**ANNUAL FACULTY EVALUATION REPORT FOR TENURED FACULTY**

Name: Cher Hendricks CMU 700#: 00000

Academic Department: Teacher Education Evaluation Period: **2023**

Faculty Rank: Full Professor

Review Year 1 2 3 4 (5th year requires post-tenure review)

**Provide the weights you assigned to each factor for the year under review:**

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| Teaching | 60 | % (range of 50-65%) |
| Scholarly Activity | 25 | % (minimum of 10%) |
| Service (includes advising) | 15 | % (minimum of 15%) |
| **Total** | 100 | % (must equal 100%) |

**TEACHING**

List each course taught, including any independent study, internship, or structured research course that had a CRN (even if no student evaluations were completed). All fields are required for each course. You may add or delete rows as needed.

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| **Spring Courses** | | | | | |
| **Course Number and Title** | **CRN** | **Enrollment** | **Course Evaluation**  **Median of Medians** | **Course Evaluation**  **Mean** | **Course Evaluation Response Rate** |
| EDUC 471: Educational Assessment | 43655 | 25 | 4.0 | 4.25 | 84% |
| EDUC 471: Educational Assessment | 42656 | 22 | 5.0 | 4.80 | 59% |
| EDTL 513: Info Based Ed Pract & Stats | 43823 | 8 | 5.0 | 4.5 | 88% |
| EDUC 600: Master's Capstone | 44532 | 10 | 4.5 | 4.75 | 100% |
| EDEC 295: Independent Study | 45935 | 1 | N/A | N/A | na% |

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| **Fall Courses** | | | | | |
| **Course Number and Title** | **CRN** | **Enrollment** | **Course Evaluation**  **Median of Medians** | **Course Evaluation**  **Mean** | **Course Evaluation Response Rate** |
| EDUC 471: Educational Assessment | 43566 | 24 | 4.5 | 4.78 | 83% |
| EDUC 471: Educational Assessment | 42666 | 21 | 5.0 | 4.92 | 67% |
| EDLD 540: School Improvement & Acct. | 25492 | 13 | 4.0 | 4.5 | 92%% |
| EDUC 115: What It Means to be an Educ. | 25876 | 6 | 5.0 | 5.0 | 100% |
| EDUC 215: Teaching as a Profession | 25949 | 9 | 4.0 | 4.3 | 56% |

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| **Summer or J-Term Courses** | | | | | |
| **Course Number and Title** | **CRN** | **Enrollment** | **Course Evaluation**  **Median of Medians** | **Course Evaluation**  **Mean** | **Course Evaluation Response Rate** |
|  |  |  |  |  | % |
|  |  |  |  |  | % |

Document other activities below that contributed to your workload in teaching. **Note**: **Faculty are not required to engage in all activities listed below (e.g., teaching online/hybrid, teaching overloads).**

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|  | **Spring** | **Fall** |
| **Number of credit hours taught per semester (do not include overload here)** | 13 | 11 |
| **Number of contact hours per semester (scheduled hours in class per week)** | 13 | 11 |
| **Number of distinct course preparations** | 4 | 4 |
| **Number of new course preparations (or courses with >50% course revision)** | 0 | 1 |
| **Number of in-person classes taught** | 2 | 4 |
| **Number of online/hybrid classes taught** | 2 | 1 |
| **Total enrollment in all classes (after drop/add)** | 66 | 73 |
| **Number of overload credit hours taught per semester (overload is not expected)** | 0 | 0 |

Did you receive a peer evaluation of your teaching last year? Yes No

If yes, attach the evaluation to this form.

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| **List or describe additional teaching accomplishments based on departmental expectations. This could include participation in Center for Teaching & Learning activities, other professional development, course or curricular modifications or improvements, and teaching innovation or improvement.** |
| Participated in book study on Student Belonging with the Center for Teaching & Learning. |
| Attended 3 T2T events (two on AI and one on civil discourse in the classroom). |
| Completely revamped EDUC 115: What it Means to Be and Educator for Fall 2023. Added case studies, two classroom observations, and six new reflective assignments. Worked with Distance Education to overhaul course in D2L to ensure alignment of outcomes, assessments, activities, and assignments. |

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| **You may use this space to describe your accomplishments in teaching or to provide contextual information pertinent to your responses in this section (OPTIONAL).** |
| Fall was the first time I taught EDUC 215: Teaching as a Profession. My course evaluations were lower than what I’d hoped. Feedback from students indicated that assignment expectations weren’t clear, so I created rubrics for two assignments and will be trying those this year. |

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| **Academic Department Head Evaluation and Comments** | |
| **Weight for Teaching** | 60% |
| **Evaluation Unsatisfactory (1)**  **Below Expectation (2)**  **Successful (3)**  **Above Expectation (4)**  **Exceptional (5)** | Score (weight x eval) |
| **Comments** | |

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| **VPAA Comments** |
| **Comments** |

**RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES**

Provide your accomplishments this year in research, scholarship, and creative activities aligned with departmental expectations. Not all departments will have expectations in each of the areas listed. It is not required to involve students in your scholarly activity. Please add or delete rows as needed.

