



## 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:** Human Sciences

**College/Unit:**

- |                               |                               |  |                                |                              |
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| <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 type="checkbox"/> COE  | <input checked="" type="checkbox"/> COHS | <input type="checkbox"/> COSET |                              |

**Standard:**

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

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 Emily Roper (Nov 29, 2022 10:17 CST)  
 College Dean

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 Provost & Sr. VP for Academic Affairs



# Sam Houston State University

*A Member of The Texas State University System*

DEPARTMENT OF HUMAN SCIENCES

## Faculty Tenure and Promotion Guidelines

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## The Department of Human Sciences Promotion and Tenure Policy and Process

### PROMOTION & TENURE GUIDELINES

#### Overview

This document serves SHSU Human Sciences Department (HUSC) faculty, members of the Department Promotion and Tenure Advisory Committee (DPTAC), and administrators. The purpose is to clearly define the criteria for promotion and tenure and advancement toward full professor. Two SHSU documents contribute to the HUSC P & T recommendations below:

- The SHSU Academic Policy Statement 900417 on Faculty Reappointment, Tenure, and Promotion
- The College of Health Sciences [“Criteria and Standards for Promotion and Tenure.”](#)
- This policy will be under a revision cycle scheduled for five years from the date of the last review.

These should be read and reviewed along with what follows. As stated in the COHS document and applied to the HUSC Department:

*Each faculty member in the department is expected to demonstrate excellence in the areas of scholarship, teaching, and service. The standards set forth in this document are consistent with and subservient to SHSU Academic Policy 900417, and the Texas State University System Rules and Regulations.*

#### Tenure

The decision to grant tenure determines the academic quality of the department, college, and university. It is the most important decision a university makes about its faculty.

**Tenure requires significant contributions to the professional academic field evidenced by teaching, scholarly/creative activity, and service.**

Tenure track appointments may be offered to select faculty member(s) with earned practice doctorates or other (e.g., professional doctorates or terminal degrees within a specific HUSC field).

#### PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR (WITH TENURE)

Faculty promotion is marked by sustained performance and continuous improvement over time at the current rank. ***For promotion to a higher rank, the faculty member must show the following: evidence of teaching quality through peer review and IDEA scores; advancing knowledge in the discipline through scholarly and/or creative accomplishments and contributions; an appropriate level of service to the University, community, and profession.***

## **HUSC PROMOTION & TENURE (from Assistant Professor to Associate Professor with tenure), continued**

### **Teaching**

Standards for effective teaching are specified in the University and College guidelines. Teaching is central to the mission of the Department of Human Sciences. Teaching includes interactions between faculty and students that focus on the enrichment of student skills, knowledge, understanding, and personal growth. Such interaction is not limited to the classroom but rather occurs in a broad variety of settings. 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.

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 (PACE)
- 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).
- Integration of DEI-Diversity, Equity, and Inclusion in the curriculum (e.g., course syllabus, assignments, lectures, guest speakers, assigned readings, course materials) that foster an inclusive learning environment.
- 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.

## **HUSC PROMOTION & TENURE (from Assistant Professor to Associate Professor with tenure), continued**

- Refereed presentation on teaching at a seminar, workshop, webinar, or conference at the regional, national, or international level

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).

Documentation submitted for evaluation should provide multiple indicators of teaching quality; one of these must be student reaction to teaching from the Individual Development and Educational Assessment (IDEA) teaching evaluation system. It is the policy of the Department of Human Sciences to conduct student evaluations of all courses taught during the spring, summer, and fall semesters. All student evaluations are considered by the HUSC's DPTAC and Chair when evaluating teaching performance. Other indicators should be provided in a teaching portfolio.

HUSC faculty and academic administrators believe that the best way to evaluate teaching is to create a narrative synthesizing evidence from a **variety of sources**. The evaluation of teaching should be holistic, drawing from both quantitative and qualitative evidence that demonstrates a sustained pattern of performance. Faculty will develop a **teaching narrative** addressing their approach, preparation, and performance of the practice of teaching, including outcomes. The faculty member will address their strengths as a teacher, areas needing improvement, results of student, peer, and chair evaluations, how these results have enhanced teaching, and any relevant information deemed important for documenting and supporting teaching effectiveness. Artifacts contributing to a teaching narrative include but may not be limited to student evaluations, including numerical scores and student comments; chair evaluations; peer evaluations; and other indicators deemed by the HUSC Department such as SHSU online certification, Teaching & Learning Conference Attendance, Writing in the Disciplines (WID) workshop participation, or others.

The faculty member provides a written reflection on each year's teaching and identifies practical steps taken for changing instruction to improve student engagement and learning. Examples of practical steps include takeaways from IDEA comments, peer reviews of teaching, T & L conference workshops, and/or any other activities designed to help the faculty member improve their teaching.

