Georgia College School of Nursing
Non-Tenure Track Faculty Evaluation Checklist – SENIOR 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 **All are required**	☐ Prepare for classes ☐ Attend classes ☐ Grade student assignments ☐ Complete course report using template ☐ Self-reflection and course changes are documented based on student evaluations
Scholarship **All are required**	☐ Incorporate evidence-based teaching methods into classes ☐ Minimum of one Scholarship of Teaching and Learning activity per year ☐ 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 **All are required**	☐ Attend NFO Meetings ☐ Attend NFO Sub-Committee Meetings ☐ 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 consistent developing professionalism and collegiality through private and public communications from a variety of stakeholders. **Commendable (1)** **Excellent (>1)**	☐ Private communication (emails, letters, cards from peers, colleagues, students) ☐ Public communication and recognition, such as news article or informal presentation ☐ Formal mentorship and orientation of new faculty ☐ Serves as an advisor and/or mentor to nursing students
1.2 Demonstrates consistent development of course materials and pre-course planning documents that demonstrate effective planning and assessment of instructional design and implementation.	☐ Active participation in major course revision or new course planning (beyond routine planning) ☐ Active participation in planning, implementing and evaluating learning that ties didactic course with clinical experiences

Commendable (1) Excellent (>1) or any starred* item	☐ Development of new contracts or community clinical partnerships ☐ Proposal development for a new course ☐ Utilization of formal peer evaluation to improve course(s) ☐ Award for teaching excellence received*
1.3 Demonstrates consistent implementation of innovation of instructional design and delivery that results in improved learning. **Commendable (2)** **Excellent (>2)**	Uses reflection from evaluation findings to implement and/or revise high impact educational practices and/or creative teaching strategies such as: High Impact ☐ Service Learning (registered with the University) ☐ 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 consistent engagement in curriculum or program planning design, revision or evaluation that reflects current trends in evidence-based educational practice or accreditation requirements.	☐ Curriculum content mapping to outcomes and professional standards ☐ Active participation in curriculum, evaluation, and assessment committee ☐ Documented course revision based on student feedback and outcomes ☐ Participation in elements of program evaluation or self-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 Development (See Benchmarks for Commendable or Excellent)	
2.1 Acquisition and maintenance of professional credentials or training and/or recognition at the state or regional level. **Commendable (1)** **Excellent (>1) or any starred* item**	☐ Professional certification earned* ☐ Professional certification maintained ☐ Maintains clinical competency in area of clinical expertise ☐ Attendance at conference/training or completion of online training to expand clinical expertise ☐ Attendance at conference/training or completion of online training to expand teaching expertise
2.2 Review or editing of scholarly work through the publication of reviews of other work, service as a reviewer of professional journals and presentations, formal mentorship of student research, and professional consulting on a state, regional, or national level.	☐ Evidence of editing or review of books, creative activities, professional journal, conference presentations ☐ Mentorship of undergraduate student research ☐ Mentorship of graduate student research ☐ Summary or communication documenting consultation contribution

Commendable (1) **Excellent (>1)**	
2.3 Development and dissemination of knowledge through the publication of peer-reviewed scholarly efforts, presentation at state, regional, and national level conferences, and/or receipt of internal or external funding of research initiatives.	☐ Peer reviewed or edited book, book chapter, journal article or monograph published or accepted for publication ☐ Grant award for research ☐ Reviewed or invited presentation at professional conference or public lecture on scholarly topic ☐ Award for scholarship excellence received*
Category: Service (See Benchmarks for Commendable or Excellent)	
3.1. Service to the Institution or University System of Georgia Demonstrates a consistent record of effective management and/or leadership in labs, clinics, programs, departments or events as pertinent to role responsibilities. **Commendable (1)** **Excellent (>1) or any starred* item**	☐ Chair, Secretary or special assignment in School of Nursing committee ☐ Chair, Secretary or special assignment in College of Health Sciences committee ☐ Active participation in University-Wide committee such as Senate, Faculty Recognition, etc. ☐ Active participation in University Senate sub-committee ☐ Active participation in campus programs of short duration, such as circle leader, research conference, training, others ☐ 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 Demonstrates involvement in committees, task forces, or initiatives at the department, college or institution level and/or leadership at the department and college level; effective academic advising and work as representative at orientation and recruitment events; mentorship of faculty peers within department; regular volunteering with special campus events; and/or receipt of internal or external funding of non-research initiatives (i.e., academic programming). **Commendable (1)** **Excellent (>1)**	Involvement[1] in professional organizations such as: ☐ Committee membership ☐ Leadership role ☐ Board of Directors ☐ Task force ☐ Conference planning ☐ Accreditation site-visitor ☐ Other _____
3.3 Service to the community as a professional or a citizen[2] Demonstrates strong commitment to their profession through active participation in organization activities and initiatives at the state, regional and national level and/or leadership in organization activities and initiatives at the state or regional level, and/or work as an accreditation reviewer.	☐ 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 ☐ Leadership in a professional organization performing a service to the community ☐ Delivery of direct nursing care or educational services requiring nursing expertise to a community organization

[1] Involvement should be documented as activities beyond maintaining membership
[2] Citizen service is not considered as important as service as a professional

Commendable (1) Excellent (>1)	
3.4 Demonstrates ability to provide leadership in service work to the community, district, or state. **Commendable (1)** **Excellent (>1)**	☐ Involvement in any community service as a citizen (something that does not require nursing expertise)

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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**

3. **How might you improve on your current teaching practices?**

4. **What skills or new knowledge would you like to develop to improve your performance?**

5. **List two professional goals for next year and identify measurements that you would like to use to determine if you have met these goals.**

6. Student Ratings of Instruction (SRIS)

Semester/Course	SRIS Excellent Teacher Rating Raw Score	SRIS Excellent Teacher Rating Adjusted Score	SRIS Excellent Course Rating Raw Score	SRIS Excellent Course Rating Adjusted Score