

Communication Studies Department

# Supporting Faculty Success: Evaluation, Promotion, and Workload Policies

- ★ Promotion and Tenure
- ★ Post-Tenure Review
- ★ Faculty Evaluation System (FES, Tenure/Tenure Track)
- ★ Non-Tenure Track Faculty Promotion
- ★ Non-Tenure Track Faculty Annual Evaluation (AE)
- ★ Workload

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## 1. Introduction

The Sam Houston State University (SHSU) Department of Communication Studies is committed to supporting academic excellence of 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 duties and evaluation (i.e., APS 791221, APS 820317, APS 890301, APS 900417, APS 980204 and APS 240430), and the Texas State University System Rules and Regulations. This document articulates departmental expectations for faculty performance and evaluation. 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 Communication Studies faculty;
- Provide a non-exhaustive list of examples of acceptable faculty activities for evaluation; and
- Assist those who review faculty dossiers as they interpret university and college guidelines.

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

- Faculty Evaluation System (APS 820317, APS 240430);
- Annual evaluation of probationary faculty progress toward tenure (APS 900417);
- Third-year extensive review of probationary faculty (APS 900417);
- Dossier for tenure and promotion to the rank of Associate Professor (APS 900417);
- Formative review for promotion of tenured faculty (APS 900417);
- Dossier for promotion to the rank of Professor (APS 900417);
- Periodic post-tenure evaluation (APS 980204);
- Dossier for promotion of non-tenure-track faculty (APS 890301).

Communication Studies includes probationary and tenured faculty who specialize in a variety of areas of communication. Communication Studies embraces and promotes excellence in teaching, scholarly and/or creative accomplishment, and service. In addition, non-tenure track faculty may be eligible for promotion based on sustained excellence in teaching and, when applicable, service. As with tenure-line promotions, advancement for non-tenure track faculty requires documented achievement that exceeds baseline expectations and reflects meaningful contributions to the department's academic mission. 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

The Department of Communication Studies evaluates faculty in three interconnected areas of professional activity: teaching, scholarly and/or creative accomplishment, and service. The department recognizes that these categories often overlap and contribute collectively to a faculty member's overall effectiveness and professional identity. Faculty are expected to demonstrate a sustained pattern of professional competence and effectiveness, which the College of Humanities and Social Sciences defines as "continuous or uninterrupted activity, contribution, production, or progress that is supported by annually documented evidence appropriate to the discipline(s) and rank herein."

The expectations for performance categories vary slightly based on faculty appointment type, as outlined below:

<i>Faculty Type</i>	<i>Teaching</i>	<i>Scholarly and/or Creative Activity</i>	<i>Service</i>
<i>Tenured/Tenure-Track Faculty</i>	Required	Required	Required
<i>Non-Tenure Track Faculty</i>	Required	Not Required	Required

Faculty performance is evaluated holistically across the following domains:

- **Teaching** includes lecture instruction across modalities as assigned, as well as pedagogy-related activities such as curriculum development, academic advising, student mentorship, ACE course, incorporating active learning, and the like. Faculty are also recognized for their contributions to student learning and program development more broadly. As part of effective teaching, all faculty are expected to adhere to institutional requirements outlined in APS 240430 (Course Structure and Management), including timely syllabus submission, consistent assignment of grades, meaningful use of the learning management system, and clear communication of course expectations. Faculty should maintain a professional and supportive classroom environment and respond to students in a timely and respectful manner.
- **Scholarly and/or Creative Accomplishment** encompasses a wide range of discipline-appropriate outputs, including applied, archival, and theoretical research; public or digital scholarship; pedagogical research; instructional material development; and collaborative publications with students or faculty. This category applies only to tenured and tenure-track faculty.
- **Service** includes regular attendance at graduation and other department, college, or university functions, provides documented committee work and other contributions that support the department, college, university, profession, or broader community. These activities must be relevant to the faculty member’s academic appointment and responsibilities.

### 3. Performance Expectations by Rank

#### 3.1 Promotion from Assistant to Associate Professor (Tenure and Promotion)

According to SHSU Academic Policy Statement (APS) 900417 and College of Humanities and Social Sciences (CHSS) guidelines, faculty applying for promotion from Assistant to Associate Professor are evaluated on their performance in teaching, scholarly and/or creative accomplishments, and service based on sustained professional effectiveness and adherence to department performance standards. Communication Studies recognizes that activities may overlap categories; faculty should report each activity in the most appropriate single category. The examples provided below are not exhaustive unless specified as required, and faculty are encouraged to consult with their Chair when uncertain about whether an activity meets a given standard.

The standards below represent the expected level of performance for associate professors. Assistant professors must demonstrate this level of performance to achieve tenure and promotion to associate professor. Associate professors who wish to remain at this rank should continue to meet these standards.

Assistant Professors typically apply for tenure and promotion upon completion of five-and-one-half years (5 ½) in a tenure-track position. A successful tenure and promotion case must include clear, documented evidence of continuous activity and contributions in all three categories, meeting the expectations described below.

### Teaching Expectations for promotion to Associate Professor

- Fulfills all 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);
- Adheres to expectations outlined in APS 240430 (Course Structure and Management), including:
  - Timely submission of syllabi
  - Use of the SHSU learning management system
  - Timely assignment of grades
  - Clear and professional student communication
- Demonstrates consistent effectiveness in classroom instruction across modalities.
- Faculty should strive for strong IDEA scores and may provide contextual narrative as needed, since the department recognizes that scores reflect multiple factors and may vary over time. IDEA evaluation scores play an integral role in FES scores and the allocation of merit, accounting for 50% of the teaching component, and must also be included in promotion dossiers. When presenting IDEA scores in these dossiers, faculty may include contextual information, and the DPTAC and Department Chair reserve discretion to consider such context when evaluating performance.

