

## Georgia College School of Nursing Tenure-Track Faculty Evaluation Checklist

**Directions:** This checklist is designed to assist in preparation of your self-evaluation narrative for the annual performance evaluation. Please review this list carefully prior to writing your narrative to ensure that you include all important facts. This list is based on the College of Health Sciences *Philosophy, Policy & Procedures for Faculty Performance Appraisal* document. You do *not* need to include evidence regarding the minimal “fully acceptable” expectations for faculty, such as creation of syllabus, preparing lessons, or developing exam items. Evidence for meeting the criterion for “commendable” and “excellent” must be provided. The evaluation period that should be addressed for this evaluation is based on the previous calendar year (spring, summer, fall semesters) only.

Note: It is expected that all faculty, regardless of rank, will perform the minimum teaching, scholarship, and service activities as listed below to earn a “Fully Acceptable” rating on the annual performance evaluation. Missing activities listed as minimum requirements will earn a rating of “Unsatisfactory” or “Needs Improvement”. Activities completed beyond these requirements as listed below are to be used in your self-evaluation to earn a rating of “Commendable” or “Excellent”.

<b>Category: Minimum Teaching, Scholarship, and Service Activities</b>	
<b>Teaching</b>  <b>All are required</b>	<input type="checkbox"/> Prepare for classes <input type="checkbox"/> Attend classes <input type="checkbox"/> Grade student assignments <input type="checkbox"/> Complete course report using template <input type="checkbox"/> Self-reflection and course changes are documented based on student evaluations
<b>Scholarship</b>  <b>All are required</b>	<input type="checkbox"/> Incorporate evidence-based teaching methods into classes <input type="checkbox"/> Minimum of one Scholarship of Teaching and Learning activity per year <input type="checkbox"/> Terminal Degree earned if applicable <input type="checkbox"/> All current information is entered into Digital Measures <input type="checkbox"/> Curriculum Vitae is printed from Digital Measures and attached to evaluation
<b>Service</b>  <b>All are required</b>	<input type="checkbox"/> Attend NFO Meetings <input type="checkbox"/> Attend NFO Sub-Committee Meetings <input type="checkbox"/> Attend CoHS Meetings <input type="checkbox"/> Attend at least one graduation ceremony per year <input type="checkbox"/> Attend School of Nursing Celebration Ceremony
<b>Category: Teaching (See Benchmarks for Commendable or Excellent)</b>	
1.1 Demonstrate professionalism and collegiality such that he/she has a reputation as a “good citizen” of the unit, college, and university  <b>Commendable (1)</b> <b>Excellent (&gt;1)</b>	<input type="checkbox"/> Private communication (emails, letters, cards from peers, colleagues, students) <input type="checkbox"/> Public communication and recognition, such as news article or informal presentation <input type="checkbox"/> Formal mentorship and orientation of new faculty.
1.2 Develop course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation	<input type="checkbox"/> Active participation in major course revision or new course planning (beyond routine planning) <input type="checkbox"/> Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences.

