



ANNUAL EVALUATION REPORT – TENURE-TRACK FACULTY

EVALUATION PERIOD JANUARY 1, 2024 THRU DECEMBER 31, 2024

Name: Sharon Ross Tenure Year: 3 PIN: _____
 Department: Educational Leadership FTE Percentage: 100%
 Present Rank: Full Associate Assistant Department Head: FTE Percentage: _____
 Teaching Faculty Non-Teaching Faculty (Supplementary Review Attached)

This annual evaluation covers the previous calendar year. The evaluator's remarks must address any changes in performance in each area since the last annual evaluation. The remarks should address the individual's progress toward tenure and/or promotion to the next rank, where applicable.

1. Weighted Percentage: 40

TEACHING/POSITION EFFECTIVENESS (or performance of assigned duties for non-teaching faculty)

NOTE: For instructional faculty, evaluations "shall include an assessment of teaching evaluations completed by their students, but may not be limited to said student evaluations."

CHECK ONE: Does Not Meet Expectations (1) Partially Meets Expectations (2) Meets Expectations (3)
 Exceeds Expectations (4) Significantly Exceeds Expectations (5)

REMARKS REQUIRED: Teaching: 5 of 9 points needed for Significantly Exceeds Expectations. Total Earned: 5

(1.1.1.5) Departmental, college, and university workshops on effective teaching (course pedagogy)

Attends at least 1 training sessions/conference sessions to improve teaching and/or course design - 1 pt
 2024, Dept. Training CPED effective teaching practices/improvement science ...

2024, RWE Fall Conference Mei Jiang, presenter... Do I Get Enough Support to Teach.

2024, Department Meeting –10/22/24 Each shared two reflections and most were classroom teaching worthy.
 2024, Carnegie Project on the Education Doctorate (CPED) National Convening, Hawaii

2024 Texas Council Professors of Educational Administration (TCPEA) Superintendent Preparation Program
 Discussion Group, Online Zoom

2024 Texas Council of Professors of Educational Administration (TCPEA) Summer Writing Conference, Online
 Zoom

2024 Texas Association of Black Professors in Higher Education (TABPHE) Spring Conference, Frisco, Texas

2024 Texas Association of Secondary School Principals (TASSP) Summer 2024 Conference, Austin, Texas

2024 TCWSE Region 7&8 Spring 2024 Conference, Mt. Pleasant, Texas

2024 Texas Women in Higher Education (TWHHE) Spring Conference, Corpus Christi, Texas

2024 International Council of Professors of Educational Leadership (ICPEL), San Antonio, Texas

2024 Texas Council of School Executives (TCWSE), 39th Annual Conference, Austin, Texas

(1.1.1.8) On-campus technology center and other innovative programs designed to educate and support faculty in their efforts to integrate new technology into their teaching/ contribution to student learning (course development)
 Using zoom sessions, students present some discussion on video, student presentations using powerpoint and voice or their choice of technology delivery, professor welcome videos and zooms for online courses to promote sense of belonging. Learned to provide short video clarifications from ACUE when students have questions about assignments.

Attends at least 1 training session/conference session to improve teaching and/or course design 1pt

Fall 2024 Started ACUE

Attended CPED AI Session with Tarleton A&M team on AI Teaching Assistant research study. The work focused on challenging us to think about the role of AI in enhancing education experiences and interactive online learning environments especially within the dissertation. Oct. 2024 Presenters Justin Carrell, Juanita Reyes, Leslie Leach, Jim Gentry.

(1.1.1.9) Participates in department in-service training (i.e., faculty meeting, field training) 1pt

510 Training with Elsa V. on August 20, 2024.

Faculty Retreat August 28, 2024 Worked on 601 and 637 as well as other essential work.

Attended the majority of our faculty meetings and various department trainings 2024 year

EMPLOYEE'S INITIALS

SR

EVALUATOR'S INITIALS

(1.1.1.11) Instructional outcomes assessment by students, employers, of graduates, and faculty in graduate and professional schools attended by graduates

1pt

*Student Evaluation (institutional or course embedded)

Upon review of student evaluation feedback, faculty provides written self-reflection for professional development to further enhance teaching craft.

