# SOUTHERN ADVENTIST UNIVERSITY
# PROFESSIONAL PORTFOLIOS FOR RELIGION FACULTY

Office of Academic Administration
Revision of February 2005
Updated 02 February 2006
Updated 11 June 2008
Updated 18 February 2009
Updated 19 February 2013
Updated 10 February 2014
Updated 09 November 2020
Updated 21 December 2021

**Purpose:**

Southern Adventist University is primarily a teaching institution. While research, scholarly activities, and community service are also highly valued, the greatest attention is given to effective teaching that enhances student learning.

The use of professional portfolios is intended to facilitate both ongoing faculty development and periodic evaluation. As a professional development tool, construction of one's portfolio is designed to encourage self-reflection, peer coaching and evaluation, careful analysis of student feedback, and open conversations between the faculty member and his or her department chair or school dean. As a result of these inputs, the faculty member may become more aware of his or her successes and effectiveness in helping students learn. Additionally, the professor may discover areas in his or her professional performance that may benefit from additional attention.

The professional portfolio also reflects multiple perspectives, collected over time, that enable academic administration and the Faculty Promotions Committee to make more careful decisions regarding promotion in rank and in employment levels. For this reason, professors will be asked to submit an updated professional portfolio whenever they are eligible for advancement in employment level or promotion to the next category of academic rank. If the professor is at the highest level of academic rank and employment level, he or she will be asked to submit a portfolio for a review on a 5-year cycle.

**Instructions:**

The contents of the portfolio should provide a picture of the professor's development and effectiveness over time, but the most recent five years should receive special focus. Professors may find it helpful to update their portfolios at the end or the beginning of each academic year as a part of their Professional Development by Objectives (PDO) process.

Portfolios may be presented in various forms, but a dossier that is clipped with a binder clip would be appropriate. Including page numbers and providing a table of contents is helpful for easy reference to the various components of the portfolio. It is preferred that three-ring binders, plastic page covers, and "cute" embellishments or decorations be avoided for this professional portfolio. Since four members of the Faculty Promotions Committee will review your portfolio, **you will need to submit four hard copies of your portfolio to the Office of Academic Administration, an electronic copy to eparker@southern.edu, and a hard copy to your dean/chair**.

The following components should be included in the following order:
*Please use this as a checklist prior to submitting your portfolio.*

1. A current curriculum vitae containing the following components, in the order listed.
    a. Professional directory information (not personal or family information).
    b. Degrees earned, listed from most to least recent.  For a doctoral degree also list dissertation title and dissertation advisor.
    c. Awards and recognitions.
    d. Teaching and/or administrative experience, indicating calendar years for each, listed from most to least recent.
    e. Campus committee memberships, current and past, indicating years of service for each committee.
    f. Research, scholarly activities, professional performances related to discipline, publications, and professional activities. List in categories, from most to least recent.
    g. Service activities
        i. List memberships on community boards and committees.
        ii. Church boards, committees, and offices
        iii. Other service related to your discipline, such as consultations and volunteer activities that help the community through your professional expertise.

2. An essay describing your teaching philosophy.  Minimally, the philosophy statement must address the following in separate sections:
    a. Beliefs and assumptions about the purpose of teaching and learning at a Seventh-day Adventist Christian university, including your personal alignment with the following:
        • Fundamental Beliefs of the Seventh-day Adventist Church
        • Code of Pastoral Ethics
        • Code of Ethics for Seventh-day Adventist Educators
        • Academic and Theological Freedom and Accountability statement
        • Methods of Bible Study document
    b. Beliefs and assumptions about students and students' needs.
    c. Beliefs and assumptions about how you can best facilitate student learning including how to best teach to various student learning styles.

3. A self-assessment considering your:
    a. Teaching effectiveness. – Provide an analysis of teaching effectiveness.  Include in this analysis the following areas of evidence.
        • Student performance
            o Standardized exams
            o Projects, internships, accomplishments
            o Employment in field, admission to graduate school
            o Other
        • Student perceptions – Comments on course evaluations
            o It is expected that an analysis of teaching effectiveness will carefully consider comments and observations made through student evaluations of teaching. Both affirmations and areas of concern should be addressed, and responses to concerns should be included.  Do not be defensive or worry about individual comments.  Pay attention to patterns and trends across courses, within courses, and longitudinally for individual courses.

- Peer evaluations
    - Trends in scores
    - Specific comments and observations
- Dean's or chair's evaluations and/or comments
- Evaluation of how well you apply your own philosophy of education, including your alignment with the items listed in section 2a above
- Evaluation of how you responded to recommendations made in the most recent portfolio evaluation letter from the promotions committee
- NOTE: It is highly recommended that the professor have at least one class session video taped and include his or her analysis of the videotape in this section. It is not necessary to include the tape itself.
    b. Contributions to the students, the department/school, the university, and the community.
    c. Scholarship and professional contributions.

4. A description of professional development goals. It is expected that these will result, in part at least, from the prior analyses.
    a. Immediate
    b. Five-year
    c. Long-term

5. The department chair's or school dean's evaluation checklist (FPC-1 form attached) *and* a letter of evaluation and recommendation from the chair or dean.

6. Student course evaluation results:
    a. A table (FPC-2a form attached) summarizing students' course evaluations since the past portfolio was presented. This form is automatically generated by logging in to "My Access," then choosing "Academics" from the list, and then "Course Evaluation." You will need to change the semester to the most recently completed semester to see the "Five-Year Report" tab.
    b. Photocopies of course evaluation results, along with students' typed comments, for two previous semesters. Individual course reports are available at the same location as under section "a" above. Click on each course in the two most recent fall/winter semesters and then click on "download PDF report for this course."
    c. *Print these in landscape so that all three columns of scores will be printed.*

6. Three peer evaluations (FPC-3 form attached) by colleagues (full-time teaching faculty) selected by the person preparing the professional portfolio.
    a. One evaluation (in addition to the one provided by the chair or dean) from a colleague within one's department or school.
    b. Two or more evaluations from full-time faculty members in other departments or schools.

