



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: World Languages and Cultures

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)

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Department of World Languages and Cultures: Tenured and Tenure-Track Faculty Evaluation Guidelines¹

1. INTRODUCTION

The Sam Houston State University (SHSU) Department of World Languages and Cultures (WOLC) is committed to supporting faculty as teacher-scholars throughout their careers. The standards set forth in this document are consistent with and subservient to SHSU Academic Policies related to faculty evaluation (i.e., APS 820317, APS 900417, and APS 980204²), and the Texas State University System Rules and Regulations. This document articulates departmental expectations for faculty performance and evaluation and outlines expectations for WOLC faculty performance. The objective of these guidelines is to establish a framework for continuity and consistency across department-level evaluations. Thus, the following sections:

- Present department-specific guidelines for WOLC faculty;
- Define key terminology in terms of the disciplines represented in WOLC;
- Provide a non-exhaustive list of examples of acceptable faculty activities for evaluation;
- Assist those who review faculty dossiers as they interpret university and college guidelines.

The document presents WOLC-specific categories and standards of performance for all aspects of faculty evaluation, including:

- Faculty Evaluation System (APS 820317);
- Annual evaluation of probationary faculty by the Department Promotion and Tenure Advisory Committee (DPTAC; APS 900417);
- Third-year extensive review of probationary faculty by the DPTAC (APS 900417);
- Dossier for tenure and promotion to the rank of Associate Professor (APS 900417);
- Dossier for promotion to the rank of Professor (APS 900417); and
- Periodic post-tenure evaluation (APS 980204³)

Because the same general categories and standards of performance are used for all types of faculty evaluation, the remainder of the document provides a cohesive overview of these expectations.

WOLC is by nature a department that includes probationary and tenured faculty who specialize in a wide range of academic disciplines. As such, WOLC recognizes the necessity of maintaining flexible and inclusive guidelines for all aspects of faculty evaluation. Therefore, the number of required elements of performance for all faculty is limited, and all required elements are designated as such in

¹ These guidelines are subject to review every 5 years.

² To review the most recently approved versions of these policies, faculty should refer to SHSU's Academic Affairs Policies & Procedures webpage: <https://www.shsu.edu/dept/academic-affairs/policies.html>

³ CHSS has established that the “accepted minimum standards of the unit” (APS 980204 4.02 b) refers to the accepted minimum standards of the unit according to the tenured faculty member's rank (i.e., Associate Professor or Professor). Therefore, tenured faculty are evaluated based on performance standards according to their respective ranks.

the guidelines below⁴. Nevertheless, WOLC embraces and promotes excellence in teaching, scholarly and/or creative accomplishment, and service. Therefore, meeting only the required elements of faculty performance neither guarantees tenure and/or promotion, nor does it entitle a faculty member to the same.

2. CATEGORIES OF PERFORMANCE (APS 900417⁵)

APS 900417 5.01 presents general categories of performance for tenured and tenure-track faculty⁶. WOLC embraces these categories and further elaborates them as follows:

- 1) **Teaching**. In addition to lecture and laboratory instruction in all modalities as assigned, the Teaching category includes pedagogy-related activities such as curriculum development, formal and informal academic advising, student mentorship and research supervision beyond course-related activities, and other related endeavors that broadly constitute student learning support and/or program support.
- 2) **Scholarly and/or Creative Accomplishment**. This category comprises a range of outputs as appropriate to faculty strengths and their respective disciplines. Acceptable accomplishments are varied and include activities such as applied, archival, and theoretical research; collaborative research (e.g., with community, faculty, students⁷, etc...); digital humanities and other forms of public scholarship; interpretations and translations of scholarly materials; scholarship of pedagogy and publication of instructional materials; and other forms of scholarly and creative accomplishment as appropriate to the individual disciplines within the department.
- 3) **Service**⁸. The service category includes committee work and other activities that serve the department, college, university, profession, and community, and that are related to faculty appointment(s).

⁴ Where additional required criteria apply to evaluation, for example, promotion to the rank of Professor and post-tenure evaluation of faculty holding the rank of Professor, these are elaborated in the relevant section.

⁵ Candidates who have completed third-year review prior to Spring 2023 will be evaluated under APS 900417 (November 2013). Candidates completing third-year review after Spring 2023 will be evaluated under APS 900417 (May 2022), current CHSS guidelines, and the guidelines established by their respective tenure unit(s).

