13.

3) **Adherence to course objectives,** as defined by the Honors College, by current

course descriptions, and by the appropriate administrator (course coordinator, for example).

4) **Participation in course-relevant curriculum activities** (e.g. discussing collaborative components of the course with other faculty; group norming and assessment activities).

5) **No pattern of adverse materials in the personnel file** within the preceding semesters.

We value the professional activities of our adjunct colleagues. Note, however, that part-time appointments do not carry service, research, scholarly or creative responsibilities, and such activities are not required for satisfactory evaluation.

GENERAL POLICIES AND PRACTICES

- The Office of Human Resources and/or the Honors College will notify those adjunct faculty who are up for review according to the PATFA schedule.
- Reviews will be carried out by members of the Honors College's regular AFUM faculty.
- The chair of the Honors College Peer Committee will assign one of the AFUM faculty to carry out the review; the faculty member will be notified of the pending review and assigned a reviewer, normally during the first month of the semester.
- Upon completion of the observation and review of all submitted materials and available teaching evaluations, the faculty reviewer will prepare a letter, which will be shared with the AFUM faculty. Recognition of innovation, efforts toward inclusion, and student-centered-practices will be coupled with suggestions for improvement and connections to University resources focused on educational development. The review letter will provide an overall assessment and make a recommendation to the dean regarding the extent to which the faculty member is or is not meeting Honors College expectations for successful teaching, as outlined above.
- Upon reviewing the letter and submitted materials, the dean will make a final determination of performance ("Satisfactory," "Needs Improvement," "Unsatisfactory, as per the PATFA bargaining agreement) and convey the finding, along with the peer reviewer letter, to the faculty member. Faculty members who receive a "Needs Improvement" assessment will be given specific suggestions for improvement and will be required to demonstrate improvement in the next semester of teaching.
- The adjunct faculty member will have the right to respond in writing within two weeks of receiving the evaluation letter. This response will be added to the personnel file.
- The Dean of the Honors College will forward the finding and the faculty review letter, along with any response from the faculty member, to the Office of Human Resources for inclusion in the official personnel file.

PROCESS FOR PROBATIONARY REVIEW

New instructors will have the opportunity to meet with the chair/co-chair of the Peer Committee in the first semester of Honors teaching to discuss the process, Honors College expectations, the instructor's pedagogical approach, etc.

The review process aims to collect artifacts and evidence of teaching practices from multiple perspectives, including students, peers, and the faculty member themselves. The list below represents these various sources of evidence and perspectives.

Artifacts/materials: The faculty member will provide the following:

- A current *CV* (including, where relevant, any professional development activities completed)
- Syllabi for each different course taught
- A recent assignment or assignment sequence from each different course taught
- A description of the process by which formative feedback is provided to students, along with 3-4 samples representing the instructor's approach to feedback to student work at various skill levels
- A reflective statement on Honors teaching: what has worked, what didn't work, what the instructor plans to do differently the next time, and what additional support from the department might help the instructor to succeed. This reflection should consider student evaluations from the first semester of Honors teaching.

Observation: A class visit will be arranged, normally in the second month of the semester. The assigned reviewer and one additional faculty member will participate in the observation.

One-on-one meeting: While a one-on-one meeting is not required, either the faculty member or the reviewer may request a meeting to discuss the classroom visit and submitted materials.

PROCESS FOR FOURTH-SEMESTER REVIEW

Note: The fourth-semester review is a cumulative review, covering the work of the four semesters (fall and spring only) since the previous review.

The review process aims to collect artifacts and evidence of teaching practices from multiple perspectives, including students, peers, and self. The list below represents these various sources of evidence and perspectives.

Artifacts/materials:

The faculty member will provide:

- A current *CV* (including, where relevant, any professional development activities completed or new skills acquired)
- A list of Honors College courses taught during the four-semester review

period, organized by semester

- Syllabi for each different Honors course taught during the review period; e.g. if you taught HON 111 in two different fall semesters, include both syllabi
- A recent assignment or assignment sequence from the honors course most frequently taught
- A description of the process by which formative feedback is provided to students, along with 3-4 samples representing the instructor's approach to feedback to student work at various skill levels
- A reflective statement on the teaching during the review period: what worked, what didn't work, what the instructor plans to do differently the next time, and what additional support from the department might help the instructor to succeed. This reflection should consider available student evaluations.

Observation: A class visit will be arranged, normally in the second month of the semester. The assigned reviewer and one additional faculty member will participate in the observation.

One-on-one meeting: While a one-on-one meeting is not required, either the faculty member or the reviewer may request a meeting to discuss the classroom visit and submitted materials.

PROCESS FOR STREAMLINED REVIEW:

An AFUM member will review the following artifacts/materials provided by the faculty member under review:

- A current *CV* (including, where relevant, any professional development activities completed or new skills acquired)
- A list of Honors College courses taught during the review period, organized by semester
- The most recent syllabus for each different honors course taught during the review period
- A recent assignment or assignment sequence from the honors course most frequently taught
- A reflective statement on the teaching during the review period: what worked, what didn't work, what the instructor plans to do differently the next time, and what additional support from the department might help the instructor to succeed. This reflection should consider available student evaluations.

Note: When multi-section honors courses are among those taught, the reviewer will confer with appropriate course coordinators or administrators to confirm that the faculty member has adhered to course objectives and participated in course committee meetings, assessment activities, etc. The reviewer will also examine full results of student evaluations.

PROCESS FOR FIRST TIME WITH A NEW COURSE

The first time any adjunct faculty member teaches a specific course or teaches a

familiar course using a new delivery method, the faculty member may be reviewed on that course following a process similar to that for the probationary review at the request of the College or the faculty member.