Communication Studies faculty are expected 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;
- Developing new courses and seminars;
- Contributions to accreditation and assessment procedures;
- Other documented activities that support student success.

In addition to teaching and mentoring activities, Communication Studies 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 so:

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

Communication Studies faculty are expected 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 meetings (e.g. curriculum, textbook adoption, study abroad, etc.)
- Implementing course- and discipline-appropriate pedagogies (e.g., active learning, high-impact or innovative practices) and/or other evidence-based best practices;

- Contributing to interdisciplinary academic programs;
- Engaging in on-campus and community-based recruitment activities;
- Supporting study abroad/study away activities.

Communication Studies 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, Title IX) by established annual or other periodic deadlines;
- Complete required online teaching certifications as required.

In addition to required training and certifications, Communication Studies encourages faculty to pursue other professional development opportunities as:

- ACUE training;
- Engaging Classrooms OEP;
- Writing In the Disciplines;
- Short courses sponsored by regional or national professional associations;
- Other trainings appropriate to their strengths and interests.

#### Scholarly and/or Creative Accomplishments for promotion to Associate Professor

Communication Studies faculty are expected to engage individually or collaboratively as teacher-scholars with their respective scholarly interests. Faculty members must provide the necessary contextualization of their work to ensure a proper and adequate evaluation of their work can be completed. The following is a non-exhaustive list of examples of acceptable scholarly and/or creative activities:

- Peer-reviewed scholarly and/or creative publications;
- Peer-reviewed conference presentations;
- Awards, honors, and other special recognitions;
- Reviews of discipline-related scholarship or creative activity;
- Publication of instructional materials in venues appropriate to individual research interests;
- 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.

Communication Studies 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).

Communication Studies faculty are expected to demonstrate “evidence of growth in quality/significance of scholarly or creative contributions” (APS 900417 §5.01b1). 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. Comprehensive narratives for review or promotion must 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;
- Invited talks or guest lectures;
- Invitations to review scholarly/creative products;
- Other documented growth in scholarly and/or creative community engagement (e.g., informal reviews, invited interviews, consultations, media appearances) as appropriate to the discipline.
- While some of these activities are typically counted as service, Communication Studies faculty are encouraged to refer to these activities as evidence of scholarly and/or creative growth.

The department expects candidates applying for the rank of Associate Professor to demonstrate a sustained pattern of professional competence and effectiveness in research and promise for continued growth in their research activities. The phrase “sustained pattern” is understood to imply research productivity equivalent to one peer-reviewed publication per year for a probationary faculty member. However, the department recognizes that variance in project scope and publication outlet may result in a non-annual distribution of publications. Additionally, the department reserves the right to lend greater weight to publications in more prestigious outlets where the acceptance rate is likely to be lower. Above all, the department expects probationary faculty members to demonstrate a clear research agenda with regular progress as projects move through the pipeline toward publication and new projects are initiated.

#### Service Expectations for promotion to Associate Professor

Communication Studies faculty are expected to demonstrate “sustained, documented service to the department, college, university, profession, and community, as appropriate” (APS 900417 §5.01b1). They accomplish this in various ways. Some program support and research activities 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 faculty are also expected to:

- Serve on department committees as assigned.
- Participate in department events, commencement, convocation, receptions, etc.

Because Communication Studies embraces excellence across performance categories, faculty are additionally expected to provide professionally relevant service according to their strengths and expertise. The following is a non-exhaustive list of examples of acceptable service activities:

- Participate in peer review of scholarly work;
- Discipline-related consultations and presentations/talks;
- Other service activities that raise Communication Studies’ profile within the university and/or 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. Additionally, probationary faculty are encouraged to consult with their Department Chair prior to accepting time-intensive service commitments (e.g., editorial board leadership, major college, university, or professional service, etc.).

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

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 Promotion from Associate Professor to Professor

Faculty applying for promotion to Full Professor must meet the foundational expectations for Associate Professors and demonstrate additional levels of achievement, leadership, and sustained impact in teaching, scholarly/creative work, and service. Promotion to Professor is not based solely on time in rank but on evidence of maturity, distinction, and broader professional contribution. APS 900417 provides the university-level standard, which is further clarified here.

Associate Professors may apply for promotion upon completion of five-and-one-half years (5 ½) following their prior promotion. In addition to, and separate from the periodic post-tenure evaluation, candidates must also undergo a minimum of one formative review at least one year prior to their promotion.

A successful promotion case must include clear, documented evidence of continuous activity and contributions in all three categories, meeting the expectations described below.

#### Teaching Expectations for Promotion to Professor

- Fulfills all 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);
- Adheres to expectations outlined in APS 240430 (Course Structure and Management), including:
  - Timely submission of syllabi
  - Use of the SHSU learning management system
  - Timely assignment of grades
  - Clear and professional student communication
- Demonstrates consistent effectiveness in classroom instruction across modalities.
- Faculty should strive for strong IDEA scores and may provide contextual narrative as needed, since the department recognizes that scores reflect multiple factors and may vary over time. IDEA evaluation scores play an integral role in FES scores and the allocation of merit, accounting for 50% of the teaching component, and must also be included in promotion dossiers. When presenting IDEA scores in these dossiers, faculty may include contextual information, and the DPTAC and Department Chair reserve discretion to consider such context when evaluating performance.
- Leadership in curriculum development (e.g., program revisions, new course creation).
- Active mentorship of junior faculty or graduate students.
- Engagement in pedagogical innovation or contributions to teaching-related scholarship.