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| **Scholarship Activity** | | | |
| **Scholarly or Creative Work** | **Scholarship Type** | **Does this work involve students?** | **Progress** |
| Hendricks, C. (2023). Improving Schools through Action Research (4th ed.). Boston: Pearson. | Book | No student involvement | Published |
| Hendricks, C. (2023, April 3-6). Action Research as Professional Development. AERA Annual Conference, San Diego, CA. | Conference presentation | Faculty-led; some student involvement | Presented |
| Hendricks, C. (2023). Action Research in the Field: K12 School Counselors Improving Student Outcomes. Action Research Journal. | Peer-reviewed publication | No student involvement | Under review |

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| **List or describe additional research, scholarly, and creative accomplishments based on departmental expectations. This could include pedagogical research, participation in professional activities, or sharing expertise outside the traditional classroom so long as the activity enhances teaching or otherwise contributes to growth in the discipline. Scholarship can also include continued education and professional development activities appropriate to professional assignments. See the *Professional Personnel Employee* Handbook for more detail.** |
| I conducted a workshop on the Scholarship of Teaching & Learning (SoTL) to CMU faculty through the Center for Teaching & Learning. Twelve faculty were in attendance, and we discussed how to conduct classroom-based pedagogical research as well as publication outlets for SoTL. |
| I attended a grant-writing workship through CMU's Office of Sponsored Projects and have identified two grants that align with my scholarship. I plan to pursue one grant opportunity this year. |

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| **You may use this space to describe your accomplishments in research, scholarly, and creative activities or to provide contextual information pertinent to your responses in this section (OPTIONAL).** |
| I feel I greatly exceeded my own expectations last year in scholarship. My goal for this year is to finalize publication of the K12 counselor article currently under review with ARJ and to collaborate on a grant proposal based on the workshop I attended with OSP. |

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| **Academic Department Head Evaluation and Comments** | |
| **Weight for Research, Scholarly, or Creative Activity** | 25% |
| **Evaluation Unsatisfactory (1)**  **Below Expectation (2)**  **Successful (3)**  **Above Expectation (4)**  **Exceptional (5)** | Score (weight x eval) |
| **Comments** | |

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| **VPAA Comments** |
| **Comments** |

**SERVICE & ADVISING**

List and describe your service contributions, which may include those that contribute to the university, your department, your discipline, or the community. Tenured faculty are expected to engage in service and provide leadership in service, commensurate to their experience and areas of interest/expertise. Please add or delete rows as needed.

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| **Service** | | | | |
| **Committee/Group/Activity** | **Service Type** | **Role (e.g., member, chair)** | **Did you attend at least 80% of meetings?** | **On a scale from 1-10, rate your contribution to this activity.** |
| Forming the Future Planning Committee. | University Service | Member | Yes | 9 |
| HLC Committee | University Service | Ex-Officio | No | 5 |
| Faculty Search Committee (department) | Departmental Service | Chair | Yes | 10 |
| AERA SIG: Action Research | Service to Profession | Secretary | N/A | 10 |
| Reading Tutor for D51 (visited school 4x Spring 2023 and worked with 3 students) | Community Service | Volunteer | N/A | 7 |

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| **Student Advising, Recruiting, and Orientation Events** | | | | |
| **Programs Advised, Recruiting, or Orientation Event** | **Number of Advisees/**  **Attendees** | **Role** | **Semester/Year (events only)** | **Estimate of time spent** |
| Advisor for Graduate Educational Leadership Program. | 6 | Academic Advisor (primary) | N/A | 12 hours total |
| Mesa Experience | 3 | Attended | Spring '23 | 1 hour |
| Recruiting in D51 (spoke with all HS principals about CMU grad programs & tuition waivers) | NA | Attended | Fall '23 | 6 hours total |

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| **List or describe additional ways you engaged in service.** |
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| **You may use this space to describe your accomplishments in service and advising or to provide contextual information pertinent to your responses in this section (OPTIONAL).** |
| The timing of my community service with D51 overlapped with some very busy times (grading, committee work), so my participation was not what I hoped it would be. |

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| **Academic Department Head Evaluation and Comments** | |
| **Weight for Service & Advising** | 15% |
| **Evaluation Unsatisfactory (1)**  **Below Expectation (2)**  **Successful (3)**  **Above Expectation (4)**  **Exceptional (5)** | Score (weight x eval) |
| **Comments** | |

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| **VPAA Comments** |
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| **OVERALL RATING** | |
| **Overall Teaching Score** |  |
| **Overall Research, Scholarly, and Creative Activity Score** |  |
| **Overall Service & Advising Score** |  |
| **Overall Advising Score** |  |
| **TOTAL SCORE** |  |
| **OVERALL RATING** |  |
| **Academic Department Head Comments** | |
| **VPAA Comments** | |

**OVERALL RATING KEY**

**Exceptional:** The Faculty member’s performance is superior, far above what is required. Faculty member consistently exceeds highest standards (451-500 points).

**Above Expectation:** The Faculty member’s performance is consistently above normal expectations and standards (351-450 points).

**Successful:** The Faculty member’s performance is consistent with what is expected and considered acceptable (251-350 points).

**Below Expectation:** The Faculty member’s performance is generally below the minimum requirements for the job (151-250 points).

**Unsatisfactory:** The Faculty member’s performance does not meet minimum job requirements. Lack of improvement may result in disciplinary action (below 150 points).

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| **Employee Comments** |
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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Agree  Disagree  with my Performance Evaluation.  
 (Employee’s Signature)

Date:

Academic Department Head’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

VPAA Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_