

## SCHOOL OF NURSING ANNUAL FACULTY SELF-EVALUATION FORM

***“PURSUIT OF EXCELLENCE is intimately connected to metrics – if you cannot measure it, you cannot improve it!” Lord Kelvin***

Faculty Name: \_\_\_\_\_ Title: \_\_\_\_\_

The Annual Faculty Self-Evaluation Form is intended to promote reflection of academic and professional activities during the past year and to facilitate goal setting for the next year.

In the ACTIVITIES column, please highlight and summarize major accomplishments, notable exemplars, and/or self-identified areas of improvement for each objective. For criteria related to the specific goals of the Z plan, please provide details related to the threshold target and exceptional criteria. Z plan targets are highlighted for your convenience.

Please include an updated copy of your CV with your self-evaluation (**you do not need to duplicate information from your CV on this form**). In addition to your activities, please provide a self-rating for each objective using the rating scale below. You may indicate N/A (not applicable) when objectives do not apply. Please ask for support from the Office of Faculty Excellence if you have any questions regarding the evaluation form.

### Section 1. Teaching Effectiveness

Rating No. \_\_\_\_\_

**Rating Scale: 4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not applicable**

#### A. Provide examples of your Teaching Effectiveness (below are areas you should consider)

- I. Uses an evidence-based practice model in the classroom/clinical setting (e.g. traditional clinical, DEU model, flipped classroom, Quality Matters for online teaching).
- II. Implements appropriate teaching and learning strategies by preparing assignments, handouts, exams and activities to promote student interest and enhance learning.
- III. Works collaboratively with diverse learners to develop critical thinking and reflective thinking skills.
- IV. Demonstrates innovations in professional didactic and/or clinical education. Collaborates with educational specialist for ongoing instructional development.
- V. Uses information technology effectively to enhance learning.
- VI. Demonstrates expertise and knowledge in the designated content and/or clinical areas.
- VII. Integrates interprofessional education (IPE) initiatives and/or activities IPE is defined as: when two or more professionals learn with, from, and about each other to improve collaboration and the quality of care.
- VIII. Recognize individual needs of students and follows up accordingly.
- IX. Demonstrates sensitivity to diversity and provides a safe and culturally appropriate environment for all learners.

**B. Provide Example of your use of Teaching Evaluation in your work (below are areas you should consider)**

- I. Implements teaching/clinical techniques based on student and faculty feedback.
- II. Demonstrates use of evaluations (including quantitative and qualitative student, peer, and self-evaluations) to improve teaching and clinical effectiveness.

**C. Describe participation on Curriculum related committees and/or working groups (undergraduate or graduate). Program development and evaluation activities**

**D. Indicate other teaching activities that were for your own development not included above (e.g. NCLEX Prep Classes, Computerized Testing Workshops, Simulation activities, RN PREP, and/or required annual ATI education for faculty teaching in UG program).**

**Incentive Plan**

**A. Provide Teaching Peer Review Evaluation Rating No. \_\_\_\_\_**

**Section 2. Research and/or Scholarship**

**Rating No.** \_\_\_\_\_

**Rating Scale: 4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not applicable**

**A. Provide a list of Scholarly Dissemination (these are those not included incentive plan – see below)**

(1) Manuscripts *submitted for* publication in peer-reviewed journals.  
from July 2019 to June 2020.

Develops workshops and/or online webinars.

Publishes textbook, monographs, teaching module, editorials, or book chapters.

**Incentive Plan**

**A. Z-PLAN GOAL: Please list of scholarly peer-reviewed publications (*submitted*, in press, or published online ahead-of-print) from July 2019 to June 2020.**

**B. Z-PLAN GOAL: Please provide authors title, date, venue and type of presentation (e.g. poster, podium, keynote). Please also indicate whether the presentation was regional/national/international.**

**C. Submits proposals to funding opportunities. Z-PLAN GOAL: Please provide details of proposal submissions from JULY 2019 to JUNE 2020 (Agency and funding requested)**

**D. Obtains funding to support research, health practice, and education. Z-PLAN GOAL: Please provide details of funding received from JULY 2019 to JUNE 2020 (Agency and funding received).**

**Section 3. Clinical Services (Clinical Practice Section Below ONLY applies to faculty providing service/clinical care within NSRD)      Rating No. \_\_\_\_\_**

