



Sam Houston State University
Human Sciences
College of Health Sciences

Department of Human Sciences (HUSC) - Faculty Post-Tenure Guidelines

EVALUATION OF POST-TENURE IN THE DEPARTMENT OF HUMAN SCIENCES

Five-year post-tenure reviews shall be conducted for tenured faculty members in accordance with the university [Performance Evaluation of Tenured Faculty \(Academic Policy Statement 980204\)](#). The process of performance evaluation of tenured faculty in the Department of Human Sciences focuses on development, maintenance, and meeting standards of appropriate performance within the varied employment levels. The evaluations will be conducted by the faculty peers using the annual Faculty Evaluations Systems (FES) documents from a five-year period.

Primary evidence for Post-Tenure Review: As part of the Review, the tenured faculty member will complete the annual Faculty Evaluation System for Tenured and Tenure-track faculty (FES) process. In addition to the FES documents, the faculty member under review shall provide a CV and narratives that provide context to the FES documents and discuss accomplishments in teaching, creative & scholarly activities, and service focusing on their most recent five years of progress in these areas. While not expected to be as thorough as when applying for a promotion, this narrative should include a summary of the work completed during the previous five years. For their post-tenure review, the faculty may submit extra supporting materials as proof of continued achievement in the fields of teaching, research, and service. The tenured faculty will upload each document into the relevant management system at that time. The reviews are conducted every fifth year after the faculty receives tenure, a promotion, and/or returns to a faculty position following an administrative appointment (0.5 FTE or greater).

In keeping with the University policy on [According to the Performance Evaluation of Tenured Faculty](#), each tenured faculty member will be reviewed by the tenured faculty in the Department of HUSC. If a simple majority or greater of the tenured faculty voting by secret ballot determines that the faculty member exceeds the accepted minimum standards of the unit for teaching, scholarly activity, and service as described in this policy, then that faculty member will be certified as satisfying the Performance Evaluation of Tenured Faculty and no further actions will be required. Should the reviewed faculty member fail to receive at least a simple majority of the votes of approval from the tenured faculty voting, then he/she will be subject to the procedures outlined in the Prompted Comprehensive Performance Evaluation. Standards for teaching, research and/or scholarly/creative activity and service may include the following:

Standards for Teaching:

Sustained satisfactory performance in teaching includes (but is not limited to): 1) good faculty evaluations by students and peers; 2) evidence of teaching methods that coincide with faculty member's teaching philosophy, and currency in the discipline; 3) learning activities appropriate for the content, course type, and course level. Faculty should strive to maintain currency in their chosen field at all times. Human Sciences faculty will be assessed in teaching on an annual basis by at least one peer and/or the Chair (see Peer Review of Teaching policy). Excellence in teaching is evidenced by meeting or exceeding expectations in some or all of these:

- Demonstration of teaching competence as evidenced by current knowledge, course organization, use of objective evaluation criteria, and consistency in addressing course objectives.
- Successful implementation of innovative and evidence-based teaching strategies for in-person learning such as "active learning" pedagogy. Active-learning techniques and tools to enhance student learning include, but are not limited to, collaborative learning, problem-based learning, student polling, integration of service learning, other community-based learning into courses, student mentoring of laboratory-based research, supervision of internships and co-op experiences, or study-abroad activities. May be evidenced by artifacts of classroom activity such as recordings, lesson plans, slide decks, etc., and/or completion of QEP-Engaging Classrooms, Engaged Learning Fellowships, ACUE, etc.
- Yearly peer evaluations of teaching by colleagues and/or Chair conducted as contributions to assess and improve teaching.
- Continuous improvement in course curriculum and development of new courses when needed for program improvement or to meet accreditation requirements.
- Classroom Observation and Engaging Classrooms Observation (Teaching and Learning Center [TLC])
- Demonstration of engaged teaching, course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways (e.g., ACE courses, Internships).
- Demonstration of online teaching competencies and best practices in online course design (e.g., online course redesign and faculty certification).
- Quality mentoring of students through independent studies, honors projects, or other research/creative endeavors.
- Awards or Special Recognition of teaching. (internal or external).
- Obtains internal or external funding for innovative teaching projects.

Standards for Research and/or Scholarly/Creative Activity:

Faculty members in the Department of Human Sciences are expected to conduct research activities that create new knowledge and advance their specific subdiscipline in Human Sciences. Scholarly and creative activity is broadly defined as academic endeavors that establish the faculty member as an expert, leading to the generation and dissemination of new knowledge. It is expected that post-tenure, faculty will continue to demonstrate sustained scholarly activity by any of the following:

- Publication of a peer-reviewed journal article with a student (e.g., extracted from thesis, dissertation, or independent study).