⁶ WOLC recognizes that there is often significant overlap between categories of performance. Faculty must avoid the practice of double-counting their activities, instead selecting the category that they deem most appropriate. Where questions arise, faculty should consult with the Chair about how to count their efforts.

⁷ Collaborative publications with students should be counted as either Teaching or Scholarly and/or Creative Accomplishment, but should not be included for evaluation in both categories.

⁸ While faculty may not count remunerated service to fulfill performance expectations, such service may be integrated into faculty dossiers, regardless of rank, as supporting evidence of growth and/or recognition in teaching, research, and service. Faculty at the rank of Professor, or who apply for promotion to Professor, may also integrate remunerated service as supporting evidence of leadership.

3. STANDARDS OF PERFORMANCE (APS 900417⁹)

WOLC adheres to the performance standard of a “sustained pattern of professional competence and effectiveness in each of the categories of performance listed in [APS 900417] Section 5.01a”. WOLC adopts CHSS’s definition of this standard “as continuous or uninterrupted activity, contribution, production, or progress that is supported by annually documented evidence appropriate to the discipline(s) therein”.

SHSU APS 900417 establishes performance standards for two ranks: Associate Professor and Professor. To aid probationary faculty in their preparation for promotion and tenure, WOLC evaluates their progress toward this goal using the standards established for the rank of Associate Professor (Section 3.1 below). In effect, all faculty, regardless of rank, are evaluated according to these performance standards¹⁰. Faculty members who choose to pursue optional promotion to the rank of Professor, and those who already hold the rank of Professor, are evaluated according to the criteria outlined in both Section 3.1 and Section 3.2 below.

3.1 Standards of Performance – All faculty ranks

The following section provides examples of evidence of professional competence and effectiveness for all faculty, regardless of rank. Unless specified as required, the examples provided do not comprise exhaustive lists and should not be interpreted as such. When faculty are uncertain about whether an activity is acceptable under a given standard, they are encouraged and welcome to consult with their Chair.

WOLC recognizes the overlapping nature of performance standards. Therefore, the guidelines below necessarily show some overlapping coverage of the criteria described in APS 900417 5.01 b (1). Where an activity could be counted in more than one category of performance, faculty should report this activity only in the category that they deem most appropriate.

WOLC faculty demonstrate effective **teaching and mentoring of students** by documenting the following required activities:

- Fulfills required teaching duties:
 - Adheres to university, college, and department deadlines, policies, and procedures (e.g., submits course syllabi and grades prior to institutional deadlines; complies with Financial Aid Eligibility Verification deadlines; etc...);
 - Holds office hours and communicates with students consistently;
 - Provides timely¹¹ and clear feedback to students on academic progress;
 - Applies grading procedures and/or standards fairly;
 - Works with Services for Students with Disabilities to provide reasonable accommodations as requested and as feasible;

⁹ See Footnote 5, above.

¹⁰ These standards also apply to the periodic comprehensive performance evaluation (APS 980204; every five years following the most recent promotion) of faculty who hold the rank of Associate Professor and who are not being evaluated for promotion to Professor.

¹¹ Timely feedback as established in course syllabus or by WOLC faculty.

- Participates in required regular faculty evaluation procedures (at least once every two academic years);
- Updates course content as needed to reflect innovations in relevant disciplines and/or to meet department needs;
- Teaches courses as assigned based on department and program needs.

WOLC faculty are expected¹² to engage in additional activities, according to their strengths, that support teaching and mentoring of students. Examples of such activities include, but are not limited to:

- Formal and informal advising;
- Research supervision beyond regular classroom assignments;
- Honors contract supervision;
- Independent study courses;
- Letters of recommendation;
- Internship supervision;
- Other documented activities that support student success.

In addition to teaching and mentoring activities, WOLC faculty should engage in activities that support program maintenance and growth. Some **program support** activities naturally overlap with service activities; thus, faculty must choose whether to categorize their program support activities as teaching or as service. Faculty should participate in required program support activities unless faculty duties or other essential commitments preclude them from doing so¹³:

- Attend faculty meetings (e.g., WOLC kickoffs);
- Attend faculty interview activities (e.g., job talk, teaching presentation, etc...).