Communication Studies faculty are expected 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;
- Developing new courses and seminars;
- Contributions to accreditation and assessment procedures;
- Other documented activities that support student success.

In addition to teaching and mentoring activities, Communication Studies 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 so:

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

Communication Studies faculty are expected 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 meetings (e.g. curriculum, textbook adoption, study abroad, etc.)
- Implementing course- and discipline-appropriate pedagogies (e.g., active learning, high-impact or innovative practices) and/or other evidence-based best practices;
- Contributing to interdisciplinary academic programs;
- Engaging in on-campus and community-based recruitment activities;
- Supporting study abroad/study away activities.

Communication Studies 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, Title IX) by established annual or other periodic deadlines;
- Complete required online teaching certifications as required.

In addition to required training and certifications, Communication Studies encourages faculty to pursue other professional development opportunities as:

- ACUE training;
- Engaging Classrooms OEP;
- Writing In the Disciplines;
- Short courses sponsored by regional or national professional associations;
- Other trainings appropriate to their strengths and interests.

#### Scholarly and/or Creative Accomplishments for Promotion to Professor

Communication Studies faculty are expected to engage individually or collaboratively as teacher-scholars with their respective scholarly interests. Faculty members must provide the necessary contextualization of their work to ensure a proper and adequate evaluation of their work can be

completed. The following is a non-exhaustive list of examples of acceptable scholarly and/or creative activities:

- Peer-reviewed scholarly and/or creative publications;
- Peer-reviewed conference presentations;
- Awards, honors, and other special recognitions;
- Reviews of discipline-related scholarship or creative activity;
- Publication of instructional materials in venues appropriate to individual research interests;
- 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.

Communication Studies 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).

Communication Studies faculty are expected to demonstrate “evidence of growth in quality/significance of scholarly or creative contributions” (APS 900417 §5.01b2). This is especially important in years when faculty undergo reviews (i.e., post-tenure review), though annual evaluation should not ignore the ongoing need to demonstrate growth. Promotion reviews rely on comprehensive narratives to clearly demonstrate evidence of sustained growth in quality/significance, leadership in peer-reviewed research/publication, grantsmanship, creative activities, or scholarly work that contributes to the applicant’s discipline, and contributions to the intellectual culture of the University. The narrative is supported by evidence that may include, but is not limited to, the following:

- Development of conference presentations into publications;
- Invited talks or guest lectures;
- Invitations to review scholarly/creative products;
- Other documented growth in scholarly and/or creative community engagement (e.g., informal reviews, invited interviews, consultations, media appearances) as appropriate to the discipline.
- While some of these activities are typically counted as service, Communication Studies faculty are encouraged to refer to these activities as evidence of scholarly and/or creative growth.
- Demonstrates leadership in research or creative activities through:
  - Regular publication in respected venues
  - Participation in grant activity
  - Invitations for keynote addresses or external reviews
  - Editorial board service or conference organization

The department expects candidates applying for the rank of Professor to demonstrate a sustained pattern of professional competence and effectiveness in research, promise for leadership, and continued growth in research activities. The phrase “sustained pattern” is understood to imply research productivity equivalent to one peer-reviewed publication per year. However, the department recognizes that variance in project scope and publication outlet may result in a non-annual distribution of publications. Additionally, the department reserves the right to lend greater weight to publications

in more prestigious outlets where the acceptance rate is likely to be lower. Above all, the department expects faculty members to demonstrate a clear research agenda with regular progress as projects move through the pipeline toward publication, and new projects are initiated. Faculty seeking promotion to Full Professor must demonstrate a well-established professional identity and recognition beyond the university.

#### Service Expectations for Promotion to Professor

Communication Studies faculty are expected to demonstrate “leadership in program support...and in service to the University, profession, or community, as appropriate for the discipline” (APS 900417 §5.01b2). Because some program support and research activities overlap with service, faculty must choose the most appropriate category for reporting these activities.

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

- Serve on or lead department, college, and university committees as assigned.
- Participate in department events, commencement, convocation, Saturdays@Sam, etc.

Because Communication Studies embraces excellence across performance categories, faculty are additionally expected to provide professionally relevant service according to their strengths and expertise. The following is a non-exhaustive list of examples of acceptable service activities:

- Professional organization work, including leadership roles;
- Discipline-related consultations and presentations/talks;
- Professional development facilitation;
- Peer mentorship;
- Invitations to provide a review letter for the tenure/promotion files of faculty members from other departments or universities;
- Other service activities that raise Communication Studies’ profile within the university and/or 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.

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

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

### 3.3 Periodic Post-Tenure Review

In accordance with APS 980204 (Performance Evaluation of Tenured Faculty, section 4), the initial post-tenure review makes use of FES and, if applicable, FES X records for the five (5) most recent years. In addition to the FES and FES X documents, the faculty member under review may provide a CV and narratives that provide context to the documents and discuss accomplishments in teaching, scholarly and creative activities, and service.

Tenured faculty are expected to continue performing at the minimum standards established for their rank, as outlined in sections 3.1 (Associate Professor) and 3.2 (Professor).

### 3.4 Non-Tenure Track Faculty Standards

In alignment with APS 820317 and APS 890301, these guidelines establish expectations for the evaluation and promotion of non-tenure track (NTT) faculty in Communication Studies. NTT faculty are primarily evaluated in the areas of teaching and service using a 90% (teaching) and 10% (service) ratio unless otherwise stated in the appointment letter. This document clarifies those expectations, outlines acceptable activities, and supports a consistent, transparent evaluation process.