In the case of IDEA scores below the departmental, college, or university average, the faculty member should address these occurrences in the narrative, taking care to note problems, actions to rectify them, and extenuating circumstances that may have led to lower than expected scores. In the case of higher scores, the faculty member should likewise identify strengths to retain, successful teaching strategies, training that contributed to the success, and fortuitous circumstances.

### **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. Faculty in the HUSC also value the creation of research opportunities for undergraduate and graduate students that result in publications. The goal of each tenure-track probationary faculty member is to build a scholarly/creative portfolio that provides evidence of one's ongoing and sustained ability to

**HUSC PROMOTION & TENURE  
(from Assistant Professor to Associate Professor with tenure), continued**

conceptualize, execute, and disseminate research. The evaluation of research and scholarly/creative activity, like that of teaching, should be holistic, drawing from a variety of sources of evidence that reflects a sustained pattern of discipline-specific research and scholarly/creative performance. 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. HUSC faculty and academic administrators believe that the best way to demonstrate research and scholarly/creative activity is, in addition to the CV, through the creation of a research narrative that addresses a faculty's accomplishments regarding article and journal metrics, percent of effort, order of authorship, and any other factors deemed important by the faculty member. Further, the faculty member should address progress related to scholarship/creative activity.

Within the narrative, the faculty member should describe their scholarship in relation to their discipline; progress in initiating and completing research projects; methodological approaches to scholarship; future directions, including works in progress; and self-evaluation of scholarship. Sources contributing to a research narrative include but may not be limited to peer-reviewed scholarly publications (e.g., empirical, theoretical/policy, application, philosophical/ pedagogical, historical), including articles, authored books, edited books and chapters, and monographs; external and internal grants tenure-track (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); published conference proceedings; presentations at international, national, regional, and state conferences; and other indicators addressed in this section that demonstrate a record of sustained independent research.

Research productivity and excellence are demonstrated and will be evaluated using a combination of the following:

Generally, the criterion for research expectation is an average of one peer-reviewed publication per year during the probationary period. Reaching the minimum quantity of publications does not guarantee tenure, rather, it qualifies the tenure-track probationary faculty for consideration of tenure and promotion. The most direct evidence of scholarly work is a record of publication of articles in peer-reviewed scholarly journals related to the candidate's discipline. Other forms of publication are also considered, including:

- 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

## HUSC PROMOTION & TENURE

### (from Assistant Professor to Associate Professor with tenure), continued

- 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.

**Primary evidence of scholarly activity is peer-reviewed publications.** A clearly illustrated research agenda that is evidenced by consistent publications and presentations is desired; scholarship that covers a wider array of topics can be appropriate. The faculty member is responsible for making the case within their narrative that their scholarly contributions are substantial, and their overall body of work warrants tenure with promotion. The following indicators can also demonstrate the quality of published scholarship: lead authorship on publications; descriptions of the peer-review process; published reviews of the faculty member's work; journal impact factors; acceptance rates; the number of citations; and percent of effort including order of authorship (note: order differs across disciplines and journals in HUSC).

**Creative Scholarship: (Appendix A provides markers for creative scholarship.)** A consistent guideline among those producing creative scholarship indicates that the creative efforts of those involved in such efforts be considered in tenure and promotion decisions, and the scholarship should be reviewed by professional peers and faculty who are responsible for identifying the appropriate channels through which to disseminate their scholarship. For example, juried design competitions, national or state design awards, juried or invited exhibitions of creative work, and peer-reviewed articles written about creative activities are acceptable venues for disseminating creative scholarship.

Creative work (invited or commissioned) *conducted through the personal or private business enterprise of the faculty cannot* be considered creative scholarship. However, if the outcome of such a work is disseminated through a peer-review process, the resulting product or scholarship can be applied towards the creative scholarship.

**HUSC PROMOTION & TENURE****(from Assistant Professor to Associate Professor with tenure), continued**

In summary, the faculty member's body of scholarly work should show that the overall composition of the faculty's scholarly activity is sustained with a record of excellence in researching teaching, and service, and, with a trajectory towards continued scholarship and reputation in their discipline.

**Service**

Faculty service is essential to the success of HUSC and COHS. As in the case of teaching, research, and scholarly activity, the probationary faculty member should include a narrative that explains the kinds of service in which the probationary faculty member has been involved and the significance of their involvement. ***While service takes many forms and will vary by department/school, the faculty member must participate in service activities and have demonstrated sustained involvement in service to the department, college, university, profession, and/or community.*** Evidence of service contributions may include, but not be 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.

When a faculty member receives compensation for service, they should explain in their service narrative how the value of the service exceeded the provided release time and/or compensation.