Full chart emailed with Eval.	Ross	Dept.	Coll	Univ	
Spring 2024	EDAD 620 Inst. 5.00	4.50	4.41	4.42	Higher
Spring 2024	EDAD 620 Cour4.90	4.57	4.49	4.47	Higher
Spring 2024	EDAD 519 Inst. 5.00	4.50	4.41	4.42	Higher
Spring 2024	EDAD 519 Cour5.00	4.57	4.49	4.47	Higher
Sum 1 2024	EDAD 515 Inst 4.62	4.60	4.50	4.51	Higher
Sum 1 2024	EDAD 515 Cour4.69	4.69	4.54	4.54	Higher
Sum 2 2024	EDAD 556 Inst 5.00	4.28	4.51	4.45	Higher
Sum 2 2024	EDAD 556 Cour4.90	4.25	4.53	4.48	Higher
Fall 2024	EDAD 561 Inst 5.00	4.46	4.49	4.43	Higher
Fall 2024	EDAD 561 Cour5.00	4.53	4.54	4.49	Higher
Fall 2024	EDAD Inst. Lea 5.00	4.46	4.49	4.43	Higher
Fall 2024	EDAD Inst. Lea 4.85	4.53	4.54	4.49	Higher

Majority of courses higher percentage rate than department, college, and university.

Student Comments:

Student: This Human Resources class gave me the opportunity to work collaboratively with other peers and provided a great insight into the world of HR in a school district setting. This course content and in conjunction with my practicum class afforded me the opportunity to really get to know my HR department and what it is like in the day of HR.

Student: I really appreciated Dr. Ross' approach to the course. She focused on learning, and it was very organic and conversational. I especially appreciated the Title IX training from the presenter. More case studies and legal grievance practice would enhance this course in the future.

Ross Reflection: I will definitely give more thought to adding more case studies and understanding the grievance process.

Student: I appreciate how Dr. Ross actually is reading our submissions and giving positive and thought provoking feedback. Many professors just make you complete discussions and it feels more like compliance than anything else, but not in this case. The positive feedback is really encouraging as well because that doesn't really happen in these classes either.

Ross Reflection: I will continue focusing on reading submissions and adding positive feedback that encourages as well as directs toward the learning outcomes.

Student: Very helpful and willing to help in the evening hours when she could be in out of office hours. Provides feedback of grading in a quick turnaround as well to be able to know what to adjust in future assignments.

It's been a pleasure to have Dr. Ross as our professor for the second time. She is always helping us apply the content to real-life situations and preparing us to become culturally responsible leaders, helping us develop a mentality of leaders who serve and support all stakeholders.

Dr. Ross is amazing. Very knowledgeable, I love that she shares real world experiences with the class.

Dr. Ross consistently shares real-life experiences that have been incredibly helpful throughout this journey. She is always open to offering advice on the professional challenges we may currently be facing.

Dr. Ross has helped us as a cohort develop our leadership skills through this course. It has been a pleasant opportunity to continue learning from her experience and to have a small class because we're able to do role plays and receive feedback.

Dr. Ross's commitment to her student's learning is priceless. Having Dr. Ross as my instructor during this Principal Certification program makes me feel more confident and knowledgeable. The feedback she provides is constructive and timely, allowing us to understand our new role as an Administrator.

Online courses can be arduous to navigate through the content and semester work. My professor made the navigation through the course very simplistic yet challenging. This is exactly what I needed. I am thankful to have a great professor for this course of study.

Develops/Significantly revises a course or teaching methods or engages in pedagogical practices that advances student outcomes

1 pt

COURSE LEAD

EMPLOYEE'S INITIALS

EVALUATOR'S INITIALS

EDAD 628
EDAD 620

PEDAGOGICAL PRACTICES THAT ADVANCES STUDENT OUTCOMES

Provides opportunities to work collaboratively with peers

Provide external partners/speakers to share insights with students to enhance learning experiences

Ask questions in their feedback to create thought toward their work and create reflection beyond the assignment.

Student: This Human Resources class gave me the opportunity to work collaboratively with other peers and provided a great insight into the world of HR in a school district setting. This course content and in conjunction with my practicum class afforded me the opportunity to really get to know my HR department and what it is like in the day of HR.