#### Teaching Expectations for Non-Tenure Track Faculty

- Fulfills all required teaching duties associated with a 4/4 load
- Holds office hours and communicates consistently with students
- Adheres to university, college, and department deadlines, policies, and procedures—including those outlined in APS 240430 (Course Structure and Management)—such as timely submission of syllabi and grades, compliance with Financial Aid Eligibility Verification deadlines, use of the SHSU learning management system, and clear, professional communication with students."
  - Timely submission of syllabi
  - Use of the SHSU learning management system
  - Timely assignment of grades
  - Clear and professional student communication
  - Provides timely and constructive feedback on student work
  - Applies grading standards fairly and consistently
  - Provides appropriate academic accommodations in partnership with Services for Students with Disabilities (SSD)
- Updates course content to reflect innovations in the discipline or department needs
- Demonstrates consistent effectiveness in classroom instruction across modalities.
- Faculty should strive for strong IDEA scores and may provide contextual narrative as needed, since the department recognizes that scores reflect multiple factors and may vary over time. IDEA evaluation scores play an integral role in Annual Evaluation (AE) scores and the allocation of merit, accounting for 50% of the teaching component, and must also be included in promotion dossiers. When presenting IDEA scores in these dossiers, faculty may include contextual information, and the DPAC and Department Chair reserve discretion to consider such context when evaluating performance.

Communication Studies faculty are expected 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
- Honors contract supervision
- Independent study courses
- Letters of recommendation
- Internship supervision
- Developing new courses and seminars

- Contributions to accreditation and assessment procedures
- Other documented activities that support student success

In addition to teaching and mentoring activities, Communication Studies 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 so:

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

Communication Studies faculty are expected 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 (e.g., Commencement and Convocation Ceremonies, Department and College Commencement Receptions, Saturdays@Sam)
- Implementing course- and discipline-appropriate pedagogies (e.g., active learning, high-impact or innovative practices) and/or other evidence-based best practices
- Contributing to interdisciplinary academic programs
- Engaging in on-campus and community-based recruitment activities
- Supporting Study Abroad/Study Away activities

NTT faculty should engage in professional development to maintain and enhance their instructional effectiveness. These activities may apply to teaching or service. Faculty must minimally:

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

Communication Studies encourages participation in additional opportunities such as:

- ACUE training
- Engaging Classrooms OEP
- Writing in the Disciplines (WID)
- Short courses sponsored by regional or national professional associations
- Other trainings aligned with faculty strengths and teaching goals

#### Service Expectations for Non-Tenure Track Faculty

In alignment with APS 890301 §4.03, and departmental expectations, all Communication Studies non-tenure track faculty with a 4/4 teaching load are expected to contribute meaningfully to service. This service component is considered part of the faculty member's assigned duties and is subject to annual evaluation.

Service may include contributions at the departmental, college, university, or professional level, and should be consistent with the faculty member's expertise and role. Examples of acceptable service activities include, but are not limited to:

- Serving on departmental, college, or university committees
- Participating in department events, commencement, convocation, etc.
- Supporting student recruitment or program events
- Participating in professional organizations
- Providing discipline-related outreach or presentations
- Student mentorship, student engagement initiatives or co-curricular programming
- Peer mentoring and/or evaluation

Faculty should clearly document their service contributions in their annual review materials, including the scope of their involvement and specific responsibilities. Where appropriate, faculty are encouraged to connect service activities to their teaching or professional expertise. Voluntary or extra service beyond assigned duties is welcomed but not required and may be recognized as evidence of professional commitment.

### 3.5 Promotion to Senior Lecturer

To be eligible for promotion to Senior Lecturer, candidates “must have served at least five (5) years in the rank of Lecturer” (APS 890301 §5.02a). During these years, the candidate must have demonstrated sustained excellence based on department and college criteria for teaching and service, in accordance with the faculty member’s annual departmental offer letters. Excellence in any one area will not compensate for lack of sustained effectiveness in other assigned areas.

For promotion to Senior Lecturer, candidates must submit a comprehensive dossier including a narrative that contextualizes achievements in teaching and service. The narrative should highlight contributions to the department, demonstrate professional growth, and align with the standards outlined in APS 890301 and department expectations. Reviewers will evaluate only the contents of the submitted dossier.

## 4. Faculty Workload

According to APS 790601, full-time faculty workload equates to 12 workload credits each fall, spring, and long summer semester. Summer employment may be available to faculty with nine-month contracts. Faculty workload includes a combination of teaching, conducting scholarly/creative activities as appropriate to rank, and performing service or administrative duties.

### 4.1 Tenure-Track and Tenured Faculty

In the College of Humanities and Social Sciences, the standard probationary faculty workload is allotted as nine (9) teaching and three (3) scholarly and/or creative activities credits. For the purposes of SHSU’s Faculty Evaluation System (APS 820317), the Department of Communication Studies interprets the balanced workload as 40% scholarly and/or creative accomplishments; 40% teaching; and 20% service. The balanced workload is designed to ensure that probationary faculty can amass a portfolio that is appropriate for tenure and promotion.

#### Workload Adjustments for Tenured Faculty

Tenured faculty may request workload adjustments consistent with the expectations of Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty (APS 900417) and college/academic unit standards for tenure and promotion. Workload adjustments do not alter the

standards of performance as stipulated in APS 900417. Workload credit may be assigned to recognize temporary duties or expectations for teaching, scholarly and/or creative activities, and service or administrative assignments. Service-related workload adjustments are typically administered through reassigned time, and research-related workload adjustments are administered through grant buyout. All activities that receive faculty workload credit shall be assessed in accordance with The Faculty Evaluation System of Tenured and Tenure-Track Faculty (APS 820317).

