



Adjunct Faculty Evaluation Form for Term _____ Year _____ (Choose one)

Instructions for Adjunct Faculty: Using the scale below, please complete the Instructor Self Evaluation column and return the form to your Academic Supervisor. Your supervisor will fill out his/her part of the form, sign it, and return to you for signature. Please sign it, make a copy for your records, and return the original to your Academic Supervisor.

Instructions for Academic Supervisors: Please retain a copy of this evaluation in your department files.

Instructor: _____ Courses taught: _____

Department: _____ Campus: _____

Instructor's self-evaluation	Scale (numeric value)	Academic Supervisor's evaluation
My performance exceeds expectations in this area.	(4)	The instructor exceeds expectations in this area.
My performance meets expectations in this area.	(3)	The instructor meets expectations in this area.
My performance is below expectations in this area.	(2)	The instructor's performance is below expectations in this area.
My performance is unsatisfactory in this area.	(1)	The instructor's performance is unsatisfactory in this area.

Performance criteria for <u>ALL</u> Adjunct Instructors	Instructor's self evaluation	Supervisor's evaluation
1. Teaching performance - Instructor treats students with respect, shows enthusiasm, encourages questions, and demonstrates flexibility in dealing with diverse learning styles. For on-line courses, instructor is prepared for the entire term when classes begin.		
2. Coverage of course content - Instructor covers information in the approved course outline, gives fair tests that apply to course content, effectively presents material to students, communicates high expectations for student performance by giving relevant and challenging assignments, sets clear course deadlines and adheres to those deadlines, etc.		
3. Classroom enrichment - Instructor participates in and requires students to participate in focused and meaningful discussions; assigns challenging projects and tasks that require active learning and critical thinking.		
4. Support of student - Instructor provides help to students outside of class through office hours or e-mail; responds to email, discussion postings and phone messages within established time standards*; and encourages students to seek assistance when needed. (*On-line faculty - see <u>eCampus Instructional Performance Targets</u>)		
5. Associated administrative duties and behavior - Instructor understands and follows college and department policies and procedures, gives adequate notification when substitutes are needed, attends mandatory college or department meetings, treats colleagues and college staff with respect, turns in required documentation and grades on time, etc.		
6. Professional development/ training – Instructor provides documentation of eight contact hours of professional development completed within the last two years that demonstrates competency in teaching and/or discipline-specific topics. Check below the type(s) of professional development <u>completed within the last two years</u> . <input type="checkbox"/> Completed graduate or upper-division undergraduate coursework, earning one or more official college credits in areas relevant to education, technology or discipline-specific topics; <input type="checkbox"/> Completed coursework to meet licensure and/or certification requirements related to college employment; <input type="checkbox"/> Completed a continuing education course relevant to education, technology or discipline-specific topics; <input type="checkbox"/> Attended professional education activities, e.g., seminars, workshops, conferences or lectures; <input type="checkbox"/> Taught graduate or upper-division undergraduate courses at a regionally accredited college or university, courses that are not part of the St. Petersburg College curriculum; <input type="checkbox"/> Completed development of a new or existing course (face-to-face, blended or online); <input type="checkbox"/> Completed, co-authored or fully revised discipline-related publications including a text, workbook, article in a refereed journal or materials related to instructional strategies; <input type="checkbox"/> Completed creative work, such as research or development of products, appropriate to the academic and scholastic setting of discipline; <input type="checkbox"/> Other academic supervisor-approved activities, (specify) _____		

7. Overall effectiveness as a member of the SPC Teaching Team.		
Totals:	Instructor's total _____	Supervisor's total _____

Instructor's comments (Please add any comments or suggestions you wish. Continue on additional pages, as needed.)

Academic Supervisor's comments (It is mandatory to explain any of the criteria that need improvement. Continue on additional pages, as needed.)

_____ Date: _____
Academic Supervisor's signature

Instructor's signature: _____ Date: _____
 (Your signature indicates that you have read the Academic Supervisor's rating and comments, but does not imply you agree or disagree with them.)