7. Most recent prior letter from the promotions committee if any.

**FPC-1R : Chair's or Dean's Evaluation of the Professor**  (rev Fall 2021)

Name of Faculty Member: _____

Present Academic Rank _____ Step: _____

School/Department: _____

Dean/Chair: _____

Class Type:[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 & Advising Effectiveness – Planning & Preparation

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 | 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:**

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[1] Complete Section H for Online, Hybrid, and HyFlex Courses

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

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 | 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 & Advising Effectiveness – Follow-up & Support

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 | Follow-through on class-related responsibilities (e.g. returns student work promptly, turns in grades before deadline) |
| 4  3  2  1   NA | Availability to students during posted office hours (minimum 8 hours per week) and by e-mail or phone as appropriate |
| 4  3  2  1   NA | Effective and timely student advising – technical advising regarding courses and requirements |
| 4  3  2  1   NA | Effective and timely student advising – professional advising regarding student's goals, career, and university experience |

**Comments:**

## D.  Teaching & Advising Effectiveness – Integrating faith & learning

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 | Commitment to Seventh-day Adventist Fundamental Beliefs and unique prophetic mission |
| 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 an Adventist Biblical Christian Worldview |
| 4  3  2  1   NA | Advises students in the context of seeking Christ's will in their lives |

**Comments:**

### E. Research, Scholarly, or Creative Works & Professional Development

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:**

### F. Contribution to the University, the Community, and the Church

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 | Participation on department/school and university committees |
| 4  3  2  1   NA | Attendance at scheduled university meetings and other sponsored activities |
| 4  3  2  1   NA | Community service activity and civic engagement |
| 4  3  2  1   NA | Church service activity |

**Comments:**

## G. Collegiality

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 | 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 |
| 4  3  2  1   NA | Assumes reasonable share of departmental responsibilities |

**Comments:**

## H. Online, Hybrid, or HyFlex

| 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:**

**I.    Portfolio Prepared**

_____    Yes.    Submitted to Office of Academic Administration on    _____ .
                                                                                        Date

_____    No.    Plan to submit on    _____ .
                                                            Date

_____    Not needed this year

Academic Rank Recommended to Faculty Promotions Committee by Dean or Chair

_____    Level:    _____

The evaluation rankings and comments that I have indicated above are based on personal observations of the 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 faculty member's performance at this date.

_____    _____
Signature of Dean or Chair                                            Date

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

_____    _____
Signature of Faculty Member                                          Date

**FPC-2a:** **Report of Course Evaluation – Item #2 (This is available online)**
The instructor is effective in teaching the subject matter.

| Course Number | S 06 | F 06 | W 07 | Su 07 | F 07 | W 08 | Su 08 | F 08 | W 09 | Su 09 | F 09 | W 10 | Su 10 | F 10 | W 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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**FPC-2b:**   **Report of Course Evaluation – Item #6 (This is available online)**
The instructor stimulates intellectual curiosity.

| Course Number | S 05 | F 05 | W 06 | Su 06 | F 06 | W 07 | Su 07 | F 07 | W 08 | Su 08 | F 08 | W 09 | Su 09 | F O9 | W 10 |
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**FPC-2c:**     **Report of Course Evaluation – Composite Score (This is available online)**
Composite scores for responses to items # 1 - 13.

| Course Number | S0 5 | F 05 | W 06 | Su 06 | F 06 | W 07 | Su 07 | F 07 | W 08 | Su 08 | F 08 | W 09 | Su 09 | F O9 | W 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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**FPC-3a:  Peer Evaluation Form**


Professor_____


Peer Evaluator_____


The evaluator should base his or her comments on first-hand observations of the professor's teaching. At least one full class session should be observed. Observation of two sessions will provide even a better snapshot of the professor's teaching. A peer conference is strongly encouraged following the last classroom visit in order to clarify observations and to engage in collegial discussion regarding the application of effective teaching practices.


Course Number/Title_____

Evaluation Dates                Time of Day                Students Present


_____          _____          _____


_____          _____          _____



     **4 = Exceptional     3 = Expected     2 = Improvement Plan Needed     1= Unacceptable**


   1.  Organization of presentation:                                                     4  3  2  1

      Comments:_____

      _____

      _____



   2.      Explanations of subject matter:                                               4  3  2  1

      Comments:_____

      _____

      _____

**4 = Exceptional     3 = Expected     2 = Improvement Plan Needed     1= Unacceptable**

3.    Ability to present alternate explanations:                                    4  3  2  1

Comments:_____

_____

_____

4.    Use of examples and illustrations:                                           4  3  2  1

Comments:_____

_____

_____

5.    Professor's enthusiasm:                                                       4  3  2  1

Comments:_____

_____

_____

6.    Student interest/engagement in presentation:                         4  3  2  1

Comments:_____

_____

_____

7.    Integration of faith and learning:                                          4  3  2  1

Comments:_____

_____

_____

8.     Overall teaching effectiveness:                                      4  3  2  1

       Comments:_____

       _____

       _____




General Observations:













We hereby affirm that we discussed this evaluation and the observed class periods on the date indicated.

_____          _____
Teaching Professor's Signature                                                    Date

_____          _____
Observing Professor's Signature                                                   Date