**FPC 1a: Chair’s or Dean’s Evaluation of the Adjunct Professor**  (rev Fall 2021)

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| Name of Adjunct Faculty Member:  |  |

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| School/Department: |  |

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| --- | --- |
| Dean/Chair: |  |

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| Class Type:[[1]](#footnote-1) | [ ]  f2f | [ ]  Online | [ ]  Hybrid | [ ]  HyFlex |

Definitions

f2f: In person instruction.

Online: All instruction is provided virtually.

Hybrid: Partial Instruction occurs in person and part online.

HyFlex: Courses are delivered synchronously both in person and online.

**A. Teaching Effectiveness and Course Syllabus – Planning & Preparation**

4 = Exemplary 3 = Expected 2 = Improvement Plan Needed

1 = Unacceptable NA = Unable to observe

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| **Chair’s/Dean’s****Evaluation** | **Observable Indicator** |
| 4 3 2 1 NA | Prepared and organized instruction |
| 4 3 2 1 NA | Appropriate and creative use of a variety of pedagogical strategies (e.g. lecture, discussion, case study, group work, simulation, writing, group edit, problem solving, use of models, use of illustrations/stories, “clicker” response, class outing, etc.) |
| 4 3 2 1 NA | Appropriate and helpful use of technology (e.g. eClass [LMS], PowerPoint, posts link to Zoom lectures or presentations, models, diagrams, examples, computer simulations, video clips, etc.) |
| 4 3 2 1 NA | Appropriate course outcomes are listed on the syllabus and have matching learning activities and assessments. |

**Comments:**

**B. Teaching Effectiveness – Teaching-Learning**

4 = Exemplary 3 = Expected 2 = Improvement Plan Needed

1 = Unacceptable NA = Unable to observe

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| **Chair’s/Dean’s****Evaluation** | **Observable Indicator** |
| 4 3 2 1 NA | Students understand the expected outcomes of each class session and objective(s) which they should expect to master |
| 4 3 2 1 NA | Uses class time efficiently, demonstrating appropriate pacing of instructional activities |
| 4 3 2 1 NA | Checks for understanding throughout the session (either by asking questions, using “clickers,” one-minute papers, or some other technique) before proceeding to the next point or subject. |
| 4 3 2 1 NA | Active engagement of students in the teaching-learning transaction |
| 4 3 2 1 NA | Encourages students’ responses by affirming them, elaborating or building on them, and by calling on students by name. |
| 4 3 2 1 NA | Exhibits, and expects from students, fairness and respect for all students, regardless of gender, race, ethnicity, age, or religious background. |
| 4 3 2 1 NA | The class session offers a good balance of higher cognitive (analysis, synthesis, & evaluation) and lower cognitive (knowledge, comprehension, & application) levels; teaching the “Why?” as well as the “What?” |
| 4 3 2 1 NA | The class session inspires curiosity for the subject. |
| 4 3 2 1 NA | The professor expects, and models, respect between and among students, allowing expression of various viewpoints and questions. |
| 4 3 2 1 NA | The class is managed in a way that minimizes distractions and “off-task” behaviors  |

**Comments:**

**C. Teaching Effectiveness – Follow-up & Support; Biblical Foundations of Faith & Learning**

4 = Exemplary 3 = Expected 2 = Improvement Plan Needed

1 = Unacceptable NA = Unable to observe

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| **Chair’s/Dean’s****Evaluation** | **Observable Indicator** |
| 4 3 2 1 NA | Follow-through on class-related responsibilities (e.g. returns student work promptly, turns in grades before deadline) |
| 4 3 2 1 NA | Provides an atmosphere of Christian nurture inside and outside the classroom. |
| 4 3 2 1 NA | Appropriately presents class material in harmony with an Adventist Biblical Christian worldview. |

**Comments:**

1. **Institutional Support; Relationship with Colleagues and Students**

4 = Exemplary 3 = Expected 2 = Improvement Plan Needed

1 = Unacceptable NA = Unable to observe

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| **Chair’s/Dean’s****Evaluation** | **Observable Indicator** |
| 4 3 2 1 NA | Support of institutional mission and goals |
| 4 3 2 1 NA | Supportive and helping relationships with students |
| 4 3 2 1 NA | Positive and appropriate relationships with colleagues |
| 4 3 2 1 NA | Positive and appropriate relationships with supervisors |

 **Comments:**

**E. Research, Scholarly, or Creative Works & Professional Development (optional)**

4 = Exemplary 3 = Expected 2 = Improvement Plan Needed

1 = Unacceptable NA = Unable to observe

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| **Chair’s/Dean’s****Evaluation** | **Observable Indicator** |
| 4 3 2 1 NA | Investigative studies or creative works |
| 4 3 2 1 NA | Professional presentations (listed on http://library.southern.edu/faculty/achieve) |
| 4 3 2 1 NA | Publications (listed on http://library.southern.edu/faculty/achieve) |
| 4 3 2 1 NA | Annual attendance at professional meetings |
| 4 3 2 1 NA | Journal/research reading other than preparation for classes |

 **Comments:**

**F. Online, Hybrid, or HyFlex**

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| --- | --- |
| **Chair’s/Dean’s****Evaluation** | **Observable Indicator** |
| 4 3 2 1 NA | Timely communication with students (responds to emails within 24 hours, posts weekly course-related announcements, actively engages in discussion forums, provides timely grading and feedback, etc.) |
| 4 3 2 1 NA | Course alignment (course objectives, module objectives, learning materials, and assessments are measurable and aligned)  |
| 4 3 2 1 NA | eClass course design (module outline, intuitive flow, clear instructions, visually appealing, working links) |
| 4 3 2 1 NA | Community building (teacher presence, collaborative work, etc.) |
| 4 3 2 1 NA | Accessibility (accessible text and images in files, webpages, documents, video captions, etc. and easily navigated by all learners) |

**Comments:**

The evaluation rankings and comments I have indicated above are based on personal observations of the adjunct faculty member as well as on information provided to me by students and others. I affirm that they accurately reflect my best understanding of this adjunct faculty member’s performance at this date.

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| Signature of Dean or Chair |  | Date |

I have reviewed this report and discussed my evaluation with my dean/chair. I am aware I may add my written comments to this record to ensure fair representation of my perspective regarding the evaluations written above.

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| Signature of Adjunct Faculty Member |  | Date |

1. Complete Section F for Online, Hybrid, and HyFlex Courses [↑](#footnote-ref-1)