Dean's signature: _____ Date: _____

Provost's signature: _____ Date: _____

ST. PETERSBURG COLLEGE FACULTY CREDENTIAL EVALUATION FORM (one per teaching discipline)

Instructor is: Full-time Adjunct Supplemental
 Last name _____ First name _____ Employee ID # _____ Beginning term I II III
 Acad. org. _____ List start date _____ Term # _____

Teaching discipline reference number _____ Teaching discipline title _____
 All SPC courses to be taught in this teaching discipline _____

> Attach list if needed

Degree(s)/Payroll status (exactly as listed on transcripts)	Institution	Date Degree awarded - MM / YYYY	Discipline/Major
<input type="checkbox"/> Associate's degree	_____	_____	_____
<input type="checkbox"/> Bachelor's degree	_____	_____	_____
<input type="checkbox"/> Bachelor's + 62	_____	_____	_____
<input type="checkbox"/> Master's degree	_____	_____	_____
<input type="checkbox"/> Master's + 30	_____	_____	_____
<input type="checkbox"/> Doctorate	_____	_____	_____

List additional coursework if not part of degree completion, needed to meet requirements in teaching discipline: Example: 9 gsh, History, USF; 9 gsh History, FSU

> (If applicable, a complete course-by-course foreign credential evaluation by a certified member organization of the National Association of Credential Evaluation Services (<http://www.naces.org/>) must be attached to this credential form.)

> List required licensure(s)/certification(s), if applicable _____

Industry-related work experience: Begin/End date _____ Employer, City, State _____ Job title _____

(Must apply to subject being taught as required by teaching discipline)

Academic credential information (to be obtained from the transcripts submitted):

Subject area (taken from list in teaching discipline)	Course prefix	Course number	Course title	Term Credit hours *	Institution
TOTAL:					
For most disciplines, at least 18 graduate hrs per term are required Use attachment if needed					

* (1 quarter hour = .667 of an hour per term)

> Explanation of courses listed above (i.e., **undergraduate course** if included as part of 18 gsh, or **directed study/research, special topics**):

> If instructor assigned to SPC developmental courses, identify: Teaching experience in a discipline related to the teaching assignment
 List teaching site(s): _____
 Name of institution _____ City _____ State _____

Or identify: Graduate training in remedial education

List training: _____
 Course title _____ Name of institution _____ City _____ State _____

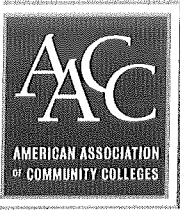
To be checked off for all faculty hires:

- Based on the candidate's written Philosophy of Education statement and the interview, I have judged the oral and written communication skills to be satisfactory.
- I certify that I have completed credentialing using official transcripts.
- I certify that I have completed credentialing using unofficial transcripts and that official transcripts have been ordered.

To be checked if specific for teaching discipline:

- Demonstrated competency in technology and/or research.
- College Success Skills training completed (for SLS 1101, SLS 1106, SLS 1501, SLS 0003).

Program Director/ Instructor-In-Charge _____ Date _____ Dean/Provost/VP Baccalaureate _____ Date _____
 Academic Chair/Coordinator _____ HR representative's initial _____ Date _____



2012 COMMUNITY COLLEGE FEDERAL LEGISLATIVE PRIORITIES

FUNDING PRIORITIES

Preserve the Current Appropriated Pell Grant Maximum Without Limiting Student Eligibility

Pell Grants assist roughly 3.5 million low- and moderate-income community college students each year by helping cover tuition, books and equipment, and living expenses. Total aid to community college students exceeds \$11 billion annually. Last year, the \$5,550 maximum grant was preserved, but only by limiting student eligibility, including ending aid for those who lack a high school diploma or GED. Pell Grants expand access and enhance completion for community college students. Congress must keep this program whole.

Maintain the Community College and Career Training Grant Program (TAACCCT)

Community colleges have received the first round of funding through the Trade Adjustment Assistance Act Community College and Career Training Grant Program. The program will deliver high quality training to TAA-eligible and other workers. Designed to encourage innovation in program structure and generate new cooperative agreements between institutions and business, the program has three more dedicated years of funding. Community colleges urge Congress to ensure that those funds remain available.

