



## FORMAT FOR FACULTY SELF-EVALUATION

In completing your self-evaluation narrative, please observe the following guidelines:

- \* limit your report to no more than eight pages (fewer will suffice);
- \* list committees, not the number of times each met, total committee hours, etc. If a committee was especially active this year, briefly discuss the activities;
- \* provide a **representative sample** of student comments from course evaluations, both positive and negative. Feel free to provide a context for the latter, and we'll assume the context for the former is your outstanding ability as a teacher;
- \* if you have a course reassignment, indicate your assigned duties and assess how you fulfilled them.

Self-evaluation Format:

1. Brief introduction in the form of an executive summary with overview of calendar year.
2. Student Advising:
  - A. Identify and briefly discuss your participation in COE advising efforts
  - B. Identify and discuss your participation in COE recruitment efforts
3. Service:
  - A. List and discuss college service
  - B. List and discuss public and community service
4. Mastery of discipline/Professional Development:
  - A. List and discuss pertinent efforts to improve your mastery of content area, teaching skills, professional development.
  - B. List and briefly comment on any presentations, publications, workshops, consulting, grants, curriculum development, etc.
5. Teaching:

- A. List courses taught each term, enrollment
- B. Briefly discuss the design of each course and comment on how it worked (e.g., course revisions, online components, hybrid, field experiences, etc.)
- C. Discuss overall student evaluations from each course
  - i. Address strengths and weaknesses mentioned in student evaluations
  - ii. Address what you plan to change the next time the course is offered

NOTE: If you have a course reassignment, please note this in your list of courses taught each semester. At the end of the Teaching section, list a separate category in which you title the position and note the course reassignment time following this. Example: Coordinator, TAT Program (two-course reassignment)

Because course reassignment duties generally spill over into areas of service and scholarship, please try to distinguish what you do in these areas for the reassignment versus your other service and scholarship/professional development. Also, you might note the difference between what you are required to do for the reassignment and what you actually do that is beyond the call of duty.

- 5. Short summary/concluding remarks.

**NNMC Academic Faculty Self-Evaluation- COE**

**Student Advising-** Faculty must be committed to the well-being of students. Effective advising helps create an environment that fosters student learning and student retention. Formal/ informal advising and mentoring of students is an indispensable component of the broader education at Northern. Identify at least 3 of the following objectives to achieve during the Evaluation Period (*examples are illustrative but not exhaustive*).

Mentoring or tutoring students	Advising evening students
Keeping an “open door” policy towards students	Assisting students in selection of courses & career options (required)
Special review sessions for students	Advising majors of your department (required)

**College, Public & Community Service-** Faculty service is essential to the College’s success in serving the institution and the community. It is the responsibility of the individual to perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the College. Faculty members are expected to provide service to the College, its students and professional disciplines, as collegial and constructive members of the College and broader community. Identify at least 4 objectives to achieve during the evaluation period (*examples are illustrative but not exhaustive*).

College Service
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Committee work at department or college level	Membership on AQUIP Process Improvement Teams
Attendance at departmental faculty meetings (required)	College service at the state or regional level
Advisor to student organizations	Participating in institutional governance including Faculty Senate Committees

Public & Community Service	
Serving on boards or advisory councils at the local, state, national & international level	Working with the local community as a volunteer
Giving lectures or presentations to local groups in the community	Involvement in activities that increase the desire of non-college students to attend college
Working with community leaders to develop solutions to community problems	

**Mastery of Discipline, Professional Development & Creative Activity-** All faculty should be positively engaged in their disciplines and should be recognized for their expertise. Identify at least 4 of the following objectives (*examples are illustrative but not exhaustive*).

Presentations at conferences, professional agencies or institutions	Serving on editorial boards
Edited books	Serving on a professional task force
Publications- peer-reviewed journal articles, or other publications	Participating in curriculum development in your discipline at the state, regional or national level
Participation in symposiums	Reviewing grant proposals
Creative work presented	Efforts to improve teaching technology
Grants awarded	Ongoing growth in subject matter
Regional or national honors	Demonstrated command of subject matter (required)
Professional consulting	Effective teaching
Research	Contributions in curricular development
Serving as an officer of a state, regional or national association	Demonstrated quality improvement in teaching strategies incorporating new technologies (where applicable) and new approaches to learning

**Teaching Effectiveness-** The teaching of students is central to the mission of the College, faculty must demonstrate excellence in teaching, including assessment of student learning. Good learning, defined as meaning much more than classroom activities, may be documented in a variety of ways. Faculty must select at least 5 objectives (*examples are illustrative but not exhaustive*).

Recent course syllabi	Curriculum development
Student evaluations	Collaboration on departmental assessment plan
Good rapport with students	Honors and awards for teaching
Implementation of innovative teaching techniques	Participation in service learning activities (required)
Shows improvement in teaching	Teaching observation by departmental colleagues
Teaching philosophy and importance of teaching	Participation in educational activities of professional associations
Attending or leading meetings related to your professional expertise	Student learning outcomes and assessment (required)
Giving lectures or presentations to student groups, colleagues, or the college community	