**FPC 1a: Chair’s or Dean’s Evaluation of the Adjunct Professor**  (rev Fall 2010)

Name of Adjunct Faculty Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School/Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean/Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A. Teaching Effectiveness – 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. PowerPoint, models, diagrams, examples, computer simulations, video clips, etc.) |

**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 the 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; Integrating 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 from a Christian standpoint  |

**Comments:**

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

4 = Exemplary 3 = Expected 2 = Improvement Plan Needed

1 = Unacceptable NA = Unable to observe

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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:**

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