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

**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 Non-Tenure Track Faculty Performance Appraisal and Promotion* 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, and 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".

| Category: Minimum Teaching, Scholarship, and Service Activities  |   |  |  |  |
|--|---|--|--|--|
| Teaching   | Prepare for classes   |  |  |  |
| S  | Attend classes  |  |  |  |
| All are required   | Grade student assignments                                   |  |  |  |
| 1  | Complete course report using template                       |  |  |  |
|  | Self-reflection and course changes are documented based     |  |  |  |
|  | on student evaluations                                      |  |  |  |
| Scholarship  | Incorporate evidence-based teaching methods into classes    |  |  |  |
| -  | Minimum of one Scholarship of Teaching and Learning         |  |  |  |
| All are required   | activity per year   |  |  |  |
| ···· uro roquirou  | Terminal Degree earned if applicable                        |  |  |  |
|  | All current information is entered into Digital Measures    |  |  |  |
|  | Curriculum Vitae is printed from Digital Measures and       |  |  |  |
|  | attached to evaluation                                      |  |  |  |
| Service  | Attend NFO Meetings   |  |  |  |
|  | Attend NFO Sub-Committee Meetings                           |  |  |  |
| All are required   | Attend COHS Meetings  |  |  |  |
|  | Attend at least one graduation ceremony per year            |  |  |  |
|  | Attend School of Nursing Celebration Ceremony               |  |  |  |
| Category: Teaching (See Benchmarks for Commendable or Excellent) |   |  |  |  |
| 1.1 Demonstrates developing professionalism                      | Private communication (emails, letters, cards from peers,   |  |  |  |
| and collegiality through private and public                      | colleagues, students)                                       |  |  |  |
| communications from a variety of stakeholders.                   | Public communication and recognition, such as news          |  |  |  |
|  | article or informal presentation                            |  |  |  |
| Commendable (1)  | Formal mentorship and orientation of new faculty            |  |  |  |
| Excellent (>1)   | Serves as an advisor and/or mentor to nursing students      |  |  |  |
| 1.2 Demonstrates development of course                           | Active participation in major course revision or new        |  |  |  |
| materials and pre-course planning documents                      | course planning (beyond routine planning)                   |  |  |  |
| that reflect effective planning and assessment of                | Active participation in planning, implementing and          |  |  |  |
| instructional design and implementation.                         | evaluating learning that ties didactic course with clinical |  |  |  |
|  | experiences   |  |  |  |
|  | Development of new contracts or community clinical          |  |  |  |

| Commendable (1)                                 | partnerships   |
|---|--|
| Excellent (>1) or any starred* item             | Proposal development for a new course                        |
| •   | Utilization of formal peer evaluation to improve course(s)   |
|   | Award for teaching excellence received*                      |
| 1.3 Demonstrates innovation in instructional    | Uses reflection from evaluation findings to implement and/or |
| design and delivery that results in improved    | revise high impact educational practices and/or creative     |
| learning.                                       | teaching strategies such as:                                 |
|   | High Impact  |
| Commendable (2)                                 | Service Learning (registered with the University)            |
| Excellent (>2)                                  | Study Abroad   |
| , ,   | Student-faculty research                                     |
|   | Collaborative assignments and projects                       |
|   | Diversity/global learning                                    |
|   | Simulation development utilizing NLN Standards with          |
|   | student evaluation of the simulation experience              |
|   | Creative Teaching Strategies                                 |
|   | ☐ Writing across the curriculum                              |
|   | Speaking to Learn  |
|   | Reader's Theater   |
|   | ☐ Flipped Classroom  |
|   | Problem-based learning (new problem development)             |
|   | Case study development                                       |
|   | Uses best practices in designing course within LMS           |
|   | Course is Quality Matter Certified                           |
|   | Learning management system reflects best practices           |
|   | (peer review required)                                       |
|   | Other – you will need to define and evaluate                 |
| 1.4 Demonstrates engagement in curriculum or    | Curriculum content mapping to outcomes and professional      |
| program planning design, revision or evaluation | standards  |
| that reflects current trends in evidence-based  | Active participation in curriculum, evaluation, and          |
| educational practice or accreditation           | assessment committee   |
| requirements.                                   | Documented course revision based on student feedback         |
|   | and outcomes   |
| Commendable (2)                                 | Participation in elements of program evaluation or self-     |
| Excellent (>2)                                  | study such as writing a self-study, progress and planning    |
|   | reports, etc.  |
|   | Participation in multi-course teams to improve curriculum    |
|   | Other– you will need to define and evaluate                  |
|   |  |
| Category: Scholarship and Professional Deve     | lopment (See Benchmarks for Commendable or Excellent)        |
|   |  |
| 2.1 Acquisition of professional credentials or  | ☐ Professional certification earned*                         |
| training and/or recognition at the state or     | Professional certification maintained                        |
| regional level.                                 | Maintains clinical competency in area of clinical expertise  |
|   | Attendance at conference/training or completion of online    |
| Commendable (1)                                 | training to expand clinical expertise                        |
| Excellent (>1) or any starred* item             | Attendance at conference/training or completion of online    |
|   | training to expand teaching expertise                        |
| 2.2 Review or editing of scholarly work through | Evidence of editing or review of books, creative activities, |
| the submission of reviews of other work,        | professional journal, conference presentations               |
| informal mentorship of student research, and    | Mentorship of undergraduate student research                 |
| professional consulting on a state and regional | Mentorship of graduate student research                      |
| level.  | Summary or communication documenting consultation            |
| Commendable (1)                                 | contribution   |
| Excellent (>1)                                  |  |

