

COHS Response rate average score		Average score
Face to face classes		#DIV/0!
Online classes		#DIV/0!
Average score for all courses		#DIV/0!

PEER EVALUATION OF TEACHING	10% of Chair's evaluation (2 peers + chair score)
EVALUATORS scores will be given to the chair and the average scores will be given to you to use here	COMMENTS: Provide any response to your peer evaluation here
	AVG SCORE

TEACHING DEVELOPMENT	5% of Chair's evaluation of teaching		
	COMMENTS (syllabi, grades, attendance tracking, book orders, office hours, etc... are expected from all faculty = base 300 points, please list additional work related to teaching you have done throughout the year = additional points.)	Faculty enters scores in this column	Chair will enter score corrections in this column
New Courses, Major Revisions (30) - List class and explain what was done			
Minor Course Revisions (10) - List class and explain what was done			
Academic Community Engagement (ACE) Courses (10) - List class and explain what was done			
Graduate Student Achievements (5) - List name and title of achievement			
Undergraduate Student Achievements (5) - List name and title of achievement			
Uncompensated Overloads (30) - List course or work completed			
Teaching Awards (10-30) - List name and details of award			

Teaching Professional Development — (5-30) -list and explain what was done to justify points			
Teaching Conference presentations (10) - List citation of presentation			
Teaching Conference attendance (List by activity, title, inclusive dates, and purpose) (10/full day)			
Total		0	0
COMMENTS			

TEACHING OVERALL SCORING			
CRITERIA			SCORE
Administrative minutia and teaching			
Average Score of teaching evaluations			
Average score of response rates			
Peer Evaluation			
AVERAGE Score for Teaching			

II. RESEARCH AND SCHOLARLY ACTIVITY		Faculty enters scores in this column	Chair will enter score corrections in this column
CATEGORY	COMMENTS		
PUBLICATIONS	Peer-reviewed Accomplishments - (List the peer-reviewed publications, creative accomplishments, exhibits, etc. under the following categories. Be sure to list each accomplishment under the exact category in which it belongs and in only one category. For example, if an article was submitted, accepted, and published during 2013, list the article only under the PUBLISHED heading. Be sure to provide complete citations, including all authors in the exact order that they appear on the publication and your position in the authorship, dates, venue, title, page numbers, and publication information. Attach reprints/off prints of all published works except books.		
PUBLISHED (In Print) If any publication resulted from prior presentations at professional meetings, list under the publication the conference event, paper title, and date of the presentation. (add 10 pts for UG students/ add 15 pts for Grad students)			
1 st or 2 nd author refereed journal (150)			
1			
2			
3			
3 rd or below author refereed journal (75)			
1			

2	
3	
Publication article/monograph in <u>non-refereed</u> journal or a book chapter (50)	
1	
2	
3	
Publication article/monograph in <u>refereed</u> journal or a book chapter (75)	
1	
2	
3	
Publication of speech given at professional meeting (keynote speaker) (50)	
1	
2	
3	
BOOKS	
Submission of completed peer reviewed manuscript that has contract with book publisher (100)	
1	
2	
Peer reviewed textbook (100)	
1	
2	
Receipt for contract for development of a scholarly book for publication (75)	
1	
2	
Non-peer reviewed textbook (50)	
1	
2	
Other type of book (50)	
1	
2	
Textbook revisions (25)	
1	
2	
Book review (15)	
1	
2	
RESEARCH PRESENTATIONS (add 5 pts for UG students/ add 10 pts for Grad students)	
1 st or 2 nd author national or international with a peer-reviewed published abstract (40)	
1	
2	
3	
4	
3 rd author or below on a single presentation at a national or international meeting with a peer-reviewed published abstract (20)	
1	
2	
3	
1 st or 2 nd author on a presentation at a national or international meeting (30)	
1	
2	
3	