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Evidence of Learning Outcomes Assessed Yes No (ATTACH EVIDENCE)

2. Weighted Percentage: 30

SCHOLARLY RESEARCH AND/OR CREATIVE ACTIVITY

CHECK ONE: Does Not Meet Expectations (1) Partially Meets Expectations (2) Meets Expectations (3)
Exceeds Expectations (4) Significantly Exceeds Expectations (5)

REMARKS REQUIRED: Significantly Exceeds expectations #1 Required AND 4 points Total Earned: #1 and 11pts

Peer Reviewed Required

Atchley, S., & Ross, S. (2024). Caring by Enhancing Online Principal Preparation Students' Well-Being through Gamification. *Texas Educator Preparation*, 8(1), 34–41. <https://doi.org/10.59719/txep.v8i1.46>
<https://txep.csotte.com/index.php/txep/article/view/46>

Taylor, J., Ross, S., Washington, K., & Brown, K., (2024). Igniting resilience during critical times: Reflections of women superintendents, *School Leadership Review*: Vol 18: 2(2)
<https://scholarworks.sfasu.edu/slr/vol18/iss2/2>

Peer Reviewed Extra

2pts

Washington, K., Ross, S., Taylor, J., & Brown, K. (2024). Exploring work satisfaction of women in educational leadership from a racial perspective during times of crisis. *Tapestry: Journal of Diversity, Equity, Inclusion, and Belonging in Education*, 2(1).
<https://digitalcommons.acu.edu/deie/vol2/iss1/5>

Atchley, S., & Ross, S. (2024). Redesigning Principal Preparation Programs: A continuous improvement culture using Bambrick-Santoyo's data meeting conceptual framework. In McKee, L. Editor, Read, S. Editor, & Rickey, D. Editor (Eds.), *Using data for continuous improvement in educator preparation*. Myers Education Press. pp150-161 <https://myersedpress.presswarehouse.com/browse/book/9781975505905/Using-Data-for-Continuous-Improvement-in-Educator-Preparation>

2. 1 point for each Invited or accepted International/National / State/Local presentations 9pts

Arrambide, M., Ballenger, J., Beaty, D., Farler, T., Parra, J., Ross, S., & Villarreal, E. (2024, October 17) Shades of change and a horizon of hope: How one department embraced change to more effectively offer students an authentic doctoral experience. Round Table Panel Presentation. (CPED) 2024 Convening, Honolulu, Hawaii.

Ballenger, J. & Ross, S. (2024, September) Vision, Mission, & Core Values/Divisional Norms "a Collaborative Effort."

EMPLOYEE'S INITIALS _____ EVALUATOR'S INITIALS _____

Enrollment Management, ETAMU
 Washington, K., Brown, K., Taylor, J., & Ross, S. (2024, July 29-31) Examining women in educational leadership and work satisfaction through a racial lens. Paper Presentation. 2024 ICPEL San Antonio Conference.
 Ross, S., & Cooper, J.M. (2004, June 20-21). The making of writing circles. 2024 TCPEA Summer writing workshop.
 Ross, S., & Connor, A. (2004, June 12-14). Putting the "coach" in collaborative commitment. 2024 TASSP Summer Conference.
 Ross, S. (2024, April 24). The power of balance, being the best. Region 7 & 8 Spring Convening of Texas Council of Women School Executives.
 Ross, S., Williams, S., Vaughn, G., Singh, M., Cerling, K. (2024, April 7-9). First time attendees' welcome session: I'm here, now what? Texas women in higher education 2024 annual conference.
 Ross, S., Walker, V., & Conner, A., (2024, January 27). Discover the powerful trio: Grit, grace, and culturally relevant leadership. TCWSE 2024 annual conference.
 Washington, K., Brown, K., Brown, J., & Ross, S. (2024, January 27). A statistical analysis: Examining women in educational leadership and work satisfaction through a racial lens critical times. Texas Council of Women School Executives, 39th Annual Conference

3. Weighted Percentage:
30

SERVICE/COMMUNITY ENGAGEMENT (System, University, College/School, Department/Unit, Professional, Community)

CHECK ONE: Does Not Meet Expectations (1) Partially Meets Expectations (2) Meets Expectations (3)
 Exceeds Expectations (4) Significantly Exceeds Expectations (5)