WOLC faculty are expected¹⁴ to engage in additional activities, according to their strengths, that support department programs. Program support includes, but is not limited to, such activities as:

- Participating in other meetings, ceremonies, and receptions according to availability (e.g., Commencement/Convocation Ceremonies¹⁵, Commencement Receptions, etc...)
- Implementing course- and discipline-appropriate pedagogies (e.g., active learning, high-impact or innovative practices, etc...) and/or other evidence-based best practices for WOLC disciplines);
- Contributing to interdisciplinary academic programs;
- Engaging in on-campus and community-based recruitment activities;

¹² To meet expectations for annual Chair's Evaluation of Teaching, faculty must participate in at least two additional teaching activities. These activities should not be counted elsewhere in the annual evaluation and should fit within the categories of Teaching and Mentoring of Students and/or Program Support.

¹³ If faculty are unable to participate in a required activity, they should notify the Chair of this ahead of time or as soon as possible.

¹⁴ To meet expectations for annual Chair's Evaluation of Teaching, faculty must participate in at least two additional teaching activities. These activities should not be counted elsewhere in the annual evaluation and should fit within the categories of Teaching and Mentoring of Students and/or Program Support.

¹⁵ To encourage regular faculty participation in commencement and convocation, WOLC has purchased three sets of SHSU-style regalia. Faculty may request to borrow these from the WOLC Administrative Offices.

- Participating in community engagement activities related to WOLC programs;
- Developing internship opportunities or other community relationships;
- Supporting study abroad/study away activities.

WOLC faculty should engage in **professional development** activities to update their skills or to gain new expertise. These activities may apply to teaching, research, or service. Faculty must minimally:

- Complete required SHSU trainings (e.g., cybersecurity, etc...) by established annual or other periodic deadlines;
- Complete required online teaching certifications as required.

In addition to required training and certifications, WOLC encourages faculty to pursue other professional development opportunities as appropriate to their strengths and interests.

WOLC faculty are expected to engage individually or collaboratively as teacher-scholars with their respective scholarly and/or creative disciplines. The multidisciplinary nature of WOLC requires a broad and inclusive definition of scholarship. Faculty members must provide the necessary contextualization of the work within their individual discipline(s) to ensure that evaluations equitably account for disciplinary distinctions. The following examples of acceptable **scholarly and/or creative activities** for WOLC faculty by no means comprise a comprehensive list:

- Peer-reviewed scholarly and/or creative publications, including relevant archival research activities;
- Peer-reviewed conference presentations;
- Publication of translated/interpreted artifacts (peer-reviewed as appropriate);
- Reviews of discipline-related scholarship or creative activity;
- Dissemination of digital humanities projects that engage relevant scholarly communities (with citations in the discipline as appropriate);
- Publication of instructional materials in venues appropriate to individual disciplines;
- Public scholarship as appropriate to individual disciplines;
- Grant-funded scholarly activities, including grant applications and related preparation work;
- Assigned program assessment or program development activities that engage research expertise;
- Other scholarly and/or creative activities as appropriate to individual disciplines.

WOLC faculty should document their scholarly and/or creative progress toward publication or production of scholarly artifacts on an annual basis. As a general guideline, faculty should minimally produce an overall average of one completed scholarly and/or creative artifact per year during the period under review. In years when an artifact remains in progress, faculty must provide evidence of progress toward completion (e.g., communication with collaborators, active consultation with publishing venue(s), publication contract, etc...).

WOLC faculty are expected to demonstrate “**evidence of growth in quality/significance of scholarly or creative contributions**” (APS 900417 5.01 b (1)). This is especially important in years when faculty undergo extensive reviews (i.e., third-year evaluation and evaluation for promotion), though annual evaluation should not ignore the ongoing need to demonstrate growth. Extensive reviews rely on comprehensive narratives (see section 4.3.1 below) to clearly demonstrate evidence of

growth in quality/significance. The narrative is supported by evidence that may include, but is not limited to, the following:

- Development of conference presentations into publications;
- Invitations to and/or membership in research groups or societies;
- Invited talks;
- Impact factor, citations, or other metrics as appropriate to the discipline;
- Invitations to review scholarly/creative products;
- Other documented growth in scholarly and/or creative community engagement (e.g., informal reviews, invited interviews, consultations) as appropriate to the discipline.