3 rd author or below on a single presentation at a national or international conference (5)	
1	
2	
3	
1 st or 2 nd author – state, regional meeting (20)	
1	
2	
3	
3 rd or below – state, regional (5)	
1	
2	
3	
Presentation at the city, county, or university level of professional related material (5)	
1	
2	
3	
GRANTS	
PI or Co-PI administering externally funded substantial grant (NSF or NIH type) (300)	
1	
2	
PI or Co-PI recipient of substantial external grant (NIH or NSF) (300)	
1	
2	
Recipient of grant for over \$10,000 (100)	
1	
2	
3	
4	
Development and submission of research grant proposal for external funding as PI or Co-PI (NIH or NSF)	
1	
2	
Recipient of grant of less than 10,000 (50)	
1	
2	
Development and submission of research grant proposal for internal funding (25)	
1	
2	
AWARDS	
Research award (25)	
1	
2	
3	
PROFESSIONAL DEVELOPMENT -RESEARCH	
Completion of extended special training programs pertaining to research and scholarly productivity (e.g., grant writing workshop) (10)	
CONFERENCE PRESENTATION	
Participation at a roundtable discussion at a regional or national meeting (10)	

1	
2	
3	
Presented research (not counted as a peer reviewed abstract) (5)	
1	
2	
3	
CONFERENCE ATTENDANCE	
Attend one professional meeting related to research (5)	
1	
2	
3	
Thesis Completion (30) - List name and title of thesis	
Attend skills development workshops related to research (5)	
1	
2	
3	
4	
OTHER	Include ongoing works in progress here. You should see these items move into the above
Submission of a peer-reviewed article (10) <i>[on first submission only]</i>	
1	
2	
3	
4	
Publication of pamphlet, short workbook, by a recognized press (10)	
1	
2	
Completion of minor revision of previously published scholarly book or monograph (10)	
1	
2	
Invited lecturer at another university (10)	
1	
2	
3	
Invited and/or extensive and/or peer-reviewed book review in national periodical (10)	
1	
2	
Completion of a revise and resubmit for an article at a peer-reviewed journal (0)	
1	
2	
3	
4	
IRB submissions (0)	
1	
2	
3	
4	
IRB Approvals (0)	

1		
2		
3		
OTHER:		
1		
2		
3		
TOTAL		0
COMMENTS:		0

III. SERVICE	(Be sure to indicate if you are the chair of a committee.) Indicate if the committee is College, University or Community level. Departmental service is included in your 'base 300 points' unless you are a chair of the committee.	Faculty enters scores in this column	Chair will enter score corrections in this column
SERVICE	COMMENTS		
Chair committee at SHSU (+10)			
High load committee (+25)			
Medium load committee (+15)			
Low load committee (+5)			
Community service volunteering/ teaching (+5 - cap 50) Continuing Education (List uncompensated			

Saturday at Sam (+10) List semesters attend for this AY		
Undergraduate Research symposium (+10) List project titles and student names.		
Graduate Research Symposium (+10) List project titles and student names. Includes 3 min thesis		
SHSU academic-related event (+5 - cap 25) Convocations and Commencements Attended (List the college Honor's Convocations and Commencement exercises attended during the year)		
Student Advising/Mentoring (5) - List names and explain what was done		
Work SHSU related social event (+5 - cap 25)		
Professional organization activities: Officer/board member (+15) Professional (List in detail elected or appointed offices in professional organizations, committees, special assignments, etc.)		

Professional organization activities: Committee member (+7) Professional (List in detail elected or appointed offices in professional organizations, committees, special assignments, etc.)			
Professional organization activities: Other activities (+5) Professional (List in detail elected or appointed offices in professional organizations, committees, special assignments, etc.)			
Peer review related activities: Editor (+25) Editorships (List in detail any positions as editor or associate editor that you held during the calendar year.)			
Peer review related activities: Associate/assistant editor (+10) List the names of the journals and number of review you did this year.			
Peer review related activities: Peer reviewer (+5 - cap 25) Other SHSU, Community, or Professional service not presented above - (List in detail the service activity, e.g. ad hoc reviewer for Journal of Arcane Trivia (3 manuscripts).)			
Peer review related activities: Editor of professional related newsletter (+10) Editorships (List in detail any positions as editor or associate editor that you held during the calendar year.)			
Service Award (university or other) (+10-25) Awards (List awards or honors received for service.)			
OTHER			
COMMENTS:			
TOTAL		0	0

IV. ANNUAL INDIVIDUAL PROFESSIONAL EVALUATION

According to University Policy, as part of the annual FES process, a faculty member shall prepare and submit to the department chair/coordinator a written individual professional evaluation. This self-evaluation may contain statements identifying an individual's strengths and weaknesses, plans for the upcoming academic year. These statements shall be retained in the faculty member's file and become part of the information base for the periodic review. You may include your narrative below, after your goals, or on a separate document which will be attached in your file.