Support the Community College to Career Fund

The President has proposed a three-year, \$8 billion program to enhance the role of community colleges in closing the skills gap. The program would bolster community college training activities while ensuring that hard-to-serve populations are not left behind. The program would emphasize the need for business, education, and government to work hand-in-hand to meet evolving economic needs. Community colleges support this bold proposal.

The Carl D. Perkins Career and Technical Education Act

The Basic State Grant helps community colleges improve their career and technical education offerings that lead to high-demand, high-skilled occupations. The program has tight accountability standards. Congress should preserve funding for the Basic State Grants.

Institutional Aid Programs

Investments in direct institutional aid to colleges that serve disproportionate numbers of minority, low-income and first-generation college students are critical, particularly given state funding reductions. Congress should continue its support for the Strengthening Institutions program, Hispanic Serving Institutions, Asian American and Native American Pacific Islander Serving Institutions, Tribal Colleges, and Predominantly Black Institutions.

Workforce Development

American businesses are facing a shortage of workers with the requisite skill levels. The Workforce Investment Act's job training and adult basic education programs provide workers, particularly those with little means or skills, with the education and training they need to meet this growing demand.

Science, Technology, Engineering, and Math (STEM)

The National Science Foundation's Advanced Technological Education (ATE) program is a pillar of support for community college STEM programs that are developed in conjunction with businesses in nanotechnology, alternative energy, advanced manufacturing, and many others.

LEGISLATIVE PRIORITIES

Enhance and Make Permanent the American Opportunity Tax Credit (AOTC)

The American Opportunity Tax Credit (AOTC) is a critical element of support to students and families paying for college expenses, and should be made permanent. In addition, AOTC should be altered so Pell Grant recipients at community colleges qualify for the credit. A streamlining of student financing tax provisions is highly desirable.

Provide \$5 Billion for Community College Infrastructure

President Obama has proposed \$5 billion for community college infrastructure and modernization. This funding is included in the “Fix America’s Schools Today” or FAST Act, introduced in the House and Senate as H.R. 2948 and S. 1597, respectively. Community college facilities are in demand but deferred maintenance has grown during the economic downturn. Congress should provide these badly needed resources.

Ensure That Any Changes to Higher Education Programs Work For Community College Students

President Obama has advanced a series of far-reaching proposals related to college affordability and effectiveness. The proposals primarily involve states and institutions but they would greatly impact students. Community colleges welcome new federal commitments to their success, but want to ensure that they do not result in unwarranted federal involvement in higher education policy, financing and governance. Provisions to shore up state support for community colleges are especially welcome.

Strengthen Workforce Development

Congress should reauthorize the Workforce Investment Act (WIA) this year, prioritizing the role community colleges play in delivering education and training to America’s workers and businesses. Job training and adult basic education must be better integrated and emphasize the attainment of postsecondary credentials. WIA should not allow governors to consolidate Perkins CTE funds into a larger workforce investment fund. Additionally, the Adult Education and Family Literacy Act (AEFLA) is a critical component of solving the national issue of adult literacy. Community colleges serve as key providers and, in some cases, as state administrators of AEFLA funding. Support for this program should be enhanced.

Help Community Colleges Serve Veteran Students

Community colleges need additional support in their essential and traditional role of providing support to veterans as well as active duty service members. Congress should ensure that veterans receive comprehensive counseling and related services about all educational options and fund the Centers of Excellence for Veterans Success in the Higher Education Opportunity Act.

Pass the Development, Relief and Education for Alien Minors (DREAM) Act

The Development, Relief and Education for Alien Minors (DREAM) Act provides a path to legal status for thousands of undocumented students who were brought to this country as children, worked their way through high school, and now face an uncertain future. The DREAM Act returns to the states the decision of whether to extend in-state tuition to undocumented students. The DREAM Act has bipartisan support and the legislation should be enacted now.

Improve the Elementary and Secondary Education Act (ESEA)

As Congress reauthorizes this key education statute, it needs to consider the critical role that community colleges play in supporting the nation’s K-12 system. Community colleges look to partner with the federal government to offer more dual enrollment programs and early college high schools, and they also play an enhanced role in teacher preparation. Additionally, Congress should focus on effective implementation of national college and career readiness standards that will help reduce the need for remedial education and improve student time-to-degree.