<p><b>Commendable (1)</b> <b>Excellent (&gt;1) or any starred* item</b></p>	<p><input type="checkbox"/> Development of new contracts or community clinical partnerships</p> <p><input type="checkbox"/> Proposal development for a new course</p> <p><input type="checkbox"/> Utilization of formal peer evaluation to improve course(s)</p> <p><input type="checkbox"/> Award for teaching excellence received*</p>
<p>1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods</p> <p><b>Commendable (2)</b> <b>Excellent (&gt;2)</b></p>	<p>Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as:</p> <p><b>High Impact</b></p> <p><input type="checkbox"/> Service Learning (registered with the University)</p> <p><input type="checkbox"/> Study Abroad</p> <p><input type="checkbox"/> Student-faculty research</p> <p><input type="checkbox"/> Collaborative assignments and projects</p> <p><input type="checkbox"/> Diversity/global learning</p> <p><input type="checkbox"/> Simulation development utilizing NLN Standards with student evaluation of the simulation experience</p> <p><b>Creative Teaching Strategies</b></p> <p><input type="checkbox"/> Writing across the curriculum</p> <p><input type="checkbox"/> Speaking to Learn</p> <p><input type="checkbox"/> Reader's Theater</p> <p><input type="checkbox"/> Flipped Classroom</p> <p><input type="checkbox"/> Problem-based learning (new problem development)</p> <p><input type="checkbox"/> Case study development</p> <p>Uses best practices in designing course within LMS</p> <p><input type="checkbox"/> Course is Quality Matter Certified</p> <p><input type="checkbox"/> Learning management system reflects best practices (peer review required)</p> <p><input type="checkbox"/> Other – you will need to define and evaluate</p>
<p>1.4 Engage in curriculum or program planning design, revision, and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements</p> <p><b>Commendable (2)</b> <b>Excellent (&gt;2)</b></p>	<p><input type="checkbox"/> Curriculum content mapping to outcomes and professional standards</p> <p><input type="checkbox"/> Active participation in curriculum, evaluation, and assessment committee</p> <p><input type="checkbox"/> Documented course revision based on student feedback and outcomes</p> <p><input type="checkbox"/> Participation in elements of program evaluation or self-study such as writing a self-study, progress and planning reports, etc.</p> <p><input type="checkbox"/> Participation in multi-course teams to improve curriculum</p> <p><input type="checkbox"/> Other– you will need to define and evaluate</p>
<p><b>Category: Scholarship and Professional Development (See Benchmarks for Commendable or Excellent)</b></p>	
<p>2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship</p> <p><b>Commendable (1)</b> <b>Excellent (&gt;1) or any starred* item</b></p>	<p><input type="checkbox"/> Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication</p> <p><input type="checkbox"/> Grant award for research</p> <p><input type="checkbox"/> Reviewed or invited presentation at professional conference or public lecture on scholarly topic</p> <p><input type="checkbox"/> Award for scholarship excellence received*</p>
<p>2.2 Review or editing of scholarly work and professional consulting</p>	<p><input type="checkbox"/> Evidence of editing or review of books, creative activities, professional journal, conference presentations</p> <p><input type="checkbox"/> Mentorship of undergraduate student research</p>

<b>Commendable (1)</b> <b>Excellent (&gt;1)</b>	<input type="checkbox"/> Mentorship of graduate student research <input type="checkbox"/> Summary or communication documenting consultation contribution
2.3 Acquisition and maintenance of professional credentials  <b>Commendable (1)</b> <b>Excellent (2) or any starred* item</b>	<input type="checkbox"/> Professional certification earned* <input type="checkbox"/> Professional certification maintained <input type="checkbox"/> Maintains clinical competency in area of clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand clinical expertise <input type="checkbox"/> Attendance at conference/training or completion of online training to expand teaching expertise
<b>Category: Service (See Benchmarks for Commendable or Excellent)</b>	
3.1 Service to the Institution or University System of Georgia  <b>Commendable (1)</b> <b>Excellent (&gt;1) or any starred* item</b>	<input type="checkbox"/> Chair, Secretary or special assignment in School of Nursing committee <input type="checkbox"/> Chair, Secretary or special assignment in College of Health Sciences committee <input type="checkbox"/> Active participation in University-Wide committee such as Senate, Faculty Recognition, etc. <input type="checkbox"/> Active participation in University Senate sub-committee <input type="checkbox"/> Active participation in campus programs of short duration, such as circle leader, research conference, training, others <input type="checkbox"/> Active participation in councils or task forces <input type="checkbox"/> Major coordinator role (no course reduction or extra compensation) such as School of Nursing Accreditation, CoHS International Coordinator, GCANS. <input type="checkbox"/> Award for service excellence received*
3.2 Service to the Profession  <b>Commendable (1)</b> <b>Excellent (&gt;1)</b>	Involvement <sup>1</sup> in professional organizations such as: <input type="checkbox"/> Committee membership <input type="checkbox"/> Leadership role <input type="checkbox"/> Board of Directors <input type="checkbox"/> Task force <input type="checkbox"/> Conference planning <input type="checkbox"/> Accreditation site-visitor <input type="checkbox"/> Other _____
3.3 Service to the community as a professional or a citizen <sup>2</sup>  <b>Commendable (1)</b> <b>Excellent (&gt;1)</b>	<input type="checkbox"/> Participation in a community non-profit organization or governmental agency in a capacity that requires professional nursing expertise. Participation may include committee membership, leadership role, member of Board of Directors, or task force member <input type="checkbox"/> Leadership in a professional organization performing a service to the community <input type="checkbox"/> Delivery of direct nursing care or educational services requiring nursing expertise to a community organization <input type="checkbox"/> Involvement in any community service as a citizen (something that does not require nursing expertise)