While some of these activities are typically counted as service, WOLC faculty are encouraged to refer to these activities as evidence of scholarly and/or creative growth.

WOLC faculty are expected to demonstrate “**sustained, documented service¹⁶ to [WOLC, CHSS, SHSU] the profession, or community, as appropriate for the discipline**” (APS 900417 5.01 b (1)). They accomplish this in various ways. Some program support and research activities (see above) overlap with service; thus, faculty must choose the most appropriate category for reporting these activities.

In addition to the required service activities specified under program support (section 3.1.2), faculty are also expected to:

- Serve on WOLC, CHSS, or SHSU committees as assigned.

Because WOLC embraces excellence across performance categories, faculty are additionally expected to provide professionally relevant service according to their strengths and expertise. The following examples of acceptable service activities do not comprise a comprehensive list:

- Professional organization work;
- Discipline-related consultations and presentations/talks;
- Professional development facilitation;
- Translations for academic venues (e.g., presses, societies, journals, etc...);
- Peer mentorship;
- Other service activities that raise WOLC's profile at SHSU and/or within the broader community.

Faculty must provide sufficient details about their service activities to facilitate consistent evaluation (e.g., specific contributions or responsibilities). Where possible, faculty are encouraged to connect their service activities with their teaching responsibilities and/or research interests.

Where possible, probationary faculty are encouraged to focus their service in WOLC and in their respective programs. It is recommended that they prioritize teaching and scholarly and/or creative accomplishments over labor-intensive service responsibilities. It is anticipated that tenured faculty will have more flexibility to take on more labor-intensive responsibilities, and that their service efforts will

¹⁶DPTAC must not consider compensated/remunerated service as a component of a faculty member's service activities. Compensated/remunerated service may, however, be considered as contextualizing evidence of a faculty member's professional growth and/or leadership.

expand beyond WOLC. Faculty are encouraged to consult with the Chair with concerns about their service responsibilities.

WOLC faculty are **contributing members of the department, college, and university** as they effectively teach, pursue creative and/or scholarly accomplishments, and provide relevant service.

3.1.1 Expectations for probationary faculty seeking tenure and promotion to the rank of Associate Professor

When faculty present a dossier for third-year review, promotion and/or tenure, they must establish that they have met the minimum standards for each category of performance outlined above. They must also present a comprehensive narrative (or set of narratives) that contextualizes their teaching, research, and service activities, and highlight their achievements as a contributing member in accomplishing WOLC, CHSS, and SHSU goals (see Section 4.3.1 below). If applicable, for periods during which faculty did not meet minimum performance standards, they must address the reasons for any performance gaps.

3.1.2 Standards for the periodic comprehensive post-tenure review of tenured Associate Professors

The standards above are also used as a framework for the periodic comprehensive post-tenure review of tenured Associate Professors, which takes place every five years following promotion (APS 980204 1.02 c).

3.2 Standards of Performance – Professor

The following section provides examples of evidence of professional competence and effectiveness for Associate Professors pursuing promotion to the rank of Professor. These standards also apply to the periodic comprehensive post-tenure review of tenured Professors, which takes place every five years following promotion (APS 980204 1.02 c).

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 all ranks 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 as¹⁷:

- 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);

¹⁷ This list of suggested activities is by no means exhaustive. Faculty who wish to be promoted to Professor should seek opportunities for leadership across performance categories.

When faculty present their dossier for promotion from Associate Professor to Professor, their comprehensive narrative must further contextualize their professional impact on their discipline and highlight their leadership in accomplishing departmental, college, and university goals.

3.2.1 Expectations for tenured faculty seeking promotion to the rank of Professor

Tenured faculty seeking promotion to the rank of Professor must present a dossier that clearly establishes that they have met the minimum standards for each category of performance as outlined in section 3.1. If applicable, for periods during which faculty did not meet minimum standards, they must address the reasons for any performance gaps. The dossier should contain evidence of the faculty member's continued growth as a teacher-scholar and their leadership in accomplishing the goals of the department, college, and university.

In addition to meeting the minimum standards, tenured faculty seeking promotion to the rank of Professor should demonstrate their leadership in teaching, scholarly and/or creative activity, and service. They must document their contributions to the intellectual culture of the university. When tenured faculty present their dossier for promotion from Associate Professor to Professor, their comprehensive narrative must further contextualize their professional impact on their discipline and their leadership in accomplishing the goals of WOLC/CHSS/SHSU.

