

Annual Faculty Self-evaluation Graduate School of Education and Counseling

Instructions

- ❖ Please use the format below to produce your Annual Faculty Self-evaluation. Change in the relative emphasis of your work in each area over the course of your appointment is expected and should be highlighted in your writing.
- ❖ The schedule for completing the self-evaluation (determined by rank and year) is provided in a separate document. **Please submit your self-evaluation to graddean@lclark.edu by email attachment.**
- ❖ Please include an updated cv with your annual self-evaluation.

Format

- (1) Teaching and advising
 - Course evaluations (quantitative data summarized, narrative comments included)
 - Reflection on teaching (e.g. achievements, challenges, observations on student performance)
 - Considerations/innovations for the future
 - Advising and mentoring graduate students
- (2) Scholarship/grant seeking: refer to categories, as applicable (optional for clinical faculty)
 - Publications (by category: book; peer-reviewed article; book chapter; book review; technical report; multimedia; article in review; article in preparation; other)
 - Presentations at professional conferences
 - Engaged scholarship (see faculty handbook for details)
 - Grant seeking (by category: submitted, awarded, not awarded, in preparation)
 - Publications and presentations with graduate students
- (3) Service/institutional and professional (e.g. faculty committees; search committees; program development; recruitment; accreditation)
 - Graduate School
 - Lewis & Clark College
 - Professional organizations (local/state/national/international)
- (4) Service/community engagement, as applicable (e.g. work with community groups, non-profit organizations, schools, clinics, and advocacy groups; sponsoring/organizing conferences; collaborating with community leaders on projects)
- (5) Formal leadership roles, if applicable (e.g. department chairs; program directors; clinical coordinators; content area coordinators; and certificate program directors)
- (6) Contribution to the diversity and social justice mission of the Graduate School
- (7) Collaboration, mentoring, and building and sustaining positive relationships among the faculty and staff of the Graduate School
- (8) Plans for the future (e.g. information on new courses; developing areas of research; and professional development goals)

(Approved 12-11-19)