



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: ENGL

College/Unit:

- | | | | | |
|-------------------------------|-------------------------------|--|--------------------------------|------------------------------|
| <input type="checkbox"/> CAM | <input type="checkbox"/> COCJ | <input checked="" type="checkbox"/> CHSS | <input type="checkbox"/> COM | <input type="checkbox"/> NGL |
| <input type="checkbox"/> COBA | <input type="checkbox"/> COE | <input type="checkbox"/> COHS | <input type="checkbox"/> COSET | |

Standard:

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

Contact:

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Approved By:


Jacob Blevins (Nov 30, 2022 10:03 CST)
 Department Chair


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 College Dean

Provost & Sr. VP for Academic Affairs

Performance Evaluation of Tenured Faculty¹

ENGLISH DEPARTMENT

Sam Houston State University

Performance Evaluation of Tenured Faculty

As stated in APS 900417, 2.01: “Tenure ensures academic freedom and protects faculty from inappropriate retribution. It allows faculty members to take a long-term approach to their work while still requiring faculty accountability. It assists in attracting and maintaining excellent faculty and promotes the orderly induction of new faculty into the community of mature scholars.” In addition, APS 980204, §2.01 stipulates that the department’s expectations must “take cognizance of the need to allow for legitimate variation in the development of a faculty member’s career.”

APS 980204 establishes the guidelines for the evaluation of tenured faculty every five years. The DPTAC will evaluate tenured faculty based on the established tenure/promotion guidelines for performance objectives appropriate for each rank. Full professors are expected to maintain the same or greater level of performance in all areas as was required for promotion from Associate to Full Professor.

Dossier Material

Required:

- CV
- 2-4 page, double-spaced narrative (for 3rd year reviews, Tenure/Promotion consideration, and Performance Evaluation of Tenured Faculty)
- Summary IDEA Scores
- FES Form (listing relevant yearly achievements)
- Copies of publications or a copy of title pages
- Copy of Conference Program showing participation in Conferences
- Peer Observation of Classroom Visits
- Evidence and description of any grants or fellowships awarded

Optional material includes, but is not limited to the following:

- Classroom materials
- Testimonials from publishers or other external entities

¹ The guidelines of the College of Humanities and Social Sciences, Sam Houston State University, and the Board of Regents take precedence over all departmental standards.

- Publication Venue information (may include circulation, acceptance rates, etc.)
- Reviews of Scholarship
- Testimonials of service activity

Narrative Statements:

Yearly narratives should include a contextual discussion about accomplishments in the areas of research/creative activity, teaching, and service. Narratives should also address any challenges the faculty member is facing with regards to any of the areas under review. Within the narrative, faculty members should put their work into any relevant contexts that help to illustrate the full scope of their performance, including the relevance and importance of research activities. Faculty members should discuss progress made towards research projects when appropriate, illustrate a commitment to classroom excellence using specific examples, and describe service activities with an accurate account of average time spent on those service responsibilities.

Narratives prepared for 3rd Year Review, Tenure/Promotion, or Evaluation of Tenured Faculty must be 2-4 double-spaced pages in length and address performance over the entire review period.

The department will make available guidelines and samples of narrative statements that can be accessed on the English Department's T Drive.

Performance Expectations

Associate Professor

Scholarly and/or Creative Accomplishments

- Candidates in academic disciplines must publish a book-length work appropriate under Tier 1 OR three to five articles appropriate under Tier 2. Co-authored works are considered equal to single-authored works as appropriate
- Candidates in Creative Writing must produce a book appropriate under Tier 1 or the equivalent to a book in journal publications, chapbooks, and folios, which will be defined as 50-80 published pages for poetry, 125-175 published pages for prose. Co-authored works are considered equal to single-authored works where appropriate.
- In addition to the requirement for peer-reviewed publications, candidates must demonstrate "continuous or uninterrupted" scholarly or creative activity by *yearly* achievements in activities highlighted in Tiers 3 and 4. Candidates may also demonstrate such activity through evidence of progress towards major projects in Tiers 1 and 2, which will be shown through the candidate's narrative and/or correspondence with potential publishers.
- As stated in APS 900417.5.01.b, candidates should provide "evidence of growth in quality/significance of scholarly or creative contributions." Through a narrative discussion of work produced, and in progress, and through documented activity in the candidate's CV, candidates may demonstrate "growth" as increased production, greater impact of research or

work on readership, initiation of larger and more substantial research topics or creative expression, or any other elements of the candidate's work that show development appropriate for the rank of Associate Professor.

Teaching

- Candidates must complete mandatory tasks associated with teaching duties, such as arriving on time and meeting classes regularly, attending mandatory trainings, teaching and developing courses as needed, adopting textbooks by the established deadlines, and submitting grades and attendance verification by the established deadlines.
- Candidates must maintain average yearly IDEA scores above 3.75.
- Candidates must show a commitment to continuous improvement in the classroom, evidenced by regular, annual participation in professional development activities and/or implementing changes in instructional practices based on responses to peer observations and chair's evaluation of teaching.
- Candidates must also show their commitment to advising and mentoring students at all levels by serving on thesis committees, working with Honors contracts, or engaging in other forms of mentorship as needed.
- Candidates can demonstrate a commitment to mentorship through guiding students toward presentation or publication of those students' work. (Work that is co-authored by a student and a candidate would also count under scholarly/creative activity, Category 2.)
- Candidates can demonstrate their teaching and mentoring effectiveness through internal and external recognitions.
- Candidates can demonstrate their teaching effectiveness by producing instructional material or resources (excluding peer-reviewed textbooks) for use in the classroom.
- Candidates can demonstrate their commitment to teaching effectiveness and innovation by applying to pedagogy centered internal and external grants. (Research that is produced from such grants would apply to the candidate's scholarship.)
- Assistant Professors will arrange, with direction from the Chair, two classroom visits per academic year from senior colleagues in the department.