- Publication of a peer-reviewed book by a university or academic press.
- Publication of a peer-reviewed edited book by a university or academic press.
- Publication of peer-reviewed review article.
- Publication of original monographs or chapters in peer-reviewed books /edited books by a university or academic press.
- Application for and funded grants; probationary faculty are encouraged to consider the time demands of grant submission in the early years of pre-tenure and encouraged to collaborate with faculty when seeking grants during their probationary years.
- Peer-reviewed published conference proceedings.
- Presentations at international, national, regional, and state conferences Additional

Guidelines:

- The Department of Human Sciences expects a minimum of one publication as a lead author (first or corresponding author), which demonstrates a faculty member's ability to conceptualize, execute and disseminate research.
- Faculty should clearly articulate their contributions to each publication (e.g., how, and what contributed).
- The faculty member must demonstrate leadership throughout their portfolio.
- The majority of publications should be data-driven (qualitative or quantitative), develop new conceptual frameworks/theories, or present other novel ideas.
- Publications should appear in peer-reviewed journals (work published in SHSU-identified predatory journals will not count towards tenure and/or promotion).
- Publication history should demonstrate a sustained pattern of research activity.

Standards for Service:

Faculty service is essential to the success of HUSC and COHS. While service takes many forms and will vary by department/school, the faculty member is expected to engage in service activities that have demonstrated sustained involvement and service to the department, college, university, profession, and/or community. Evidence of service contributions may include, but are not limited to:

- A record of service activities to the department, college, university, profession, and/or community (i.e., serve as a member or chair of a standing or *ad hoc* department, college, or university committee.
- Development and implementation of academic programs or study-abroad initiatives.
- Involvement, and/or leadership in appropriate local, state, or national professional organizations or societies.
- Editor or reviewer of an academic journal related to the faculty member's discipline.
- Significant contribution to self-studies/accreditation reports. Higher weighting may be assigned to service as the leader or significant contributor to program accreditation self-study and related reports.
- Recognition of service excellence in the form of service awards and/or other special recognition of service to the department, college, university, profession, and/or community.

Procedures for the Prompted Comprehensive Performance Evaluation: A faculty member who has been judged to be performing below the appropriate minimum level shall be required to

formulate and follow a Plan for Assisted Faculty Development (PAFD) as stated in the University policy. ([Academic Policy Statement 980204](#))

The goal of the PAFD is to aid in restoring the faculty member to a level of performance that meets or exceeds the appropriate minimum. The purpose of the PAFD is to make specific the sorts of activities or accomplishments necessary to bring about the restoration of performance to that level. The PAFD should be developed promptly and in consultation with peers as well as the chair. It will have as its main intention the support and development of all members of the tenured faculty.

Although each Plan for Assisted Faculty Development (PAFD) is tailored to specific circumstances, such a plan will contain a summative component that will:

- identify specific deficiencies to be addressed;
- define specific goals or results necessary to remedy the deficiencies;
- outline the activities to be undertaken to achieve the necessary results;
- indicate the criteria used for assessing progress in meeting the plan;
- identify reasonable institutional resources to be committed in support of the plan

To this end, a peer consultation team will be jointly selected by the chair and the faculty member being evaluated. The chair will nominate at least two possible members and the faculty member will do likewise. The chair will then select one person from the faculty member's nominees and the faculty member will select one person from the chair's nominees. It is the task of this team to evaluate fairly the faculty member in all aspects of their professional duties and responsibilities and to do so according to the standards established for the relevant tenure unit. If the faculty member does meet the relevant standards, the team members will inform the chair, who will certify that the faculty member satisfies the Performance Evaluation of Tenured Faculty, and no further actions will be required.

From this evaluation, the team members will confirm either that the faculty member does or does not meet the relevant standards of the unit. Should the negative finding be made, it is the responsibility of the team to assist the faculty member in the formulation of a set of actions (PAFD) that is in an agreed period of time to have the best probability of causing the full remediation of the perceived deficiencies. The role of the peer consultation team, named from the department and program, is entirely advisory, both to the faculty member subject to review and to the chair of the unit. The recommendations of this team may represent a consensus view of the two team members plus the faculty member or, alternatively, each member of the team and the faculty member may submit to the chair their independently derived proposal for the PAFD.

It is envisioned that the chair will take the best elements of these proposals and, in consultation with the faculty member, formulate the PAFD. The peer consultation team will remain in place to provide support and encouragement to the faculty member under review, and at the end of the designated development period, they will each provide to the chair and the faculty member

a reevaluation and an assessment as to whether or not the PAFD has worked. The chair should hold periodic meetings, scheduled in advance, with the faculty member to assess progress toward accomplishing what the PAFD specifies.

CERTIFICATION STATEMENT

This departmental criteria and standards for the performance evaluation of post-tenured faculty has been approved by the reviewer(s) listed below and represents the criteria and standards from the date of this document until superseded.

Original Date: November 2022

Reviewer(s): Tenured & Tenure-track Faculty in the Dept. of Human Sciences
Chair of the Department of Human Sciences

Review Cycle: Five years

Reviewed: October 2025

Next Review: Fall 2030

Approved: Keila Tyner Date: 10-13-25

Dr. Keila Tyner
Interim Chair, Department of Human Sciences

Approved: Ryan K. Zapalac, Ph.D. Date: 10-13-2025

Dr. Ryan K. Zapalac
Dean, College of Health Sciences