**Rating Scale: 4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not applicable**

**A.      Provide examples of your Practice Activities**

- I.      Provides services that are consistent with agency mission and philosophy.
- II.     Provides services that are consistent with relevant standards of practice and/or clinical guidelines.
- III.    Provides services as scheduled.
- IV.    Collaborates effectively with other members of the health care team and actively seeks an interprofessional approach to practice.
- V.     Displays effective communication skills with clients and others.
- VI.    Displays effective leadership skills.
- VII.   Provides services or support in response to organizational and/or community needs.
- VIII.  Manages resources in an efficient and cost-effective manner.
- IX.    Seeks professional certification(s) in area of clinical expertise.

**Section 4. Service Activities**

**Rating No. \_\_\_\_\_**

**Rating Scale: 4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not applicable**

**A.      Academic Service (see examples below)**

- I. List service activities at the school level (e.g. committees and candidate interviews).
- II. List service activities at the university level (e.g. governing and standing committees)
- III. List external service activities at the regional, national and/or international level (e.g. grant review panels, advisory boards, editorial boards).

**B. Professional/Community service activities (see examples below)**

- I. Actively participates in community/ professional activities (i.e. committees, boards, panels)
- II. Performs in leadership roles in community
- III. Serves as a professional consultant and expert for education, health practice and research.
- IV. List external service activities at the regional, national and/or international level (e.g. grant review panels, advisory boards, editorial boards).
- V. Collaborates in research and scholarship related to interprofessional education. (Please provide details (project or activity name; collaborators from other schools/departments; and how you collaborate)
- I. Actively participates in professional nursing and interprofessional organizations. (Please provide name and position)

**D. Mentoring**

- I. Mentors new/other faculty in the development of teaching and/or clinical skills
- II. Assists new/other faculty with online learning applications
- III. Collaborates with other faculty in areas of classroom and/or clinical expertise
- IV. Has put in place a mentoring contract with another faculty member in the School of Nursing.
- V. Mentors students (undergraduate/graduate/external)
  - a. Mentors student (Supplemental Instruction Leaders, Undergraduate Research Mentees, Clinical Excellence Mentees, Research Assistants, Work Study Students, Lab Assistants, Graduate Assistants, etc.) in their professional development

- b. Outcome Measures – Please list all of the following that resulted from your interaction with your student mentee and specify or describe below. (i.e. Publication, Presentation or poster, New teaching method or facilitation strategy, Clinical expertise, Conducting research, Service activities (e.g., community service, political activity, professional organization), Development of a program (e.g., educational/clinical intervention), Job change/promotion, Grant writing/submission, or Other)

VI. Serves as a member or chair of PHD dissertation committees and/or DNP projects

**E. List honors and awards related to teaching, research/scholarship, practice or service.**

**Section 5. Professionalism**

- A. Demonstrate ethical integrity and sensitivity to human diversity in teaching, research/scholarship, and clinical practice
- B. Works collegially with faculty and staff
- C. Contributes effectively to the team product to support the SON mission and vision
- D. Models professionalism to students within and beyond the classroom
- E. Adheres to university and SON policies related to classroom and/or clinical teaching, research/scholarship, and service.

**Section 6. Success Plan**

- A. Provide a self-assessment narrative summarizing performance during the evaluation period. Please indicate the goals you established for the previous year in relationship to scholarship, teaching, practice and service. Were these goals met? What were some success and lessons learned?

- B. Highlight what you consider your most significant accomplishments (limit to 3), your strengths (limit to 3) and areas for growth (limit to 3).

- C. Please list your short-term goals (at least 2 not more than 4) and at least one measurable objective for the next, in priority order. Your goals should focus on teaching, scholarship, practice and/or service and be measurable and completed within the next academic year.

- D. Please list your long-term goals (limit to 2) and at least one measurable objective for the next, in priority order. Your goals should be broad statements of a desired outcome in teaching, scholarship, practice or service that you plan to achieve in the next 3–5 years. Your objectives should be specific statements of desired outcomes that you will achieve in the next year.

**Section 7. Resources**

Please list any resources that can help support your research and scholarship. Consider faculty development opportunities, travel for scholarship, and resources to support teaching. Listing what your needs will be in the next academic year helps us to plan to best support your growth.