#### Procedure for Requesting Workload Adjustment

Faculty members seeking workload adjustments should follow the procedure outlined below. Requests must be submitted using the CHSS Request for Workload Adjustment form. Workload adjustment requests are not guaranteed and are subject to department instructional and administrative needs.

#### **Workload Adjustment Request Process**

- Complete the CHSS Request for Workload Adjustment Form
  - Note: this form must include a description of the activity, a compelling justification, the expected work product, and availability of grant support
- Submit completed form to Department Chair for initial review (at least one year prior to proposed workload adjustment start date)
- If approved, form proceeds to CHSS Dean for final approval

#### Documenting Workload Adjustments for Faculty Evaluation

Faculty who have received workload adjustments must provide comprehensive documentation in their annual review that demonstrates how their adjusted workload allocation has been utilized to advance their scholarly and/or creative accomplishments, teaching effectiveness, and service contributions. This documentation should clearly justify the continued need for the workload adjustment and show measurable progress in the areas for which the adjustment was granted. The documentation must align with the expectations outlined in APS 820317 and demonstrate that the faculty member is meeting the performance standards appropriate for their rank (APS 900417).

#### Duration and Review of Workload Adjustments

Workload adjustments are granted for specified time periods and are subject to regular review to ensure alignment with department instructional and administrative needs. Faculty receiving workload adjustments must recognize that the standard expectation for tenured and tenure-track faculty in the Department of Communication Studies is a 3/3 teaching load. Workload adjustments are temporary accommodations designed to support specific scholarly, creative, pedagogical, or service objectives and cannot be maintained indefinitely. Faculty must be prepared to return to the standard balanced workload allocation when the adjustment period expires or when departmental needs require it. Renewal requests for workload adjustments must be submitted in accordance with APS 790601 and will be evaluated based on demonstrated progress, continued justification for the adjustment, and departmental capacity to support the modified workload.

Instructional overloads are handled in accordance with APS 810701.

## 4.2 Non-Tenure-Track Faculty

In the College of Humanities and Social Sciences, the standard non-tenure-track faculty workload is allotted as twelve (12) teaching credits. For the purposes of faculty evaluation, the Department of Communication Studies interprets this workload as 90% teaching and 10% service. This workload is designed to ensure that non-tenure-track faculty can amass a portfolio that is appropriate for promotion. In extraordinary cases, non-tenure-track faculty may request workload adjustments. These

requests are not guaranteed and are subject to department instructional and administrative needs. The procedures, documentation, duration, and review of workload adjustments for non-tenure-track faculty align with those established for tenured faculty.

Instructional overloads are handled in accordance with APS 810701.

## 5. 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.

### 5.1 Evaluation Instruments

CHSS faculty are required to use Watermark to capture categories and standards of performance. Communication Studies maintains holistic instruments for annual evaluation. For tenure track faculty these instruments provide a framework for 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.

### 5.2 Annual Evaluation Documents (FES & AE)

To align with APS 900417, APS 820317, APS 890301 and CHSS guidelines, Communication Studies requires the minimum documentation outlined below for annual evaluation. Annual evaluation is reported in Watermark. (See Appendix 1 Watermark Overview)

- Brief narratives regarding 1) accomplishments and areas for improvement and 2) plans for the upcoming year, aimed at strengthening performance;
- Any deviation from the CHSS standard workload requires the submission of the approved CHSS Request for Workload Adjustment Form, summary of work product, and justification for continued workload adjustment, if applicable;
- Department self-evaluation form (Appendix 2)
- Qualitative responses from IDEA evaluation, if desired;
- Teaching accomplishments for the period under review;
- Reports of periodic evaluation of teaching during the period under review;
- Scholarly and/or creative accomplishments;
- Service accomplishments;
- 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, service activities, and other special recognitions (see APS 900417 §6.02a);
- Appropriate evidence to support all activities reported in the FES/AE.

#### *Chair's evaluation of teaching*

In Fall 2022, the Communication Studies faculty voted not to establish a faculty committee to assist with the Chair's Evaluation of Teaching component of the FES/AE. Thus, the Chair uses the holistic instruments described in 4.1 above to complete the FES/AE evaluation. For probationary faculty, 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, APS 820317, and CHSS guidelines, Communication Studies requires periodic peer evaluation of teaching as part of the promotion dossier. This evaluation considers various inputs to ensure a comprehensive overview of teaching performance.

### 5.3 Dossiers for Third-Year Review, Tenure and Promotion of Probationary Faculty, Promotion of Tenured Faculty, and Promotion of Non-Tenure-Track Faculty

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

- Narratives that provide a continual overview of accomplishment with respect to teaching, scholarly and/or creative activities, and service for the period under review. Faculty pursuing promotion to the rank of Professor must establish their leadership with respect to the same categories for the period under review. Non-Tenure-Track Faculty pursuing promotion should provide a continual overview of accomplishment with respect to teaching and service for the period under review
- IDEA evaluation reports;
- Teaching accomplishments for the period under review (see appropriate section and rank) above for examples);
- Reports of periodic evaluation of teaching during the period under review;
- Scholarly and/or creative accomplishments, if applicable (see appropriate section and rank for examples);
- Service accomplishments (see appropriate section and rank 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, service activities, and other special recognitions (see APS 900417 §6.02a);
- 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.