	Goals set in 2020, for 2021:	Goal Status during 2021
1		
2		
3		
4		
5		
6		
7		
8		

A few highlights for 2021:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Goals set in 2021, for 2022:

1	
2	
3	
4	
5	
6	
7	

Provide your narrative here or on a separate document to be attached in your file.

IDEA Response Rate Reviewing System

IDEA Response Rate Scoring Matrix:

Class size	5 (Very High Response Rate)	4 (High Response Rate)	3 (Acceptable Response Rate)	2 (Low Response Rate)	1 (Very Low Response Rate)	0 (Unacceptable Response Rate)
30 students or under	65.00% or higher	64.99% - 55.00%	54.99% - 45.00%	44.99% - 35.00%	34.99% - 25.00%	24.99% or below
31 – 60 students	60.00% or higher	59.99% - 50.00%	49.99% - 40.00%	39.99% - 30.00%	29.99% - 25.00%	24.99% or below
61 – 90 students	55.00% or higher	54.99% - 45.00%	44.99% - 35.00%	34.99% - 30.00%	29.99% - 25.00%	24.99% or below
91 students or more	50.00% or higher	49.99% - 40.00%	39.99% - 35.00%	34.99% - 30.00%	29.99% - 25.00%	24.99% or below

Scenario #1:

Course	Term	# of Students	Response Rate	Score
COHS 1111	Spring 2019	45	52.41%	4
COHS 2222	Spring 2019	32	49.88%	3
COHS 3333	Spring 2019	88	32.18%	2
COHS 1111	Summer 2019	28	72.18%	5
COHS 2222	Summer 2019	33	50.82%	3
COHS 1111	Fall 2019	62	51.48%	4
COHS 2222	Fall 2019	39	65.33%	5
COHS 3333	Fall 2019	112	42.18%	4
Averages				
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 3/3 load)				
3.75				
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 4/4 load, Clinical Faculty, Lecturers, and Adjuncts)				
(3.75/5.00 = .75 * 6.25)				
4.69				

Scenario #2:

Course	Term	# of Students	Response Rate	Score
COHS 1111	Spring 2019	68	41.22%	3
COHS 2222	Spring 2019	79	56.21%	5
COHS 3333	Spring 2019	55	59.85%	4
COHS 1111	Summer 2019	30	43.34%	2
COHS 2222	Summer 2019	102	53.38%	5
COHS 1111	Fall 2019	57	40.38%	3
COHS 2222	Fall 2019	35	78.04%	5
COHS 3333	Fall 2019	47	65.31%	5
Averages				
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 3/3 load)				
4.00				
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 4/4 load, Clinical Faculty, Lecturers, and Adjuncts) (4.00/5.00 = .80 * 6.25)				
5.00				

Scenario #3:

Course	Term	# of Students	Response Rate	Score
COHS 1111	Spring 2019	31	31.22%	2
COHS 2222	Spring 2019	36	28.45%	1
COHS 3333	Spring 2019	44	33.11%	2
COHS 1111	Summer 2019	27	31.88%	1
COHS 2222	Summer 2019	24	28.04%	1
COHS 1111	Fall 2019	38	43.84%	3
COHS 2222	Fall 2019	61	38.25%	3
COHS 3333	Fall 2019	35	39.04%	2
Averages				
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 3/3 load)				1.88
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 4/4 load, Clinical Faculty, Lecturers, and Adjuncts) (1.88/5.00 = .376 * 6.25)				2.35

Scenario #4:

Course	Term	# of Students	Response Rate	Score
COHS 1111	Spring 2019	38	19.55%	0
COHS 2222	Spring 2019	40	21.88%	0
COHS 3333	Spring 2019	56	25.00%	1
COHS 1111	Summer 2019	62	33.00%	2
COHS 2222	Summer 2019	20	10.00%	0
COHS 1111	Fall 2019	65	48.04%	4
COHS 2222	Fall 2019	29	23.81%	0
COHS 3333	Fall 2019	58	49.13%	3
Averages				
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 3/3 load)				1.25
(FES Score for 25% of the Chair's Eval of Teaching for Tenure-Track faculty on a 4/4 load, Clinical Faculty, Lecturers, and Adjuncts) (1.25/5.00 = 0.25 * 6.25)				1.56

All classes taught during the FES Review Period will be scored via the matrix presented above. The average score will then inform 25% of the Chair's Evaluation of Teaching (20% - 25% of FES, depending on faculty status). Sample scenarios are presented to help explain the scoring system.

Worksheets will be provided to each faculty member to assist with calculation of the scores that will be used in the FES evaluation. Chairs will verify the score and use that as a discussion point with the faculty member during the annual performance review meeting.

Attachment 1

FES SUMMARY REPORT

Teaching effectiveness ratings are weighted averages and should be recorded to the nearest tenth. Ratings by the students and chair should be weighted equally (each comprises 50% of the teaching activity score). The remaining activity areas are each to be evaluated as a whole. For example, scholarly and/or creative accomplishments (FES 3) should be evaluated and assigned an overall rating from 1 to 5. The weights for each of the categories vary depending upon each faculty member's normative teaching load as described in Table I.

Faculty Member's Workload Assignment (check one):

Normative nine credit hours per semester

Normative twelve credit hours per semester

Table I.

FES Category	Rating	x	Weight	=	Score
1. Chair's Rating of Teaching Effectiveness	x			=	
2. Students' Rating of Teaching Effectiveness	_____	x	_____	=	_____
3. Scholarly and/or Creative Accomplishments	_____	x	_____	=	_____
4. Service	_____	x	_____	=	_____
Sum of Scores – FES 5	_____		_____	=	_____

* Weights for each category area are determined by referencing Table I of this policy.

The signatures below indicate only that the department/school chair and faculty member met to discuss the faculty member's annual evaluation pertaining to APS 820317 and does not necessarily indicate the faculty member's concurrence with the same.

Chair's Signature: _____

Faculty Member's Signature: _____

Date: _____

Attachment 2

Faculty Member's Name: _____

Identification Number: _____

Date: _____

Using the guidelines in Section 2 of APS 820317 and/or the appropriate college/department/school criteria, please document evidence/rationale for the chair's rating of teaching effectiveness score listed below. The broad categories listed in Section 2.02 are reproduced for your convenience.

Professionalism

Content and Pedagogy

Other

Chair's Rating of Teaching Effectiveness: _____

**Classroom Observation
Evaluation Form**

NOTE: This is a "Checklist" form asking evaluators to indicate the presence of teaching activities/behaviors already established as indicative of high-quality teaching. Identify areas of excellence, as well as improvement. Individuals are not expected to perform every behavior in a single teaching session.

Instructor: _____	Date: _____
Course Title: _____	Time: _____
Evaluators: _____	No. Students: _____

Directions: Indicate with a check (✓) the presence of the following actions and behaviors that indicate high quality teaching. Leave blank items you do not observe. Use N/A if an item is not relevant for this class or the instructor’s teaching style. If the evaluator observes a teaching practice applicable to a category but not listed specifically, the evaluator will check the descriptor labeled “other” and then write a brief description of the observed teaching practice/behavior. In addition, at the end of each category, evaluators will indicate whether the teaching practice was observed by placing a check (✓) next to the appropriate indicator. Lastly, evaluators will provide qualitative feedback for each category along with summative feedback at the end of the COEF.

Scoring: Using the following rating scale, select the appropriate score for each specific category. After scoring all five categories, total and average the scores for an overall score.

Summative peer evaluation feedback:

Scoring: (transfer scores after evaluation has been completed)

Variety of Pacing	_____
Organization	_____
Clarity	_____
Presentation skills	_____
Instructor-student rapport	_____
Total	_____

5 Outstanding	4 Above Average	3 Satisfactory	2 Below Average	1 Unsatisfactory