4. DOCUMENTATION AND REVIEW

CHSS will provide common templates and guidelines for uploading documentation for annual evaluations and for third-year review, tenure, promotion, and periodic post-tenure review. The information below outlines the minimum required documentation for each type of evaluation.

4.1 Evaluation Instruments

CHSS Faculty are required to use the fillable electronic form *CHSS Faculty Annual Review Information* (**currently located in T: drive**) as a template to capture categories and standards of performance. WOLC maintains holistic instruments for annual evaluation and FES evaluation (**form hosting location TBA**). These instruments provide a framework for Department Promotion and Tenure Advisory Committees (DPTAC) as they conduct annual reviews of progress toward tenure and promotion. The instruments are also used as a framework for periodic post-tenure evaluation and for awarding credit for prior service prior to hiring new faculty.

4.2 Annual Evaluation Documents

To align with APS 900417 and APS 820317, and CHSS guidelines, WOLC requires the minimum documentation outlined below for annual evaluation. Annual evaluation is reported using the *CHSS Faculty Annual Review Information* form (**currently located in T: drive**).

- Brief narratives regarding 1) accomplishments and areas for improvement and 2) plans for the upcoming year, aimed at strengthening performance;
- IDEA evaluation reports;
- Teaching accomplishments for the period under review (see 2.3.1 above for examples);
- Reports of periodic peer evaluation of teaching conducted during the period under review;
- Scholarly and/or creative accomplishments (see 2.3.4 above for examples);

- Service accomplishments (see 2.3.2 and 2.3.5 above for examples);
- CV, which includes at least the following:
 - academic training, summary of work experience, scholarly and creative contributions (juried contributions must be listed separately), funded grants (external and institutional grants must be listed separately), honors, awards, and other special recognitions (see APS 900417 6.02 a);
- Appropriate evidence to support all activities reported in the FES.

4.2.1 Chair's Evaluation of Teaching

In Fall 2022, WOLC faculty voted not to establish a faculty committee to assist with the Chair's Evaluation of Teaching component of the FES. Thus, the Chair uses the holistic instruments described in 4.1 above to complete the FES evaluation. The DPTAC uses the same instrument to inform its annual evaluations. Probationary faculty receive two independent evaluations of their annual performance to assist them in evaluating their teaching performance as they make progress toward tenure.

To align with APS 900417 5.01 b (1) and APS 900417 5.01 b (2), and CHSS guidelines, WOLC requires periodic peer evaluation of teaching to be included in Chair's Evaluation of Teaching. This evaluation considers various inputs to ensure a comprehensive overview of teaching performance (see 3.1.1-3.1.3 for examples of inputs that may be considered).

4.3 Dossiers for Third-Year Review, Tenure and Promotion of Probationary Faculty, and Promotion of Tenured Faculty

To align with APS 900417 and APS 820317, and CHSS guidelines, WOLC has established the following minimum documentation requirements for third-year review and for promotion to the rank of Associate Professor or Professor:

- Narratives that provide a continual overview of accomplishment with respect to teaching, scholarly and[/or] creative activities, and service for the period under review (see 4.3.1 below). Faculty pursuing promotion to the rank of Professor must establish their leadership with respect to the same categories for the period under review;
- IDEA evaluation reports;
- Teaching accomplishments for the period under review (see 2.3.1 above for examples);
- Reports of periodic peer evaluation of teaching conducted during the period under review;
- Scholarly and/or creative accomplishments (see 2.3.4 above for examples);
- Service accomplishments (see 2.3.2 and 2.3.5 above for examples);
- CV, which includes at least the following:
 - academic training, summary of work experience, scholarly and creative contributions (juried contributions must be listed separately), funded grants (external and institutional grants must be listed separately), honors, awards, and other special recognitions (see APS 900417 6.02 a);
- Appropriate evidence to support all activities reported for consideration in the evaluation dossier.

CHSS has established that external review for tenure and promotion is optional, and candidates for tenure and promotion cannot be penalized for opting out of external review.

