

COET Merit Evaluation Instrument

The COET Merit Evaluation Instrument was designed by the COET Faculty Evaluation & Criteria Committee as a formative self-rating measure to be completed by the faculty member for the annual merit review process. The instrument was designed to be dependent upon (a) the faculty member’s statement of responsibilities, (b) the department’s comprehensive faculty evaluation and development plan (CFEDP), and (c) the FHSU Memorandum of Agreement (MOA). Merit is based on evidence **from the previous calendar year** (e.g. Spring 2014 – Fall 2014).

To complete the evaluation, list the appropriate information in the tables and rate your performance using the rubrics provided. Sections I-III relates to teaching, scholarship, and service; Section IV is a self-reflection narrative; Section V includes a comment box for the chair, and Section VI is for the signatures. Once completed, SIGN, SAVE AS, and EMAIL the PDF file to your department chair.

Section I – Evidence of Teaching Activities and Excellence

- In the table provided below, list the information for the courses you taught from the previous calendar year including the course evaluation (CE) response rate for each course and the average student rating for the 15th item on the survey (i.e. “I would recommend this instructor to other students.”):

Spring: _____

Course ID	Course Title	CE Response Rate	#15 Average from CE

Fall: _____

Course ID	Course Title	CE Response Rate	#15 Average from CE

2. In the rubric below, rate your level of instructional activity, including advising performance from the previous calendar year:

Outcome Indicators	Low (1)	Developing (2)	Mastering (3)
Learning Outcomes	Course outcomes unclear, not measurable; No performance criteria evidence and no alignment of institutional and college mission and program standards.	Course outcomes somewhat clear and measurable, but lack performance criteria; some alignment with institutional and college mission and program standards.	Course outcomes are clear and measurable, performance criteria are evident and aligned with program and institutional and college mission and program standards.
Integration with TPACK Model	Course content and resources are not structured to aid learner integration of technology, pedagogy, and content.	Course content and resources somewhat integrates technology, pedagogy, and content	Course content and resources are updated regularly and clearly integrates technology, pedagogy, and content.
Learner-Centered	Little to no variety in teaching methodologies; individual learner needs and interests are not supported.	Some teaching methods address individual learner needs.	Teaching methods regularly focus on individual learner needs and adapt to learners' responses to content.
Learning Environment	Learning environment not conducive to active student engagement.	Learning environment encourages some student engagement.	Learning environment regularly encourages student engagement.
Critical Thinking	Learning activities and assessments promote little to no critical thinking; such as analysis, reflective thinking, creativity, and authentic application.	Learning activities and assessments sometimes promote critical thinking; such as analysis, reflective thinking, creativity, and authentic application.	Learning activities and assessments regularly promote critical thinking; such as analysis, reflective thinking, creativity, and authentic application.
Assessment Feedback	Little to no variety of assessments provided. Assessment data is not used to guide student achievement. Little to no feedback is given and is not constructive.	Some variety of assessments provided. Data is sometimes used to guide student achievement. Some constructive feedback is given and provided on a timely basis.	Uses a variety of assessments. Data is used to guide student achievement. Constructive and timely feedback is regularly provided.

Outcome Indicator	Low (1)	Developing (2)	Mastering (3)
Availability	Maintains limited to no office hours. Does not post office hours nor inform students of availability.	Posts office hours, maintains them the majority of the time and informs students of availability.	Posts and maintains office hours on a consistent basis and in varied formats; is willing to schedule additional appointments to accommodate students' needs.
Knowledge	Exhibits limited knowledge to address student needs; uncertain of resources available. Lack of initiative to assist students.	Exhibits some knowledge of resources to address student needs. Some initiative to assist students.	Fully knowledgeable regarding resources to address needs. Always willing to assist students.
Confidential	Little to no effort to maintain confidentiality and student rights; may leave student unnecessarily vulnerable.	Attempts to maintain confidentiality and student rights but may leave student vulnerable.	Maintains confidentiality and student rights; works closely with others to ensure full compliance and sensitivity.

Section II - Evidence of Scholarly Activity

1. Using formatting from the most recent APA edition, in the space provided below list your scholarly activities (e.g. publications, presentations, grants) from the previous calendar year:

(Scholarly activity continued on next page)

