



## 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:** School of Teaching and Learning

**College/Unit:**

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

**Standard:**

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

**Contact:**

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**Approved By:**

*Abbie Staunc*  
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 Department Chair

*Stacey Victor*  
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 Stacey Victor (Dec 5, 2022 14:51 CST)  
 College Dean

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 Provost & Sr. VP for Academic Affairs

## **School of Teaching and Learning**

### **Promotion and Tenure Procedures and Guidelines**

In order to maintain faculty performance and maintain acceptable standards in keeping with the mission of Sam Houston State University, the mission of the College of Education, and the mission of the School of Teaching and Learning, standards relating to tenure and promotion are instituted. These standards have been delineated in the SHSU Faculty Handbook, and follow [SHSU Academic Policy Statement 900417](#), “Faculty Reappointment, Tenure and Promotion.” In addition, school standards follow [The Texas State University System Board of Regents Rules and Regulations, Chapter V](#), Subsection 4.2, “Tenure” and Chapter V, Subsection 4.3, “Promotion.”

It is the belief of faculty in the School of Teaching and Learning that our mission is best accomplished in a culture of communication, collaboration, and teamwork. In order to realize our vision for quality programs and a dynamic and productive school, faculty must be visible and available to each other and to students. It is expected that tenure-track faculty will exhibit ownership and commitment to the school’s mission, goals, and projects. Each faculty member is expected to attend (and contribute as appropriate) university, college, school, and program meetings and be available to students, faculty, and administration on a regular basis.

Each tenure-track faculty member is encouraged to utilize every resource and opportunity available to further their professional development. Emphasis should be placed on teaching, scholarly activity, service, and collegiality. Faculty are responsible for accumulating and providing for review all pertinent documentation required by the School of Teaching and Learning, College of Education, and Sam Houston State University. Each faculty member is encouraged to accumulate additional documentation that can be used as an indication of their professional activities and contributions to the School of Teaching and Learning. As per College of Education guidelines, faculty will prepare an electronic review portfolio and address the areas of Teaching, Research and Scholarly Activity, Professional Service, and Collegiality. It is recommended that faculty include the suggestions/concerns of the Department Promotion and Tenure Committee from the previous year and how they have addressed the suggestions/concerns.

#### **GUIDELINES AND EXPECTATIONS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

##### **A. Teaching**

At the time of promotion/tenure election, it is expected that the non-tenured faculty member will have IDEA scores commensurate of good teaching by demonstrating scores identified as good or excellent as indicated by IDEA’s definition over the 6-year or applicable review period. Faculty should strive for consistent or improved performance over time. Qualitative and

quantitative evidence will be considered. Other activities/materials which are valued, but are not limited to, include:

1. New courses developed;
2. New materials integrated into existing courses to update their content;
3. Assuming coordination of various coursework within the school;
4. Use of technology and/ or pedagogy to the educational process;
5. Academic advisement and supervision of students;
6. Evidence of professional development with respect to teaching; and
7. Written documentation supporting the faculty member's contributions to a student(s) academic development, such as a letter from the Office of Student Life where graduates acknowledge the faculty who have a particularly important impact on their education, or faculty evaluation forms.

## B. Research and Scholarly Activity

The School of Teaching and Learning faculty members are expected to show a consistent level of scholarly activity. Non-tenured faculty members are expected to demonstrate a record of sustained scholarly productivity as evidenced by activities such as publications, presentation of papers, or writing/receipt of grants/contracts. These criteria include, but are not limited to, the following:

1. Refereed journal articles, books, or book chapters in the field.
2. A minimum average of 1 peer-reviewed publication per year for a total of six. Having all publications in the last two years of consideration is highly discouraged;
3. Evidence of ongoing research and scholarship;
4. Participation in professional organizations as evidenced by presentation of papers or other peer-reviewed scholarly activity, and
5. Grants/contracts may be written, and/or obtained as a principle or co-principle author.

