



Evaluation of Part-time Faculty in WGS

Following the stipulations of the Bargaining Agreement between the University of Maine System and the Part-time and Temporary Faculty Association (PATFA), part-time faculty in WGS will be evaluated at these points in their service:

1. A probationary review in the second semester of teaching, before the faculty members becomes a member of the bargaining unit. In the WGS program, this review is begun in the first semester and completed in the second.
2. During the fourth semester of teaching, and every fourth semester of teaching thereafter. See the UMS-PATFA Agreement, Article 9, for details.
3. Faculty not otherwise scheduled for review will also be evaluated when teaching a given course for a first-time or teaching in a new delivery format (e.g., in-person rather than online or vice versa).

As provided in the UMS-PATFA Agreement, the evaluation will result in an overall finding of “satisfactory” or “not satisfactory.” 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).

WGS’ criteria for a satisfactory review are as follows:

1. Successful instruction, as assessed by review of materials such as course syllabi and student work, a class visit, a reflective statement, and the results of student evaluations as detailed below.
2. Adherence to University requirements for syllabus content, and fulfillment of responsibilities detailed in the UMS-PATFA Agreement, Article 13.
3. Adherence to course objectives and program learning outcomes, as defined by current course descriptions, and the appropriate administrator (program director).
4. Participation in curricular development and assessment activities for multi-section courses, such as Pedagogy Meetings. Meetings will be scheduled at times when most people can attend.
5. No pattern of adverse materials in the personnel file within the preceding semesters.

General Policies, Practices, & Timeline - PROBATIONARY FACULTY & NEW COURSE

The probationary review for adjunct faculty begins in the first semester of teaching in WGS and is completed in the second semester.

The director will provide each new faculty member with a copy of the review policy at the time of hire. The director will notify the instructor of the pending evaluation, normally during the first month of the semester. As soon as possible, the director will meet informally with the faculty member to answer any questions about the process and to learn more about the faculty member's background and approach to teaching.

The faculty member will be asked to provide the following materials to the director:

- 1) The most recent syllabus for each different course taught
- 2) A sample assignment from each different course taught
- 3) Selected papers showing the instructor's feedback to student work at various skill levels
- 4) A reflective statement after the course has ended, as described below

A class visit will be arranged in the second month of the semester. After the visit, the director will schedule a brief meeting with the faculty member to discuss the visit and other materials submitted.

After the semester has ended, when student evaluations have become available, the instructor will be asked to provide a brief reflective statement (no more than two pages) on their teaching during the review period: what worked, what didn't work, what the instructor plans to do differently in the future, and what additional support from the program might help the instructor succeed.

The review letter will be completed as soon as possible after evaluations and the reflective statement have become available. Suggestions for improvement will be offered in regard to any issues identified.

Should concerns arise, the faculty member may be asked to meet with the appropriate administrator to discuss these concerns and develop a plan to address them.

Completed reviews will take the form of a letter, normally no longer than two pages. The letter will be copied to the PATFA member and to the personnel file.

The PATFA member will have the right to respond in writing within two weeks of receiving the review. This response will be added to the personnel file.

The director will forward the letter, along with any response from the PATFA member, to the Office of Human Resources.

General Policies, Practices, & Timeline - FOURTH SEMESTER REVIEW

As stipulated in the PATFA-UMS Agreement, all PATFA faculty are evaluated in the fourth semester of teaching for the unit and every fourth semester thereafter.

The fourth semester review is a cumulative review, covering the work of the semesters since the previous review.

Early in the review semester, the director will carry out the review. The director will meet with the faculty member before the review begins, to clarify the process and discuss any concerns.

The faculty member will be asked to provide the following materials to the director:

- 1) A list of courses taught during the review period, organized by semester
- 2) The most recent syllabus for each different course taught during the review period
- 3) A sample assignment from each different course taught
- 4) Selected papers showing the instructor's feedback to student work at various skill levels
- 5) A reflective statement after the course has ended (no more than two pages) on their teaching during the review period: what worked, what didn't work, what the instructor plans to do differently in the future, and what additional support from the program might help the instructor succeed

The director will evaluate the materials submitted, as well as the personnel file and the results of student evaluations. A class visit will be arranged, normally in the second month of the semester. After the visit, the director will meet with the faculty member to discuss the class session and materials submitted.

Completed reviews will take the form of a letter, normally no longer than two pages. The letter will be copied to the PATFA member and to the personnel file.

The PATFA member will have the right to respond in writing within two weeks of receiving the review. This response will be added to the personnel file.

The director will forward the letter, along with any response from the PATFA member, to the Office of Human Resources.

Principles of Effective Teaching

Adapted from research by M. Adams (2016), K. Bain (2004), K.A. Feldman (1976, 1988), M. Hildebrand (1971), W.J. McKeachie (2002), and L.B. Nilson (2003)

Prepared and Organized	<ul style="list-style-type: none"> · Plans for the semester, the unit, the week, the day's activities · Provides a syllabus containing student learning outcomes, objectives, bibliography, assignments, homework, schedule, special requirements, grading, guidelines
Clearly Communicates	<ul style="list-style-type: none"> · Shares information in a clear, understandable manner · Capable of reducing knowledge to its simplest components · Ties information together · Relate theory, principles, and concepts to practical application · Makes objectives available and clear · Answers questions completely and freely · Gives feedback regularly and in a manner that helps students learn · Explains criticism
Stimulating Style	<ul style="list-style-type: none"> · Presents material/concepts in ways that are interesting and involving · Reinforces major points with meaningful referent, example, or illustration · Relates material to the students' world · Relates material to actual experiences in real life · Focuses on learning that will remain a permanent part of one's life and will be repeatedly used outside of class · Develops the desire to want to know · Spends time getting students excited to learn
Command of the Subject	<ul style="list-style-type: none"> · Knowledge in the content area(s) · Current and up-to-date in the field · Can demonstrate and illustrate the important aspects of the field · Points out the contrasts and implications of various theories and principles · Summarizes to aid learning and retention of material

Dynamic Enthusiasm

- Excited about teaching and shows it
- Sincerely interested in the subject matter
- Makes learning a pleasurable experience
- Exudes a positive attitude
- Uses enthusiasm to foster student excitement about the subject