#### Narratives for Third-Year Review, Tenure and Promotion of Probationary Faculty, Promotion of Tenured Faculty, and Promotion of Non-Tenure-Track 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.

## Audience for Third-Year Review, Tenure and Promotion of Probationary Faculty, Promotion of Tenured Faculty, and Promotion of Non-Tenure-Track 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. These narratives should be crafted with a broad and multidisciplinary audience in mind. For third-year review, the audience includes DPTAC members, the Department Chair, and the CHSS Dean. For tenure and promotion to associate professor, full professor, and senior lecturer the audience expands to include the DPTAC/DPAC, Department Chair, CHSS Dean, SHSU Provost, and SHSU President.

### Audience for Periodic Post Tenure Review

In accordance with APS 980204, the results of the post-tenure review are communicated in writing to the faculty member under review and shared with the Department Chair, College Dean, and Provost. If the faculty member meets or exceeds minimum standards, no further action is required (APS 980204 §4.02b). If the faculty member fails to receive majority approval from the DPTAC, the same individuals are notified (APS 980204 §4.02c), and the case proceeds according to the procedures outlined in APS 980204 §5.

### Audience for Formative Review for Promotion from Associate to Full Professor

In accordance with APS 900417 §7.03 faculty seeking promotion from Associate Professor to Professor are required to undergo a formative review prior to submitting their promotion materials. This review is intended to provide constructive, developmental feedback to assist the candidate in preparing a strong dossier. The results of the formative review are shared exclusively with the candidate and are not communicated to the Department Chair, Dean, or any other party. All feedback from this process is kept strictly confidential.

## 5.4 Candidate Responsibilities

Regardless of review type (e.g., FES/AE, promotion), the candidate is responsible for submitting appropriate, sufficient, and well-organized documentation to demonstrate their sustained pattern of professional competence and effectiveness. Tenured and tenure-track candidates must document effective teaching, scholarly and/or creative activity, and service. Candidates seeking promotion to Professor must include evidence of sustained leadership in the department, college, university, and/or discipline. Candidates seeking promotion to Senior Lecturer must document effective teaching and service. DPTAC and DPAC rely 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.

## 5.5 Reviewer Responsibilities

All department-level reviewers (i.e., DPTAC, DPAC, and Chair) are obligated to review dossiers/portfolios thoughtfully and with professional rigor. The committee chair will consider all member comments and feedback when drafting the recommendation letter to the Department Chair and Dean.

- Promotion and tenure of probationary faculty: Official DPTAC evaluations and recommendations are prepared by the DPTAC Chair, elected by the DPTAC (APS 900417 §7.01; §7.02), in consultation with the DPTAC. Committee letters are addressed to the Communication Studies Chair and copied to the CHSS Dean.

- Formative Review for Promotion to Full Professor: Official DPTAC evaluations and recommendations are prepared by the DPTAC Chair, elected by the DPTAC (APS 900417 §7.03), in consultation with the DPTAC. Committee letters are addressed to the candidate only and must not be communicated to anyone else.
- Promotion of tenured faculty: Official DPTAC evaluations and recommendations are prepared by the DPTAC Chair, elected by the DPTAC (APS 900417 §7.01; §7.02), in consultation with the DPTAC. Committee letters are addressed to the Communication Studies Chair and copied to the CHSS Dean.
- Periodic Post Tenure Evaluation: (APS 980204) The post-tenure vote is recorded in Watermark.
- Non-tenure-track promotion: Official DPAC evaluations and recommendations are prepared by the DPAC Chair, elected by the DPAC (APS 890301 §5.04), in consultation with the DPAC. Committee letters are addressed to the Communication Studies Chair and copied to the CHSS Dean.

## 5.6 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:

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

## Appendix 1: Watermark Overview

To complete your FES/AE in Watermark, you will need to do the following:

- Review your Watermark Review Activity Report for completeness and make updates to Watermark Activities as needed
- Complete the rubric for your rank
- Upload digital copies of supporting documents that you have not already uploaded to Watermark Activities
- Refresh your Watermark **CV** or upload your own version
- Draft your **annual review narrative** (outlining your accomplishments and areas for improvement (max 500 words) as well as plans for strengthening your performance in the upcoming year (max 500 words)).

### Review your Watermark Review Activity Report for completeness

#### Teaching/Librarianship/Mentoring

- Indicate whether an assigned course was new to you or in a new modality
- Supplemental information about directed student learning, mentoring, curriculum development, etc...

#### Scholarship/Research (tenured/tenure-track faculty only)

- Publications – add supplemental information as needed; attach copies of completed works in Watermark Activities or in Supporting Documents section of Workflow
- Presentations – add supplemental information as needed; attach copies of evidence in Watermark Activities or in Supporting Documents section of Workflow
- Contract, Fellowships, Grants and Sponsored Research – add supplemental information as needed; attach copies of evidence in Watermark Activities or in Supporting Documents section of Workflow

#### Service

- For each service item, indicate your role and provide supplemental information as needed; attach copies of evidence in Watermark Activities or in Supporting Documents section of Workflow

#### General Information

- Awards and Honors – add supplemental information as needed; attach copies of evidence in Watermark Activities or in Supporting Documents section of Workflow
- Faculty Development Activities – add supplemental information as needed; attach copies of evidence in Watermark Activities or in Supporting Documents section of Workflow
- Professional Memberships – add supplemental information as needed; attach copies of evidence in Watermark Activities or in Supporting Documents section of Workflow

If anything is missing in your Review Activity Report, you can add information in the Supporting Documents section of your FES/AE Workflow.