## C. Professional Service

Faculty members are encouraged to work closely with their program, school, college, and university colleagues, and public schools, other higher education institutions, and professional organizations. Evidence of service activity may include, but are not limited to, the following:

1. Program, school, and/or university assignments;
2. Significant special service at the department level (e.g., program coordinator);
3. Technology developed or maintained for program, school, or university use. This may refer to the use of social media or a web presence;
4. Membership, committee, and/or leadership in local, state, national, and/or international professional organizations;
5. Editorial review boards of professionally recognized journals;

6. Proposal reviews for professional conferences and/or organizations;
7. Proposal review for grant-awarding agencies;
8. Serving as a committee member on doctoral student dissertations;
9. Serving as a committee member on master's thesis and/or capstone presentations;
10. Assisting with the recruitment and retention of students for programs;
11. Working actively in Academic Community Engagement courses; and
12. Working in a professional capacity or as a representative in the community.
13. Establish and maintain partnerships with local through global community partners.

## GUIDELINES AND EXPECTATIONS FOR PROMOTION TO PROFESSOR

For promotion to professor, candidates must possess the appropriate terminal degree and normally must have served at least five and one-half years as an Associate Professor. Leadership is a key component in promotion from Associate to Full Professor. A candidate must demonstrate the highest levels of attainment in the criteria appropriate to their work assignment, a history of leadership, collegiality, and cooperation at multiple levels, and a likelihood of continuing excellence and achievement in the profession. Emphasis will continue to be placed on teaching, scholarly activity, service, and collegiality. Candidates should note that promotion to Professor does not come automatically or with length of service. Guidelines for consideration for promotion to Professor are listed below.

### A. Teaching

At the time of promotion, it is expected that the tenured faculty member will have IDEA scores commensurate of good teaching by demonstrating scores identified as good or excellent as indicated by IDEA's definition over the 6-year or applicable review period. Faculty should strive for consistent or improved performance over time. Qualitative and quantitative evidence will be considered. Other activities/materials which are valued, but are not limited to, include:

1. Sustained evidence of teaching development and incorporation of new materials and technology where appropriate;
2. Evidence of involvement in the students' academic lives through informal mentoring, serving on thesis/capstone/dissertation committees or encouraging/supervising other student research projects;
3. Sustained record of participation in curriculum planning and development;
4. New courses developed;
5. Teaching overloads;
6. Assuming coordination of various coursework within the school; and
7. Written documentation supporting the faculty member's contributions to a student(s) academic development, such as a letter from the Office of Student Life where graduates acknowledge the faculty who have a particularly important impact on their education, or faculty evaluation forms.
8. Mentoring other faculty members, undergraduate and/or graduate students.

### B. Research and Scholarly Activity

The School of Teaching and Learning faculty members are expected to show an exemplary level of scholarly activity. Activities/materials which are valued, but are not limited to, include:

1. Record of sustained scholarly activity as evidenced by activities such as publication of articles in peer-reviewed journals, publication of books, editorships, awards, or writing/receipt of grants/contracts;
2. Participation in professional organizations as evidenced by presentation of papers or other peer-reviewed scholarly activity;
3. An established agenda of research;
4. A leadership role in research and scholarly activity; and
5. Mentoring other faculty members, undergraduate and/or graduate students in research and scholarship.

### C. Professional Service

Faculty members are expected to participate and assume roles of leadership in professional service. Activities/materials which are valued, but are not limited to, include:

1. A sustained record of continuing service to the school, college, university, and profession
2. Sustained leadership in service to the school and programs;
3. Assuming roles of leadership in professional international, national, regional, and/or state organizations;
4. Contributing to the profession by such activities as peer reviewing articles and/or conference proposals, leading research teams, organizing professional seminars and symposia, and mentoring junior faculty.
5. Serving as a committee member on doctoral student dissertations;
6. Serving as a committee member on master's thesis and/or capstone presentations; and
7. Assisting with the recruitment and retention of students for programs.
8. Working actively in Academic Community Engagement courses; and
9. Working in a professional capacity or as a representative in the community.

### Committee Members:

Dr. Bill Edgington, Co-Chair

Dr. Bob Maninger

Dr. Melinda Miller, Co-Chair

Dr. Lautrice Nickson

APPROVED: *Stacey L. Edmonson*  
Stacey Victor (Dec 5, 2022 14:51 CST)  
Stacey L. Edmonson, Dean

DATED: \_\_\_\_\_

APPROVED: \_\_\_\_\_  
Michael T. Stephenson, Provost and Senior  
Vice-President

DATED: \_\_\_\_\_