REMARKS REQUIRED: Significantly Exceeds Expectations 5	Total Earned = 42
1. Faculty member provides service across all areas (Profession, university, college, or department)	
2. Faculty member has at least 6 units of service.	
Service to Profession	
Reviewer for Kriss Kemp Graham, School Leadership Rep: Dismantling Inequities in the Faculty Evaluation System.	2
Service to the Profession	
Board Member, TCPEA	6
Executive Board, TCWSE	6
Discussant, Chair AERA	8
TCPEA Superintendent Support Group Co-Chair	6
TCPEA Regional Affiliation Member	
Service to University: Committee Member, Strategic Plan Updating Committee Fall 2023 - Present	3
Service to University: Presentation for Enrollment Management, Oct. 11, 2024	
Service to University: Presented to Honors Class, Dr. Erin Webster, Sept. 9, 2024	
University Donuts and Directions	
College Search Committee: Began November 25, 2024	3
HR Coordinator: Kristine Vince	
Lead Coordinator: Michael Ponton	
HELT Department Head Search R-079098	
Service to department: Serve as Course Lead	2
Major revisions and redesign	
EDAD 620 School District Instructional Leadership: Human Resources	
EDAD 658 School Crisis Leadership	

4. **EVALUATION OF PROGRESS TOWARD TENURE:** For tenure track faculty, the department chair shall meet with the tenured faculty and thereafter incorporate in the chair's annual evaluation the sense of the tenured faculty on the progress of the candidate towards tenure and promotion. A summary of the tenured faculty's comments, if any, should be included in this evaluation.

CHECK ONE: Does Not Meet Expectations (1) Partially Meets Expectations (2) Meets Expectations (3)
 CHECK ONE: Exceeds Expectations (4) Significantly Exceeds Expectations (5)

EMPLOYEE'S INITIALS JK EVALUATOR'S INITIALS _____

REMARKS REQUIRED: Dr. Ross is an asset to the univeristy and department. She readily works on whatever is needed and is always a team player. I look forward to many more collaborative opportunities to work with Dr. Ross.

Course Evaluations were reviewed and discussed.

EMPLOYEE'S INITIALS



EVALUATOR'S INITIALS _____

5. LIST GOALS, OBJECTIVES, AND WEIGHTED PERCENTAGES TO BE COMPLETED IN THE NEXT YEAR.

REMARKS REQUIRED:	Last year: Goal 1. By the 2024 evaluation date of January 2025, S. Ross will complete and have published required number of publications plus 1.
Teaching 40	Goal 2. By the 2024 evaluation date of January 2025, S. Ross will improve the rating in student evaluations to be at or above department, college, and university means by returning grades in a timely manner within a week of the due date.
RSCA 30	I wanted to have more time devoted to research going forward therefore I am setting a different goal percentage.
Service 30	I met goal #1. I met some of the evaluations on goal #2 and some were under the means. I did not divide the time throughout the week as I should have to accomplish 100% of the goal. Additionally, I did not get to the peer observations last year as I had desired. They are now on my calendar for 2025.
	Goal for Teaching: Conduct at least 1 peer observation in the Spring and Fall, 2025.
	Goal for Research: Publish at least 2 peer reviewed publications in which I am 1st author.
	Service: Conduct at least 3 service projects as a reviewer and continue serving without neglecting research or teaching responsibilities. Calendarizing my percentages gives me a better perspective on managing my time.

** If any section is rated "Unsatisfactory": "A proposed remedial course of action and a reasonable time limit must be added to the evaluation for mutual collegial benefit, and be undertaken during the period before the next evaluation."*

EVALUATOR: I have prepared this "Annual Evaluation Report" and reviewed it with the employee:

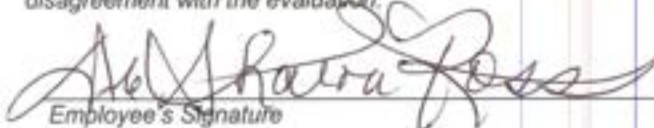
Date: _____

Evaluator's Signature

Type/Print Name: _____

Title: _____

EMPLOYEE: I have read and reviewed the foregoing evaluation. It is my understanding that I may attach comments, if there is a disagreement with the evaluation.


 Employee's Signature

Date: Jan. 23, 2025

DEAN:

- I concur with the Evaluator's assessment.
- I disagree with the Evaluator's assessment. My reasons are attached.
- N/A - The Dean is the Evaluator.

Date: _____

Dean's Signature

Type/Print Name: _____

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS:

- I concur with the Dean's assessment.
- I disagree with the Dean's assessment. My reasons are attached.

Date: _____

Provost's Signature

Type/Print Name: _____

EMPLOYEE'S INITIALS SR EVALUATOR'S INITIALS _____