4.3.1 Narratives for Third-Year Review, Tenure and Promotion of Probationary Faculty, and Promotion of Tenured Faculty

CHSS defines a narrative for third-year review and for promotion as a comprehensive written reflection on an individual faculty member's professional growth over the specified period, supported by and referring to the documented evidence and artifacts contained in the dossier. Please keep in mind that the audiences for these narratives are broad and diverse.

4.3.2 Audience for Dossiers for Third-Year Review, Tenure and Promotion of Probationary Faculty, and Promotion of Tenured Faculty

The multidisciplinary audience for third-year review dossiers includes DPTAC members, Department Chair, and CHSS Dean. The multidisciplinary audience for tenure and promotion dossiers includes DPTAC, Department Chair, CHSS Dean, SHSU Provost, and SHSU President.

Additionally, candidates presenting dossiers for third-year review or for tenure and promotion should keep in mind that reviewers have access only to those materials presented in the dossier, and therefore can base their evaluation only on the contents of the dossier. Thus, WOLC provides support for candidates preparing dossiers through exemplar narratives and mentorship to ensure that dossiers are appropriate for the intended audience(s).

4.4 Candidate Responsibilities

Regardless of review type (e.g., FES, promotion, etc...), the candidate is responsible for submitting appropriate, sufficient, and well-organized documentation to demonstrate their sustained pattern of professional competence and effectiveness. Candidates must document effective teaching, scholarly and/or creative activity, and service. DPTAC relies solely on the contents of dossiers/faculty review portfolios. They must not evaluate candidates based on materials or activities that were not included in the dossier/portfolio.

4.5 Reviewer Responsibilities

All department-level reviewers (i.e., DPTAC and Chair) are obligated to review dossiers/portfolios thoughtfully and with professional rigor. Official DPTAC evaluations and recommendations are prepared by the DPTAC Chair, elected by the DPTAC (APS 900417 11 c), in consultation with the DPTAC. These letters are addressed to the WOLC Chair and copied to the CHSS Dean.

4.6 Prior Service Credit

A faculty member is normally reviewed for tenure during the sixth year in a tenure-track position. The length of the probationary period may be modified in accordance with APS 900417 4.05. The guidelines for proposing prior service credit (a maximum of three years) are as follows:

- 1) It is expected that the candidate has been in a tenure-track position at another accredited college or university.

- 2) The candidate must be able to demonstrate that any prior service meets the same standards of performance, in all three performance areas, currently expected of probationary faculty in the Department of World Languages and Cultures at SHSU for the same period of service.

Should a job candidate be eligible for and request prior service credit, the Chair may request additional documentation and evidence that demonstrate the candidate has met the SHSU requirements for the years of service being requested. The chair will use the same departmental instruments of evaluation to propose an award of prior service credit to the CHSS Dean and SHSU Provost prior to making a formal hiring offer (APS 900417 4.05).

WOLC FES and Annual Review Rubric^{18;19}: All Ranks²⁰

Chair’s Evaluation of Teaching:

5 – *Truly Exceptional*: Fulfills required duties and wins a competitive semester- or year-long pedagogy-related fellowship or grant; contributes to a multi-semester program support initiative; supervises multi-year internship programs, leads or supervises student success initiative; wins a university, regional, state, national, or international teaching or pedagogy-related award; etc.

4 – *Exceeds Expectations*: Fulfills required duties and activities and contributes three (3) additional activities²¹ in either teaching and mentoring and/or program support categories, **or** one (1) additional, year-long activity that contributes to teaching and mentoring of students or program support.

3 – *Meets Expectations*: Fulfills required duties and activities and contributes two (2) additional activities in either teaching and mentoring of students and/or program support categories.

2 – *Developing*: Fulfills required duties and activities and contributes one (1) additional activity in either teaching and mentoring of students or program support categories.

1 – *Below Expectations*: Does not fulfill all required duties or does not contribute any additional activities in either teaching and mentoring of students or program support categories.

0 – Does not provide evaluation materials.

¹⁸ This rubric is subject to annual review to ensure that it meets the needs of WOLC faculty and their professional activities.

¹⁹ Generally, faculty should not count a specific activity as satisfying expectations in more than one performance category. If faculty have questions about where to count an activity that fulfills criteria in more than one category, they are encouraged to consult with the Chair.