Service:

As stated in APS 900417.5.01.b, the candidate must demonstrate sustained involvement in service to the university, college, department, profession, and/or community, as defined by Categories 1-5. Faculty members will demonstrate sustained service, which is consistent with APS 900417.5.01.b, by meeting the following standards:

- Candidates' service should be based on faculty interests and expertise, the needs of the department/college/university, and the particulars of the specific program of which a candidate is a part. Service activities can be any combination of Categories 1-5, as long as such service averages out to 3-5 hours of service work per month. While it is the department's responsibility to guide faculty service responsibilities equitably and to provide adequate opportunity for service activity, probationary faculty who exceed the 3-5 hours per month service load should be recognized for that during yearly FES evaluations, and/or their service loads adjusted in consultation with the Chair when necessary.

Performance Expectations

Professor

Scholarly and/or Creative Accomplishments

- During the review period, candidates in academic disciplines must publish a book-length work appropriate under Tier 1 OR four to six articles appropriate under Tier 2. Co-authored works are considered equal to single-authored works as appropriate
- During the review period, candidates in Creative Writing must produce a book appropriate under Tier 1 or the equivalent to a book in journal publications, which will be defined as 50-80 published pages for poetry, or 125-175 published pages for prose.
- During the review period, in addition to the requirement for peer-reviewed publications, candidates must demonstrate “continuous or uninterrupted” scholarly or creative activity by *yearly* achievements in activities highlighted in Tiers 3 and 4. Candidates may also demonstrate such activity through evidence of progress towards major projects in Tiers 1 and 2, which will be shown through the candidate’s narrative and/or correspondence with potential publishers.
- In addition to maintaining the above minimum standards, Associate Professors should also demonstrate a commitment to sustained quality and significance of scholarly and creative work and growth in significance and impact of that work. The department acknowledges that quality and significance can be difficult to qualify; however, candidates may include such information as publisher/journal acceptance rates, reviews of published work, reader reports, data on citations by other scholars in the field, or any other information that demonstrates such significance. Growth is also evidenced by increased opportunities in the form of grants, invited lectures, serving as reviewer for prestigious publications, being solicited for book reviews, mentoring junior faculty members in their research, etc.

Teaching

- During the review period, candidates must complete mandatory tasks associated with teaching duties, such as arriving on time and meeting classes regularly, attending mandatory trainings, teaching and developing courses as needed, adopting textbooks by the established deadlines, and submitting grades and attendance verification by the established deadlines.
- During the review period, candidates must maintain average yearly IDEA scores above 3.75.
- Associate Professors, with direction from the Chair, will arrange one classroom visit by a colleague per year.)
- During the review period, candidates must show a commitment to continuous improvement in the classroom, evidenced by regular, annual participation in professional development activities and/or the implementation of changes in instructional practices based on responses to peer and chair’s evaluation of teaching
- During the review period, candidates must also show their commitment to advising and mentoring students at all levels by serving on thesis committees, working with Honors contracts, or engaging in other forms of mentorship as needed.
- Candidates can demonstrate a commitment to mentorship through guiding students toward

presentation or publication of those students' work. (Work that is published and co-authored by a student and a candidate would also count under scholarly/creative activity, Category 2.)

- Candidates can demonstrate their teaching and mentoring effectiveness through internal and external recognitions.
- Candidates can demonstrate their teaching effectiveness by producing instructional material or resources (excluding peer-reviewed textbooks) for use in the classroom.
- Candidates can demonstrate their commitment to teaching effectiveness and innovation by applying to pedagogy centered internal and external grants. (Research that is produced from such grants would apply to the candidate's scholarship.)

Service:

The candidate must demonstrate sustained involvement in service to the university, college, department, profession, and/or community, as defined by Categories 1-5.

- Candidates' service should be based on faculty interests and expertise, the needs of the department/college/university, and the particulars of the specific program of which a candidate is a part. Service activities should be a combination of Categories 1-5, and such service should average out to 6-8 hours of service work per month. While it is the department's responsibility to spread faculty service responsibilities equitably and to provide adequate opportunity for service activity, faculty who exceed the 6-8 hours per month service expectation should be recognized for that during yearly FES evaluations, and/or their service loads adjusted in consultation with the Chair when necessary.
- Associate Professors are expected to take greater leadership roles in their service activities, such as chairing hiring committees, chairing other departmental and college committees, and coordinating programs and other initiatives at the department/college/and university level.
- All Faculty at all ranks must demonstrate effectiveness as a contributing member in accomplishing the goals of the department/college/University. This can be achieved through promoting the welfare of the department and university, working positively within the department, college and university, effective dutiful responses to committee responsibilities, and effectively assisting and mentoring other faculty members as needed.

As described in APS 900417 5.01 b (2), the key distinction between Associate Professor and Professor is demonstrating leadership across performance categories and sustained contribution(s) to the intellectual culture of the University. Therefore, in addition to the performance standards for Associate Professor established above, Professors are evaluated on their leadership in teaching, scholarly and/or creative activity, and service, and their contribution(s) to the intellectual culture of the University. To demonstrate leadership, faculty may engage in a broad range of activities such as:

- Initiate and/or manage sustained program and student support activities;
- Design and/or oversee curriculum development initiatives;
- Be a primary investigator or co-investigator of sustained research and/or creative activities that contribute to their discipline;
- Introduce and/or contribute extensively to initiatives that enhance the scholarly and/or creative profile of SHSU;
- Lead sustained service activities that contribute to the University, profession, or community, as appropriate for the discipline(s)

