

## **Annual Faculty Self-Evaluation Guidelines**

### **Process**

Each year, by January 15, all regular faculty members submit to their Dean a brief (two pages maximum) written self-evaluation.

By March 1, the Dean will meet with each faculty member to discuss this evaluation.

The Dean then forwards a copy of the Dean's notes from this meeting, along with a copy of the faculty member's self-evaluation, to the Provost.

### **Purpose**

This is intended to be an encouraging and formative process. Faculty members do not need to approach this as an annual justification of one's employment—quite the opposite. The hope is that this process will create the setting for each faculty member to engage in thoughtful self-reflection and goal setting, and then to discuss this with his or her Dean. For Deans it is a chance to provide direction, support, encouragement and praise.

The goal is to come out of the process with a positive sense of one's contribution to NU and a thoughtful and appropriate strategy for professional development in the upcoming year.

### **Paradigm**

The Faculty Manual lists four areas a faculty member should consider in terms of mission fit and professional development are at NU: 1) A strong commitment to and practice of a biblical evangelical Christianity, 2) The acquisition and practice of ever improving teaching/learning methodologies, 3) Scholarship appropriate to one's discipline, and 4) A consistent pattern of service.

A couple of notes regarding these four areas. Numbers 2 and 3 are fairly straightforward. In the context of this self-evaluation, the best response to number 1 would not simply be a reaffirmation of faith (although if one were to come to a place where he or she could not affirm our [faith statement](#), professional and spiritual honesty would demand that this be reported). Rather, in this context, number 1 should point toward the issue of how one is doing in the thoughtful integration of faith and learning. Number 4, refers to service to the university through committee work, etc., as well as service to the community or to the church that arises as a result of your teaching and scholarship.

However, it is not expected and would probably be counter-productive for this self-evaluation to become a catalog of evidence of attainment in all four areas. Rather, faculty should approach these as areas to bear in mind while 1) Evaluating one's work over the past year, 2) Evaluating ones success at achieving the professional development and teaching goals set the previous year, and 3) Setting new goals for teaching and professional development this year. Remember, the intended outcome is a self-evaluation this is useful to the faculty members themselves as a tool for reflecting on their work and setting meaningful goals.

Finally, as specified in the Faculty Manual, self-evaluations should include a final section with the following statements:

1) I affirm my support for the Assemblies of God in accordance with the guidelines set forth in the Faculty Manual. [signature]

2) The local church I belong to is [church name]. I attend [descriptor of attendance] and the extent of my involvement is [brief description of involvement].

3) During the last year I have [or have not] met the expectation for chapel attendance set forth in the Faculty Manual.