Mennonite College of Nursing at Illinois State University

ASSESSMENT & EVALUATION OF FULL-TIME
NON-TENURE TRACK FACULTY
Procedure

All documents for self-assessment and evaluation are due to the Associate Dean Office Support Specialist by March 27\textsuperscript{th}, or the first working day before March 27\textsuperscript{th} each year. Each year the Associate Dean Office will remind each faculty member regarding the deadline for submission of documents. Faculty self-assessments must be submitted in hard copy format.

After reviewing the Self-Assessment documents, student evaluations, and other documents included, the Associate Dean for Academics will complete the Non-Tenure Track Faculty Evaluation Form [www.hr.ilstu.edu/downloads/PERS955.rtf](http://www.hr.ilstu.edu/downloads/PERS955.rtf) and will schedule a performance evaluation meeting with each faculty member. If conditions are such that a formal meeting is not necessary, the faculty member will be notified by the Associate Dean Office and a formal evaluation letter will be forwarded to the faculty member for signing and comments. Faculty can always request a face to face meeting with the Associate Dean for Academics in addition to the formal evaluation letter. (See ISU Policy on Non-Tenure Track Faculty Evaluations)

Annual Required Documents

- Updated Vita
- Faculty Performance Assessment (see page 2) using the Self-Assessment Tool (see page 3) as a guide.

Optional: The Self-Assessment Tool provides additional areas to report on depending on your Teaching Assignment. Reporting on your Service, Scholarship and Practice is also optional.
Mennonite College of Nursing at Illinois State University
Non-Tenure Track Faculty Assessment and Evaluation

Name of Faculty Member:

Evaluation Period: 1/1/10 Year to 12/31/10 Year

Teaching: (Required): (see page 3 for cues of what to include)

Optional:

Signature and Date:
FACULTY PERFORMANCE SELF-ASSESSMENT
Self-Assessment Tool
The purpose of the self-assessment is to encourage you to document and assess your annual productivity as well as set goals for the coming year. The items listed below are intended to cue key areas in which you may be actively contributing.

TEACHING: (This area is required to be addressed)
Areas to address must include:
Courses taught
Summary paragraph of student evaluations
Summative self-evaluation statement (not to exceed 3 paragraphs): strengths, areas of needed improvement, and insights
Long-term goals (2-5 year frame)
Evaluation of progress on previous year’s goals
Goals for upcoming year

Additional areas to report on, as appropriate to your assignment:
Peer Review Assessment (completed by faculty peer)
Clinical Colleague Assessment (completed by appropriate clinical staff)
Course leadership
Mentoring faculty peers
Grant-writing for teaching development
Participation in professional conferences to improve teaching and learning
Significant professional development effort to improve teaching and learning
Sponsoring honors students and projects
Significant innovations in clinical or classroom courses
Course development
Clinical site development
Major course revision to align with NCLEX examination
Mentoring students (including non-instructional contexts)
Awards, nominations, other means of formal recognition

SERVICE
In addition to the list of service roles, please briefly describe particular noteworthy contributions, such as convener, special initiatives, etc.
MCN committees (including subcommittees, ad hoc)
University committees
Professional Organizations
Relevant Community Organizations
Miscellaneous

SCHOLARSHIP
Sustained progress in doctoral program
Grant applications
Research projects
Publications
Presentations

PRACTICE
Certification(s) earned or renewed
Description of practice area and how it informs your teaching/service
Contributions to Clinical Site(s)