

# Adjunct Faculty Teaching Self-Assessment Form

Academic Year \_\_\_\_\_ Session \_\_\_\_\_

This evaluation form should be completed for every adjunct faculty member on an annual basis.

Adjunct Faculty Member: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Course Code: \_\_\_\_\_

Course Title: \_\_\_\_\_

	Meeting Expectations	Progressing Toward Expectations	Does not Meet Expectations	Adjunct Notes	Reviewer Notes
<b>Instructor Engagement and Teaching Practices</b>	Engagement through weekly announcements to students is meaningful and contributes to the learning experience	Engagement through announcements to students could be enhanced and/or could provide more substantive information	Missing and/or very minimal contribution in the area of announcements to students		
	Engagement through facilitation of weekly student discussion is individualized, timely, and enhances the learning experience	Engagement through facilitation of weekly student discussion could be enhanced to contribute to the learning experience	Engagement through facilitation of weekly student discussion includes general and/or inconsistent feedback; is untimely, and lacks contribution to the learning experience		
	Grading and feedback of student assignments is on-time and meaningful	Grading and feedback of student assignments could be more individualized/targeted and/or falls outside of the 96 hour grading requirement	Grading and feedback of student assignments is not individualized, is missing, and/or extremely untimely		
	Uses technology (Canvas, KP Data, instructor videos) to enhance instruction and student learning experience	Use of technology is demonstrated but could be improved	Use of technology is low quality and/or missing		
	Demonstrates knowledge of the subject matter and explains it superbly to stimulate student engagement	Demonstration of subject matter expertise could be better leveraged to support student learning	Does not contribute knowledge of subject matter		
<b>The Adjunct should use this space to provide other evidence of best practices in teaching and learning, using technology applicable to higher education, and area of subject matter expertise and/or scholarship:</b>					
<b>Date of Adjunct's notes:</b>			<b>Date of Review's notes:</b>		
<b>Adjunct's Initials:</b>			<b>Review's Initials:</b>		

	Meeting Expectations	Progressing Toward Expectations	Does not Meet Expectations	Adjunct Notes	Reviewer Notes
<b>Student Support</b>	Responds to student emails/messages within 24 hours	Timeliness of student correspondence (24 hour requirement) could be improved	Does not meet 24 hour requirement for student correspondence; requires advising and/or program director intervention		
	Appropriate use of early alert for student outreach/support	Early alert system used but proper protocol for reaching out to student directly before submitting the form not followed	Early alert system not used for students that are absent/failing during the first week of class		
	Appropriate escalation to online support, advising, disability services, and other student support services	Demonstrates interest in supporting students but direction needed from Program Director and/or Lead Faculty to escalate to online support, advising, disability services, and other student support services	Inappropriate and/or no escalation to online support, advising, disability services, and other student support services		
	Highly engages in supporting students in usage/understanding of learning technology in course	Adequately supports students in usage/understanding of learning technology in course	Does not support students in usage/understanding of learning technology in course		
	Demonstrates respect for individual and socio-cultural differences among students, including learning styles, language backgrounds, and educational needs	Respect for individual and socio-cultural differences among students, including learning styles, language backgrounds, and educational needs could be enhanced/improved	Disrespectful communication for individual and socio-cultural differences among students, including learning styles, language backgrounds, and educational needs		
	Maintains effective and professional rapport with students, in accordance with university's mission of empowerment	Rapport with students could be improved to better align with university's mission of empowerment	Maintains antagonistic or unprofessional rapport with students, which goes against the university's mission of empowerment		
	<b>The Adjunct should use this space to provide other evidence of student support, especially culturally responsive teaching:</b>				
	<b>Date of Adjunct's notes:</b>		<b>Date of Review's notes:</b>		
<b>Adjunct's Initials:</b>		<b>Review's Initials:</b>			

	Meeting Expectations	Progressing Toward Expectations	Does not Meet Expectations	Adjunct Notes	Reviewer Notes
<b>Policies and Procedures</b>	Appropriate application of the attendance policy with minimal oversight	Knowledge of the attendance policy	Incorrect application of attendance policy		
	Appropriate application of the incomplete policy with minimal oversight	Knowledge of incomplete policy	Incorrect application of incomplete policy		
	Appropriate application of the academic integrity policy with minimal oversight	Knowledge of academic integrity policy	Incorrect application of academic integrity policy		
	Appropriate application of the late work policy with minimal oversight	Knowledge of late work policy	Incorrectly applies late work policy		
	Appropriate procedure followed for the submission of course feedback form with relevant/applicable recommendations for improvement and/or specific guidance on positive elements in the course	Knowledge of course feedback form	Course feedback form protocol not followed; curricula comments submitted via email instead of submitting the form		
	<b>The Adjunct should use this space to provide other evidence of university policies and procedures usage/awareness:</b>				
<b>Date of Adjunct's notes:</b>			<b>Date of Review's notes:</b>		
<b>Adjunct's Initials:</b>			<b>Review's Initials:</b>		

**Summary of Strengths**

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**Summary of Areas for Development**

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<b>Date of Adjunct's notes:</b>		<b>Date of Review's notes:</b>	
<b>Adjunct's Initials:</b>		<b>Review's Initials:</b>	

Final signatures of mutual agreement between the Adjunct and Reviewer:

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REVIEWER AT  
THE AMERICAN WOMEN'S COLLEGE  
ONE-DAY-A-WEEK COLLEGE  
BAY PATH UNIVERSITY

\_\_\_\_\_  
ADJUNCT FOR  
THE AMERICAN WOMEN'S COLLEGE  
ONE-DAY-A-WEEK COLLEGE  
BAY PATH UNIVERSITY

DATE:

DATE: