TENURE UNIT STANDARD ROUTING SHEET

In support of the following academic policy statements, tenure unit performance standards will be maintained and made publicly available by the Office of the Provost's Faculty Records Team. Per policy, each of these sets of standards will be reviewed every five (5) years, submitted to the Office of the Provost using this routing form for all signatures.

- APS 900417, Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- APS 980204, Performance Evaluation of Tenured Faculty (Post-Tenure Review)
- APS 820317, The Faculty Evaluation System of Tenured and Tenure-Track Faculty

Please note the following:

- Use a separate routing sheet for each set of tenure unit standards.
- Submit files in portable document format (PDF) only.
- Ensure the set of standards being submitted ***have been approved*** by the tenure unit ***and*** college dean.

Tenure Unit: Nursing

College/Unit:

☐ CAM ☐ COCJ ☐ CHSS ☐ COM ☐ NGL
☐ COBA ☐ COE ☒ COHS ☐ COSET

Standard:

◯ Promotion and Tenure ◯ Post-Tenure Review ◉ Faculty Evaluation System (FES)

Contact:

Name (first & last): Devon Berry

SHSU Email: dmb116@shsu.edu

Phone: 25132

Approved By:

Devon Berry
Digitally signed by Devon Berry
Date: 2022.12.13 12:53:28 -06'00'

Department Chair

Emily Roper (Dec 13, 2022 14:17 CST)

College Dean

Provost & Sr. VP for Academic Affairs

FES 1 WORKSHEET
Chair's Rating of Faculty Teaching Effectiveness Worksheet
[NAME]

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.

TEACHING	Professionalism

[Describe positive contributions and areas for growth, see Faculty Annual Review Information for additional data]

[APS 820317 describes, but does not limit, professionalism to: Adheres to scheduled class meeting times, Is reasonably available for student conferences and counseling; maintains appropriate office hours, Submits grades, reports, etc. in a timely manner, Maintains appropriate professional demeanor in teaching situations, Maintains high ethical standards of honesty and objectivity, Adheres to university/ college/ department/ school timelines, policies, and procedures, Regularly prepares for teaching, Attempts to evaluate and improve own teaching, Commitment and contribution to course and/or program assessments, Engages in professional development aimed at improving teaching effectiveness, Uses fair and appropriate grading practice(s)]

TEACHING	Content and Pedagogy

[Describe positive contributions and areas for growth, see Faculty Annual Review Information for additional data]

[APS 820317 describes, but does not limit, content and pedagogy to: Appropriateness and relevance of material covered in the class to subject matter of the class, Supporting educational material (e.g., handouts, electronic tutorials), Appropriate use of pedagogical resources, Adherence to syllabus, Appropriateness, relevance, and quality of syllabus content, Effective use of technology, Effective utilization of innovations, Timely, clear, informative, and appropriate feedback to students on assignments, tests, and on student progress in general beyond grades, Making reasonable accommodations for individual students requiring the same… (sentence not completed in policy), Incorporation of civic engagement, service-learning, community-based teaching strategies or internships

TEACHING	Peer Evaluation

On [date], [name(s) of peer evaluator(s)] observed teaching in [course name].
[There is no "score" from the peer evaluation – so complete this section with narrative]

TEACHING	IDEA Scores

* Overall score = Summary Evaluation of Teaching Effectiveness
**Response rate score based on COHS IDEA Response Rate Reviewing System

Spring 21					Fall 21			
Course	Overall Score*	RR**	RR Score		Course	Overall Score*	RR**	RR Score

OTHER/ADMINISTRATIVE ASSIGNMENTS

[Describe important performance information not captured in above sections such as collegiality, administrative roles, special projects, carrying additional load, etc.]

SCHOLARSHIP & ENGAGED PRACTICE

[Describe scholarly and engaged practice contributions.]

[Traditional scholarly contributions include, but are not limited to grants, publications, presentations, and posters. Engaged practice contributions include, but are not limited to, consulting, white papers, creative endeavors, internship/clinical placement development, and volunteer service in community orientations that require professional expertise. Participation in workshops and/or conferences that demonstrate continuing professional education to remain current in one's field are also encouraged, as are providing clinical education units to one's field. **Other examples of engaged practice include actual clinical or field-based practice (that is, points should be added for faculty who actively practice in clinical or other nursing related settings)**, involvement in quality improvement projects, development of best practice guidelines, and more generally, leading in practice change. These forms of activity are valuable and serve the same purpose for the individual, which is to maintain currency in one's chosen academic field. ***Note: Because no workload is granted to clinical track faculty for scholarship and engaged practice, the lowest score that can be awarded is 3.]

SERVICE

[Describe service in community, profession, university, college, or school. In addition, professional development activities not related to teaching should be documented here. Professional development related to teaching should be documented under "Professionalism". Pursuit of advanced education such as DNP or PhD courses are documented here (see above) and should be awarded points.]

Overall Performance Summary

[Short summary of performance, recommendations for targeted growth and development, and conclusion presaging the "Total Score" documented below]

RATING SCALE		
Score	**Rating**	**Explanation**
1	Inadequate	Requires immediate attention
2	Approaching Adequate	Needs Improvement
3	Adequate	Meets but does not exceed expectations
4	Distinctive	Generally superior performance
5	Excellent	Consistent superior performance

Evaluation Score **Clinical Track**

	Category of Evaluation	Score	Weight (Multiplier)	Total
	Teaching (Director Rating) (25%)			
	IDEA Response Rate (6.25%)		.0625	
	Peer Evaluation, Professionalism, Content & Pedagogy (12.5%)		.125	
	Other (6.25%)		.0625	
			Teaching Subtotal	
	Teaching (IDEA Summary Eval) (25%)		**.25**	
	Scholarship & Engaged Practice (25%)		**.25**	
	Service (25%)		**.25**	
			Total Score	

Evaluation Score **Tenure Track**

	Category of Evaluation	Score	Weight (Multiplier)	Total
	Teaching (Director Rating) (20%)			
	IDEA Response Rate (5%)		.05	
	Peer Evaluation, Professionalism, Content & Pedagogy (10%)		.10	
	Other (5%)		.05	
			Teaching Subtotal	
	Teaching (IDEA Overall Score) (20%)		**.20**	
	Scholarship & Engaged Practice (40%)		**.40**	
	Service (20%)		**.20**	
			Total Score	

_____   _____
Faculty   Date

_____   _____
Assistant Director   Date

_____   _____
Director   Date