### Complete your Self-Evaluation Form using the Self-Evaluation Rubric

- Record your proposed rubric score (numbers only)
- For each portion of the rubric score, provide a brief overview of what you are “counting” to arrive at your rubric scores

Collect copies of additional **supporting documents**

In [Watermark](#), you will need to follow the steps below.

## SAVE YOUR DRAFT AS YOU GO.

### Upload or refresh your CV:

#### Curriculum Vitae

Use the space below to generate a CV from the Watermark system to be considered for your annual review. The report below is generated from the data entered in Activities. When preparing your submission, make sure to preview the report. If needed, navigate to Activities to make any necessary edits. Then, return to your review in Workflow and refresh the report.

**Note: The report will not automatically refresh when the Activities data is changed. You must refresh the report in Workflow. The report will be date and time stamped with the latest refresh date.**

If your discipline requires a specific format, you can use the upload field to attach a copy of your current vita.

Vita

 Last Updated  
January 13th, 2025 at 3:13 PM



OR

CV Upload

[drop files here or click to upload](#)

### Upload/paste Annual FES/AE Review Narrative:

#### Annual Evaluation / FES Review Narrative

Use the space below to upload a narrative file to be considered for your annual evaluation review.

Alternatively, you may input your narrative directly into the text box below.

#### Annual Evaluation Review Narrative Upload



#### Annual Evaluation Review Narrative (99,999 character limit)

**Or paste your narrative here**

## Refresh your *Activity Report*:

### Review Portfolio Documents

Use the space below to upload documents to be considered for your annual FES review. The report below is generated from the data entered in Activities. A document upload field has also been provided to include any supporting documents needed to complete your review portfolio.

**Note: The report will not automatically refresh when the Activities data is changed. You must refresh the report in Workflow. The report will be date and time stamped with the latest refresh date.**

#### Report By Calendar Year

Review Activity Report for Calendar Year 2024

 Last Updated  
January 14th, 2025 at 2:33 PM 

Upload any other Supporting Documents (e.g., support letters, etc.)

[Drop files here or click to upload](#)

## Upload Rubric / Supporting Docs:

### Review Portfolio Documents

Use the space below to upload documents to be considered for your annual FES review. The report below is generated from the data entered in Activities. A document upload field has also been provided to include any supporting documents needed to complete your review portfolio.

**Note: The report will not automatically refresh when the Activities data is changed. You must refresh the report in Workflow. The report will be date and time stamped with the latest refresh date.**

#### Report By Calendar Year

Review Activity Report for Calendar Year 2024

 Last Updated  
January 14th, 2025 at 2:33 PM 

Upload any other **Supporting Documents** (e.g., support letters, etc.)

[Drop files here or click to upload](#)

## SAVE YOUR DRAFT AS YOU GO.

Only click *Complete to Chair* when you are sure that you are done. Please make sure you click it before 11:59pm on the due date. **The FES/AE will not auto submit, and your submission will be blank.**

## Appendix 2: Department Self-Evaluation Form, all ranks

Complete this form by entering your numerical score in the spreadsheet. Provide details to support your score in the sections below the table.

Category	Numerical Score
Scholarly/Creative (tenured and tenure-track faculty only)	Choose an item.
Service	Choose an item.
Chair's Evaluation of Teaching: Professionalism	Choose an item.
Chair's Evaluation of Teaching: Content & Pedagogy	Choose an item.

Scholarly and/or Creative Accomplishment(s) (citation(s) and/or activity toward a scholarly artifact):

Click or tap here to enter text.

Service activities (bullet points and/or narrative):

Click or tap here to enter text.

Teaching activities: Professionalism (bullet points and/or narrative):

Click or tap here to enter text.

Teaching activities: Content & Pedagogy (bullet points and/or narrative):

Click or tap here to enter text.

## Department Self-Evaluation Rubric

### **Scholarly and/or Creative Accomplishment, tenure-track and tenured faculty only, (scores range from 0-5):**

#### 5 – *Truly Exceptional*

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

#### 4 – *Exceeds Expectations*

- Publishes at least one (1) scholarly and/or creative artifact resulting from individual or collaborative effort; or
- Serves on an editorial board member for a regional, national, or international journal; or
- Submits at least one (1) application for a multi-year competitive grant application; or
- Serves as a panel discussant at a regional, national, or international conference; or
- Wins a competitive grant to support scholarly and/or creative activity; or
- Receives an award, honors, or special recognition for scholarly/creative activity.

#### 3 – *Meets Expectations*

- Documents progress toward publication of an acceptable scholarly and/or creative artifact; or
- Has at least one (1) paper submitted or accepted or published or internal or external grant proposal submitted or accepted; 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 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

### **Service, all faculty (scores range from 0-5):**

#### 5 – *Truly Exceptional*

- Actively contributes to department, college, or university committees as assigned;
- Attends at least three graduation ceremonies per year; 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; is invited as a keynote speaker; serves on editorial board; organizes a conference;

oversees a multi-year community engagement initiative; wins a university, regional, state, national, or international professional service award.

4 – *Exceeds Expectations*

- Actively contributes to department, college, or university committees as assigned;
- Attends at least two graduation ceremonies per year; and
- Provides three (3) additional professionally relevant service activities, or one (1) additional, multi-semester professionally relevant service activity.

3 – *Meets Expectations*

- Actively contributes to department, college, or university committees as assigned;
- Attends at least one graduation ceremony; and
- Provides at least two (2) additional professionally-relevant service activities; and

2 – *Developing*

- Limited contributions to assigned department, college, or university committees,
- Does not attend graduation ceremony; and
- Provides one (1) additional professionally-relevant service activity.