²⁰ To receive a score of *Meets Expectations* or higher, faculty at the rank of Professor must also document their leadership activities across each performance category. They must also document their contribution(s) to the intellectual culture of the university.

²¹ Unless otherwise specified, faculty may count similar activities as fulfilling more than one requirement within a category, provided that these are not counted elsewhere in the evaluation (e.g., faculty may count each iteration of an uncompensated independent study course as an additional activity in teaching and mentoring). The purpose of counting these activities in this way is to encourage faculty to focus on their strengths. However, this should not be interpreted as discouraging faculty from diversifying their professionally relevant activities.

Scholarly and/or Creative Accomplishment²²:

5 – *Truly Exceptional*

- Publishes at least one (1) scholarly and/or creative artifact resulting from a documented, multi-year individual or collaborative effort²³; or
- Wins at least one (1) competitive multi-year grant to support scholarly and/or creative activity; or
- Wins a university, regional, state, national, or international research award; or
- Launches a digital humanities project resulting from a documented, multi-year individual or collaborative effort; or
- Serves as an invited keynote speaker for a regional, national, or international conference; or
- Serves as an invited editor to a national/international journal's special edition.

4 – *Exceeds Expectations*

- Publishes at least one (1) scholarly and/or creative artifact resulting from individual or collaborative effort; or
- Wins at least one (1) competitive semester- or year-long grant to support scholarly and/or creative activity; or
- Submits at least one (1) application for a multi-year competitive grant application; or
- Documented evidence toward launching or of substantive growth/impact of a digital humanities project resulting from individual or collaborative effort; or
- Serves as a panel discussant at a regional, national, or international conference.

3 – *Meets Expectations*

- Documents progress toward publication of an acceptable scholarly and/or creative artifact; or
- Submits at least one (1) application for a competitive semester- or year-long grant to support scholarly and/or creative activity; or
- Provides evidence of preparation of materials for or growth/impact of a digital humanities project resulting from individual or collaborative effort; or
- Chairs/organizes a panel or gives a presentation at a regional, national, or international conference.

2 – *Developing*

- Partially documents progress toward publication of an acceptable scholarly and/or creative artifact or digital humanities project resulting from individual or collaborative effort; or
- Partially documents progress toward competitive grant application; or
- Submits at least one (1) abstract to a regional, national, or international conference.

1 – *Below Expectations*

- Does not document scholarly and/or creative progress.

0 – Does not provide evaluation materials

²² These examples are provided to demonstrate scholarly growth and to aid in differentiating the scores awarded for scholarly and/or creative accomplishments. The examples do not constitute a comprehensive list of acceptable scholarly and/or creative activities. See WOLC Tenured and Tenure-Track Faculty Evaluation Guidelines section 3.1.4 for additional examples of acceptable scholarly and/or creative artifacts. Faculty members who have concerns about how to count their scholarly and/or creative activities are encouraged to consult with the Chair.

²³ This artifact should be supported by elements presented in previous years that merited a score of 3 or 4.

Service²⁴:

5 – *Truly Exceptional*: Serves on WOLC, CHSS, or SHSU committees as assigned and provides a multi-year professionally-relevant service activity that is not counted as Teaching or Scholarly and/or Creative Accomplishment. For example, serves as executive board member in a professional organization; oversees the writing and translation of conference materials; is invited as a keynote speaker; serves on editorial board; organizes a conference; oversees a multi-year community engagement initiative; etc... Wins a university, regional, state, national, or international professional service award;

4 – *Exceeds Expectations*: Serves on WOLC, CHSS, or SHSU committees as assigned and provides three (3) additional professionally relevant service activities, or one (1) additional, multi-semester professionally relevant service activity.

3 – *Meets Expectations*: Serves on WOLC, CHSS, or SHSU committees as assigned and provides two (2) additional professionally-relevant service activities.

2 – *Developing*: Serves on WOLC, CHSS, or SHSU committees as assigned and provides one (1) additional professionally-relevant service activity.

1 – *Below Expectations*: Does not serve on WOLC, CHSS, or SHSU committees as assigned.

0 – Does not provide evaluation materials

²⁴ WOLC recognizes that different types of service are more/less demanding. To facilitate consistent evaluation, faculty are strongly encouraged to document their service efforts to provide context to evaluators. The Chair will exercise discretion in counting that additional time as fulfilling additional elements.