| 2.2 Development and dissemination of               | Door reviewed on edited healt healt shorter issumed article     |
|--|---|
| 2.3 Development and dissemination of               | Peer reviewed or edited book, book chapter, journal article     |
| knowledge through the submission of peer-          | or monograph published or accepted for publication              |
| reviewed scholarly efforts, presentation at state  | Grant award for research  |
| and regional level conferences, and/or             | Reviewed or invited presentation at professional                |
| submission of internal or external funding of      | conference or public lecture on scholarly topic                 |
| research initiatives.                              | Award for scholarship excellence received*                      |
|  |   |
| Category: Service (See Bene                        | chmarks for Commendable or Excellent)                           |
| <b>.</b> .   | ,   |
| 3.1. Service to the Institution or University      | Chair, Secretary or special assignment in School of             |
| System of Georgia                                  | Nursing committee   |
| System of Georgia                                  | Chair, Secretary or special assignment in College of            |
| Demonstrates affactive management and/or           | Health Sciences committee                                       |
| Demonstrates effective management and/or           | l <u> </u>  |
| leadership in labs, clinics, programs,             | Active participation in University-Wide committee such          |
| departments or events as pertinent to role         | as Senate, Faculty Recognition, etc.                            |
| responsibilities.                                  | Active participation in University Senate sub-committee         |
|  | Active participation in campus programs of short duration,      |
| Commendable (1)                                    | such as circle leader, research conference, training, others    |
| Excellent (>1) or any starred* item                | Active participation in councils or task forces                 |
|  | Major coordinator role (no course reduction or extra            |
|  | compensation) such as School of Nursing Accreditation,          |
|  | COHS International Coordinator, GCANS.                          |
|  | Award for service excellence received*                          |
| 3.2 Service to the Profession                      | Involvement <sup>1</sup> in professional organizations such as: |
|  | Committee membership  |
| Demonstrates involvement in committees, task       | Leadership role   |
| forces, or initiatives at the department, college  | Board of Directors  |
| or institution level; effective academic advising; | Task force  |
| volunteering with special campus events;           | Conference planning   |
| mentoring student organizations or students;       | Accreditation site-visitor                                      |
| and/or submission of internal or external          | Other   |
| funding of non-research initiatives (i.e.,         |   |
| academic programming).                             |   |
| Commendable (1)                                    |   |
| Excellent (>1)                                     |   |
| 3.3 Service to the community as a professional     | Participation in a community non-profit organization or         |
| or a citizen <sup>2</sup>                          | governmental agency in a capacity that requires                 |
| of a chizen  | professional nursing expertise. Participation may include       |
| Demonstrates commitment to their profession        | committee membership, leadership role, member of Board          |
|  | of Directors, or task force member                              |
| through active participation in organization       |   |
| activities and initiatives at the community, state | Leadership in a professional organization performing a          |
| or regional level.                                 | service to the community  |
| Commendable (1)                                    | Delivery of direct nursing care or educational services         |
| Excellent (>1)                                     | requiring nursing expertise to a community organization         |
| 3.4 Demonstrates ability to provide service to     | Involvement in any community service as a citizen               |
| the community, district, or state.                 | (something that does not require nursing expertise)             |
| Commendable (1)                                    |   |
| Excellent (>1)                                     |   |

 $<sup>^1</sup>$  Involvement should be documented as activities beyond maintaining membership  $^2$  Citizen service is not considered as important as service as a professional