1 – *Below Expectations*

- Does not serve on department, college, or university committees as assigned;
- Does not attend graduation ceremony; and
- Does not provide any additional professionally-relevant service activities.

0 – Does not provide evaluation materials

**Chair's Evaluation of Teaching Effectiveness, all faculty (two scores, range from 0-2.5):**

In accordance with the FES 1 Worksheet (Chair's Rating of Faculty Teaching Effectiveness, as outlined in APS 820317 Attachment 2), the overall teaching effectiveness score is now divided between the two categories listed below. These items together determine the Chair's score for a faculty member's teaching effectiveness rating

**Chair's Evaluation of Teaching Effectiveness (FES 1)**

**A. Professionalism**

**2.5 – Truly Exceptional:** In addition to meeting all standards described in 3 and 4, engages in at least one truly exceptional practice, such as:

- Leads year-long initiative to improve department-wide course management
- Develops innovative accommodation or accessibility programs adopted by the department/college
- Creates comprehensive professional development resources for colleagues
- Establishes new systems or processes that enhance administrative efficiency across multiple courses or programs
- Takes leadership role in university-wide committees focused on teaching professionalism standards
- Conducts research or presents on teaching professionalism that benefits the broader academic community
- etc.

**2 – Exceeds Expectations:** In addition to meeting all minimum standards described in 3, engages in at least two practices that exceed the minimum, such as:

- Develops exceptionally clear, comprehensive, and user-friendly syllabus

- Utilizes the university Learning Management System to enhance student experience
- Mentors other faculty on professional teaching practices and administrative excellence
- Collaborates with instructional colleagues (e.g., shares course structure, materials, assignments, etc.)
- Submits required materials ahead of deadlines
- Offers flexible scheduling options for office hours (e.g., evenings, virtual, by appointment)
- Proactively implements universal design principles
- Engages in professional development targeted toward teaching professionalism
- etc.

**1.5 – Meets Expectations:** Meets minimum expectations for professionalism by upholding standards established in APS 240430 Course Structure and Management, including:

- Provides a course syllabus that meets minimum standards (APS 240430 §2.0)
- Meets minimum standards for using the university Learning Management System (APS 240430 §3.0)
- Follows final exam guidelines (APS 240430 §4.0)
- Maintains a minimum of two posted office hours per week (APS 240430 §5.0)
- Holds all class meetings in accordance with APS 240430 §6.0
- Posts grades and communicates with students in a timely manner (APS 240430 §3.0; §5.0)
- Provides regular feedback to students regarding their course standing in accordance with APS 240430 §3.04b
- Adheres to related university, college, and department policies and deadlines, including:
  - Submits grades, reports, and materials by established deadlines
  - Maintains high ethical standards and objectivity
  - Uses equitable grading practices
  - Works with Services for Students with Disabilities to provide reasonable accommodations

**1 – Developing:** Shows inconsistent professionalism with occasional lapses in office hours, deadline adherence, or feedback timeliness. May need improvement in areas such as professional development engagement, grading consistency, or policy adherence.

**.5 – Below Expectations:** Fails to meet basic professionalism standards such as maintaining office hours, meeting deadlines, providing adequate feedback, or adhering to university policies and ethical standards.

## **B. Content and Pedagogy**

**2.5 – Truly Exceptional:** In addition to meeting all standards described in 3 and 4, engages in at least one truly exceptional practice, such as:

- Develops innovative curriculum or pedagogical approaches adopted by department/institution
- Leads curriculum revision initiatives across multiple courses or programs
- Publishes research on teaching effectiveness or pedagogical innovation in their discipline
- Creates grant-funded educational programs or initiatives
- Develops interdisciplinary course(s) or program(s) that bridge multiple areas
- Establishes partnerships with industry/community that enhance curriculum
- Leads professional development workshops for colleagues on content or pedagogy

- Receives external recognition for teaching innovation or curriculum development
- Conducts longitudinal studies on student learning outcomes and implements systematic improvements
- etc.

**2 – Exceeds Expectations:** In addition to meeting all minimum standards described in 1.5, engages in at least two practices that exceed the minimum, such as:

- Creates original materials, activities, or resources
- Collaborates with instructional colleagues (e.g., shares materials, team course development, etc.)
- Actively seeks and incorporates student feedback to improve instruction
- Mentors other faculty in content and pedagogy
- Participates in peer teaching evaluation
- Contributes to curriculum reviews and development
- Engages in professional development to improve teaching effectiveness
- etc.

**1.5 – Meets Expectations:** Meets minimum expectations for content and pedagogy as established by the department and by upholding standards established in APS 240430, including:

- Provides competent classroom/laboratory instruction
- Uses supporting educational materials
- Adheres to course syllabus
- Revises course content as needed
- Demonstrates basic technology integration
- Evaluates and improves teaching as needed

**1 – Developing:** Shows adequate but inconsistent performance in instruction delivery, student supervision, or use of educational materials. May need improvement in technology integration, syllabus adherence, or course content currency.

**.5 – Below Expectations:** Fails to meet basic expectations for classroom instruction, student supervision, or use of educational materials. Does not adhere to syllabi or maintain current course content.

### **C. Other Teaching-Related Considerations**

This category is intended to capture any teaching-related activities or accomplishments not fully represented by the categories above. Use of this category is expected to be rare and should reflect exceptional or unusual contributions. Please provide a brief narrative explanation if you believe such activities warrant consideration.