<sup>1</sup> Involvement should be documented as activities beyond maintaining membership

<sup>2</sup> Citizen service is not considered as important as service as a professional

## Georgia College School of Nursing

### Faculty Evaluation Reflection

**Directions:** This reflection is designed to assist in preparation of your self-ratings on the annual performance evaluation. Please provide thoughtful, brief summaries for each question. Reflection should be limited to activities accomplished within the past evaluation period only, and should *not include* *minimum* teaching, scholarship, and service activities.

1. Did you meet last year's goals? How? Limit 250 words

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2. Specify areas where you think you have exceeded job requirements (explain with examples from the checklist). Limit 250 words

1.1 Demonstrate professionalism and collegiality such that he/she has a reputation as a "good citizen" of the unit, college, and university
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
1.2 Develop course materials and pre-course planning documents that demonstrate effective planning and develops measures to assess instructional design and implementation
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery methods
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
1.4 Engage in curriculum or program planning design, revision, and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
2.3 Review or editing of scholarly work and professional consulting
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
2.4 Acquisition and maintenance of professional credentials
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
3.1 Service to the Institution or University System of Georgia
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
3.2 Service to the Profession
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE
3.3 Service to the community as a professional or a citizen
DISCUSS YOUR EXAMPLES FROM CHECKLIST HERE

3. What do you consider to be your major work accomplishments (i.e. your shining star moment) since your last review?  
Limit 250 words.

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4. Based on analysis of all your SRIS course evaluations (complete table below), please discuss your plans for improving your current teaching practices. Limit 250 words.

Semester/Course	SRIS Excellent Teacher Rating	SRIS Excellent Course Rating
Average Rating	INSERT AVERAGE	INSERT AVERAGE

5. What skills or new knowledge would you like to develop to improve your performance? Limit 250 words.

6. List two professional goals for next year and identify measurement that you would like to use to determine if you have met these goals. How can GC/SON help you achieve these goals? Limit 250 words.

**School of Nursing Overall Faculty Performance Evaluation**

Name \_\_\_\_\_ Calendar Year \_\_\_\_\_

Faculty Rank \_\_\_\_\_

<b>CoHS T&amp;P Critical Element Equivalent Teaching</b>	<b>Self-Evaluation U/NI/FA/C/E*</b>	<b>Director's Evaluation U/NI/FA/C/E*</b>
1.1 Demonstrate professionalism and collegiality such that one has a reputation as a "good citizen" of the unit, college, and university.		
1.2 Course Development Develops course materials and pre-course planning documents that demonstrate effective planning. Develops measures to assess instructional design and implementation.		
1.3 Demonstrates responsiveness to learner needs through reflective innovation in course delivery.		
1.4 Engage in curriculum or program planning, design revision and/or program evaluation to reflect current trends in evidence-based educational practice or accreditation requirements		

<b>CoHS T&amp;P Critical Element Equivalent Scholarship</b>	<b>Self-Evaluation U/NI/FA/C/E*</b>	<b>Director's Evaluation U/NI/FA/C/E*</b>
2.1 Development and dissemination of knowledge through any of Boyer's four forms of scholarship. Knowledge may take the form of empirical, historical, basic, applied, conceptual, theoretical, or philosophical scholarship.		
2.2 Review or editing of scholarly work and professional consulting.		
2.3 Acquisition and maintenance of professional credentials and training.		

<b>CoHS T&amp;P Critical Element Equivalent Service</b>	<b>Self-Evaluation U/NI/FA/C/E*</b>	<b>Director's Evaluation U/NI/FA/C/E*</b>
3.0 Service to the School of Nursing		
3.1 Service to the Institution or the University System of Georgia		
3.2 Service to the Profession		
3.3 Service to the Community (as a professional)		

\* **U = unsatisfactory; NI = needs improvement; FA = fully acceptable; C = commendable; E = excellent**

**Director's Comments**

Faculty performance has been reviewed, and faculty development has been discussed.

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director, School of Nursing

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean, CoHS

\_\_\_\_\_  
Date