## Georgia College School of Nursing Faculty Evaluation Reflection

| 1.         | What do you consider to be your major work accomplishments since your last review?   |
|------------|--|
|            |  |
|            |  |
|            |  |
|            |  |
| 2.         | Specify areas where you think you have exceeded job requirements   |
|            | specify areas where you ammit you have exceeded you requirements   |
|            |  |
|            |  |
|            |  |
| 3.         | How might you improve on your current teaching practices?  |
| <i>J</i> . | now might you improve on your current teaching practices:  |
|            |  |
|            |  |
|            |  |
| 4          | What skills on your longered are would not like to develop to improve your particular as   |
| 4.         | What skills or new knowledge would you like to develop to improve your performance?  |
|            |  |
|            |  |
|            |  |
| _          |  |
| э.         | List two professional goals for next year and identify measurements that you would like to use to determine if you have met these goals. |
|            |  |
|            |  |
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|            |  |
|            |  |

## **6.** Student Ratings of Instruction (SRIS)

| Semester/Course | SRIS Excellent<br>Teacher Rating<br>Raw Score | SRIS Excellent Teacher Rating Adjusted Score | SRIS Excellent<br>Course Rating<br>Raw Score | SRIS Excellent<br>Course Rating<br>Adjusted Score |
|-----------------|---|--|--|---|
|                 |   |  |  |   |
|                 |   |  |  |   |
|                 |   |  |  |   |
|                 |   |  |  |   |

## NON-TENURE TRACK FACULTY SELF-EVALUATION AND DEPARTMENT CHAIRPERSON'S EVALUATION OF FACULTY PERFORMANCE (LECTURER)

Name \_\_\_\_\_Calendar Year \_\_\_\_

| Teaching (all are required)   | Self-Evaluation<br>NA/U/NI/FA/C/E* | Director's Evaluation<br>NA/U/NI/FA/C/E* |
|---|------------------------------------|--|
| 1.1 Demonstrates developing professionalism and collegiality through private and public communications from a variety of stakeholders.  |                                    |  |
| 1.2 Demonstrates development of course materials and pre-course planning documents that reflects effective planning and assessment of instructional design and implementation.                  |                                    |  |
| 1.3 Demonstrates innovation in instructional design and delivery that results in improved learning.   |                                    |  |
| 1.4 Demonstrates engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements. |                                    |  |

| Scholarship and Professional Development  | Self-Evaluation<br>NA/U/NI/FA/C/E* | Director's Evaluation<br>NA/U/NI/FA/C/E* |
|---|------------------------------------|--|
| 2.1 ( <b>Required</b> ) Acquisition of professional credentials or training and/or recognition at the state or regional |                                    |  |
| level.  |                                    |  |
| 2.2 ( <b>Optional</b> ) Review or editing of scholarly work   |                                    |  |
| through the submission of reviews of other work,  |                                    |  |
| informal mentorship of student research, and  |                                    |  |
| professional consulting on a state and regional level.  |                                    |  |
| 2.3 ( <b>Optional</b> ) Development and dissemination of  |                                    |  |
| knowledge through the submission of peer-reviewed   |                                    |  |
| scholarly efforts, presentation at state and regional level   |                                    |  |

| conferences, and/or submission of internal or external  |                                    |  |
|---|------------------------------------|--|
| funding of research initiatives.  |                                    |  |
|   |                                    |  |
| Service (not all areas are required)  | Self-Evaluation<br>NA/U/NI/FA/C/E* | Director's Evaluation<br>NA/U/NI/FA/C/E* |
| 3.1. Demonstrates effective management and/or   |                                    |  |
| leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities. |                                    |  |
| 3.2. Demonstrates involvement in committees, task   |                                    |  |
| forces, or initiatives at the department, college or  |                                    |  |
| institution level; effective academic advising;   |                                    |  |
| volunteering with special campus events; mentoring  |                                    |  |
| student organizations or students; and/or submission of   |                                    |  |
| internal or external funding of non-research initiatives  |                                    |  |
| (i.e., academic programming).   |                                    |  |
| 3.3. Demonstrates commitment to their profession  |                                    |  |
| through active participation in organization activities   |                                    |  |
| and initiatives at the community, state or regional level.  |                                    |  |
| 3.4 Demonstrates ability to provide service to the  |                                    |  |
| community, district, or state.  |                                    |  |
| NI = Needs Improvement FA = Fully Acceptable C = Commendable E = Excellent  Director's Comments     |                                    |  |
|   |                                    |  |
| Faculty performance has been reviewed, and faculty deve   | lopment has been discussed.        |  |
|   |                                    |  |
| Faculty Member  | Date                               |  |
| Director, School of Nursing   | Date                               |  |
| Dean, COHS  | Date                               |  |