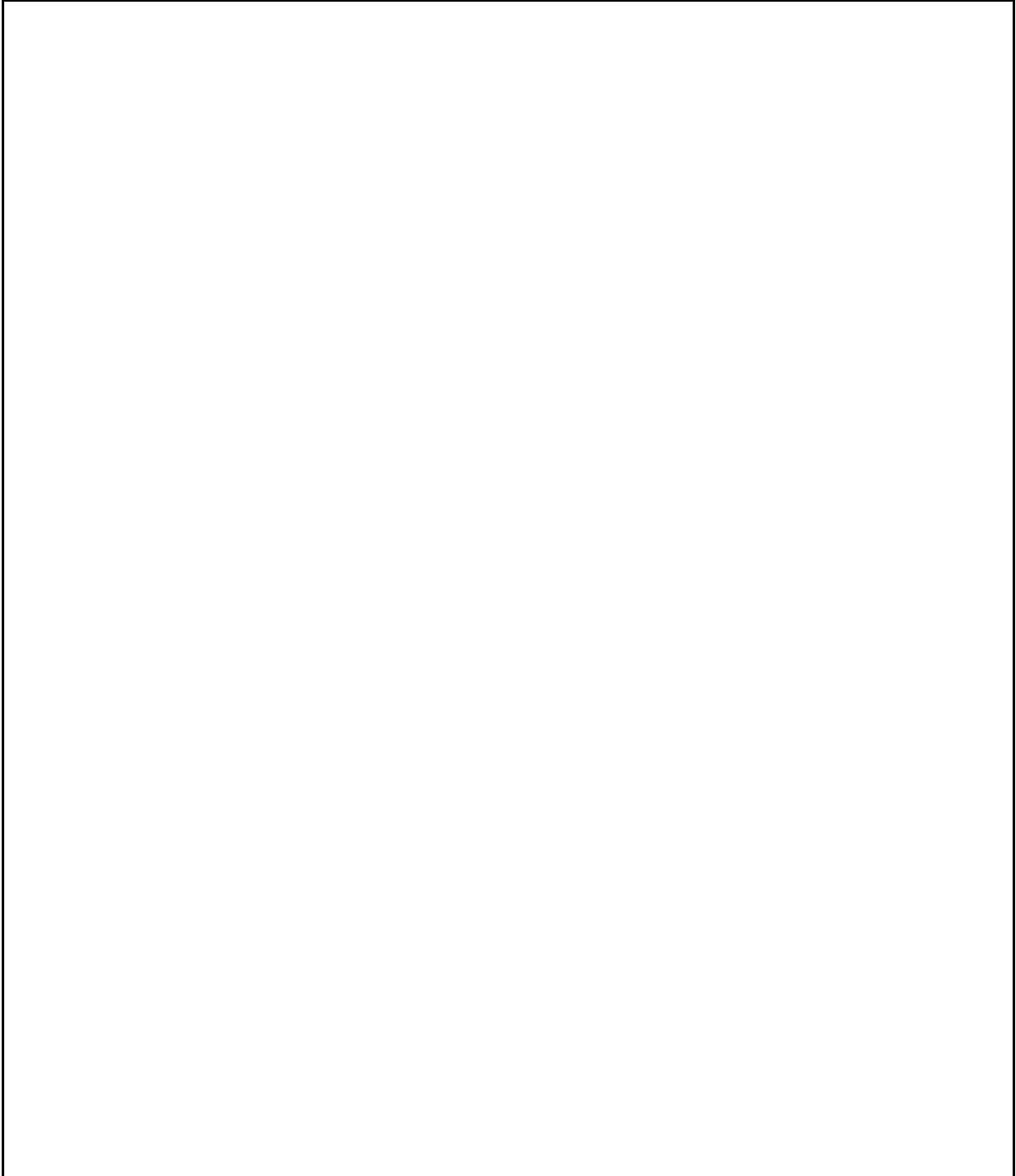
(Scholarly activity continued from previous page)

2. In the rubric below, rate your level of scholarly activity performance from the previous calendar year:

Outcome Indicator	Low (1)	Developing (2)	Mastering (3)
Professional Contribution	The evidence lacks alignment with Boyer's categories of scholarship and annual statement of responsibilities.	The evidence shows some alignment with Boyer's model of scholarship and annual statement of responsibilities.	The evidence demonstrates scholarly rigor and aligns with Boyer's model of scholarship and the faculty member's annual statement of responsibilities.

Section III - Evidence of Service Activity

1. In the space provided below, list your service activities (e.g. departmental, college, university, professional) from the previous calendar year:

A large, empty rectangular box with a black border, intended for the user to list their service activities from the previous calendar year.

(Service activity continued on next page)

(Service activity continued from previous page)

2. In the rubric below, rate your level of service activity performance from the previous calendar year:

Outcome Indicator	Low (1)	Developing (2)	Mastering (3)
Professional Contribution	The evidence lacks a clear relationship to service information stated in the faculty member's annual statement of responsibilities.	The evidence shows some relationship to the service information stated in the faculty member's annual statement of responsibilities.	The evidence aligns with the service information stated in the faculty member's annual statement of responsibilities.

Section IV – Faculty Reflection

1. Using the rubrics to guide your comments, please reflect on your greatest strengths from the previous calendar year and describe your specific goals for improvement in the next calendar year:



(Faculty reflection continued on next page)

(Faculty reflection continued from previous page)

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the faculty member to provide their reflection, continuing from the previous page.

Section V – Chair Comments

Section VI – Signatures

The submitted faculty evaluation provides a description of my accomplishments at FHSU during the previous calendar year. I have agreed to submit this evaluation by electronic means. I understand that an electronic signature has the same legal effect and can be enforced in the same way as a written signature. By typing my name, I am electronically signing my evaluation submission.

Faculty Signature: _____ Date: _____

Chair Signature: _____ Date: _____