### Adjunct Faculty Evaluation Form

**Department:** Humanities and Fine Arts  
**Faculty Member:** ________________  
**Class Observed:** ________________  
**Date:** ________________

<table>
<thead>
<tr>
<th>Teaching Components</th>
<th>Excellent 10 pts.</th>
<th>Superior 9 pts.</th>
<th>Average 8 pts.</th>
<th>Below Avg. 7 pts.</th>
<th>Poor 0 pts.</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Classroom Preparation 10%</td>
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<tr>
<td>B. Presentation &amp; Management 30%</td>
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<tr>
<td>C. Content 20%</td>
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<td>D. Documentation Self-Evaluation 20%</td>
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<tr>
<td>E. Student Perception 20%</td>
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#### Preparation

- Class objectives are clearly defined by instructor prior to class
- Written materials or other handouts are ready for distribution
- Audio-Visual materials are ready for display with proper equipment in place
- Instructor has a definite plan of lecture/demonstration/review/Q&A
- In-class activities are outlined prior to class beginning
- Instructional area is accommodating as a learning environment

#### Presentation and Classroom Management

- Instructor is punctual
- Enthusiasm for subject matter is obvious
- Instructor serves as stimulus for students to remain on task
- Material is presented in a clear and concise manner
- Audio-Visual materials are skillfully presented and relevant
- Students are encouraged to participate in class discussion
- Activities are carried out with clear intent
- Instructor adheres to college policies in classroom operation
- Instructor communicates with students in clear language
- Text material is used as reference only during classroom activities
- Instructor displays professional behavior at all times
Content

- Faculty is knowledgeable on specific subject matter
- Faculty demonstrates expertise in question/answer/discussion phase
- Topics of relevance are covered in class
- Faculty alludes to literature in the field of as guide for student research
- Critical evaluation of subject matter is encouraged by faculty
- In-class activities are designed as a way to achieve course objectives
- Scholarly research beyond classroom lecture is obvious

Documentation (to be supplied at conference with Department Chair)

- Faculty supplies course syllabus, course information sheets, text supplements and outlines are available as well as descriptions of AV materials, research projects and special assignments
- Faculty retains copies of exams, tests, quizzes, other written assignments
- Faculty prepares a bulleted synopsis of all activities connected with instructional design, classroom augmentation, performances, and other positive classroom activities to demonstrate statements concerning classroom activities

Student Perception Survey Average Score: ____________

- An average score of 9.5—10 equals excellent
- An average score of 9.0—9.4 equals superior
- An average score of 8.0—8.9 equals average
- An average score of 7.5—7.9 equals needs improvement
- An average score of 7.0—7.4 equals poor

Peer Observation:

- Instructor begins and ends class on time
- Lesson has structure and is obviously planned
- Instructor allows free and open discussion
- Instructor is enthusiastic concerning subject matter
- Material is presented in clear language
- Instructor uses examples to clarify points in lecture or discussion

Definitions:

<table>
<thead>
<tr>
<th>Excellent:</th>
<th>Far exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior:</td>
<td>Exceeds expectations</td>
</tr>
<tr>
<td>Average:</td>
<td>Works at expectations</td>
</tr>
<tr>
<td>Below Avg:</td>
<td>Needs improvement in one or more areas</td>
</tr>
<tr>
<td>Poor:</td>
<td>Clearly does not meet expectations</td>
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</tbody>
</table>

*Total Weighting of Teaching Components: 80% of Summative Evaluation*