**PROMOTION FROM ASSOCIATE TO FULL PROFESSOR**

**Standards and documentation regarding promotion to full professor are specified in the College of Health Sciences' Guidelines and this document provides recommendations for the HUSC faculty when considering promotion from associate to full professor.** The faculty member must possess the appropriate terminal degree and normally must have served **at least five and one-half years as a tenured Associate Professor.** ***Faculty should demonstrate leadership and high-level performance in their teaching, scholarly/creative activity, professional development, and service to all stakeholders; professionalism; a spirit of cooperation within their department, the College, and the***

***University; and a likelihood of continued excellence.*** Faculty seeking promotion to full professor are expected to satisfy, at a minimum, the above guidelines stipulated for promotion to associate professor.



## **HUSC PROMOTION & TENURE (from Associate Professor to Full Professor), continued**

### **Teaching**

The HUSC Department and the COHS believe that the best way to evaluate teaching is to create a narrative synthesizing evidence from a variety of sources. The evaluation of teaching should be holistic, drawing from quantitative and qualitative evidence that demonstrates a sustained pattern of performance. Faculty will develop a teaching narrative addressing their approach, preparation, and performance of the practice of teaching, including its results. The faculty member will address their growth as a teacher *since tenure and/or promotion* especially in the area of leadership, areas in need of improvement, results of student and chair evaluations, and how these results have enhanced teaching, and any relevant information deemed important for documenting and supporting teaching effectiveness.

### **Research and/or Scholarly/Creative Activity**

Standards for effective research and other creative activities are specified in the University and College guidelines. The evaluation of research and scholarly/creative activity, like that of teaching, should be holistic, drawing from a variety of sources of evidence that reflect a sustained pattern of performance. COHS faculty and academic administrators believe that the best way to evaluate research and scholarly/creative activity is through the CV and the faculty member's written research narrative that addresses the faculty's accomplishments and progress related to scholarship/creative activity since the award of tenure and/or promotion to associate professor.

**For promotion to full professor, the faculty member should, at a minimum, fulfill all the scholarly requirements of the current rank with emphasis on sustained productivity and demonstrate leadership and high level of performance in their teaching, research, or creative scholarly activity, professional development, and service.**

### **Professional Service**

Standards regarding service are specified in the University and College guidelines. As in the case of teaching, research, and scholarly /creative activity, the faculty member should include a narrative that explains the kinds of service in which the faculty member has been involved and the significance of their involvement paying particular attention to their leadership roles. In order to be promoted from associate to full professor, the faculty member must demonstrate engagement and leadership in service to the department, college, university, profession, and/or community.

## **REVIEW PROCESS**

**The Faculty Evaluation System (i.e., FES; refer to [AP 820317](#)) & Department Promotion and Tenure Committee, (i.e., DPTAC; refer to pp. 11-13 of [AP 900417](#)) provide an annual opportunity for a faculty member to meet with the Chair of the Department for the **Faculty Evaluation System (FES)** meeting. In addition, **each year** following the first year, a **DPTAC** convenes to review the performance of the tenure-track faculty member, providing important feedback, both for the Chair and the faculty**

**HUSC PROMOTION & TENURE  
(from Associate Professor to Professor with tenure), continued**

member, regarding the faculty member’s progress toward promotion and tenure (i.e., associate professor with tenure) based on the criteria above.

The DPTAC serves as an advisory body reviewing the performance of the faculty member and making a recommendation to the Chair and faculty member regarding a faculty member’s progress toward promotion and tenure, or a final recommendation concerning promotion and tenure.

**External Reviewers** (minimum of three; maximum of five) will evaluate the impact and/or significance of a faculty member’s research. The external reviewers are recognized as scholars in the faculty member’s area of specialization. The list of names should be sent to the department chair by October 1st in the fall of the 6th year prior to submission of your portfolio for review. The chair must send a request for external letters to potential reviewers by October 15th in the fall of the 6th year prior to submission of your portfolio for review. The chair forwards to the reviewers, the faculties materials. These include a current CV, research narrative, three refereed articles, and T&P guidelines from the University, College, and Department. Please refer to the COHS External Letters Procedure for Tenure and Promotion for additional instructions on this process. [https://www.shsu.edu/dept/academic-affairs/documents/aps/faculty/900417 Faculty Reappointment, Tenure and Promotion 2013.pdf](https://www.shsu.edu/dept/academic-affairs/documents/aps/faculty/900417%20Faculty%20Reappointment,%20Tenure%20and%20Promotion%202013.pdf)

CERTIFICATION STATEMENT

This departmental criteria and standards for the performance evaluation of 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: September 2022  
 Reviewer(s): Tenured & Tenure-track Faculty in the Dept. of Human Sciences  
 Chair of the Department of Human Sciences  
 Review Cycle: Five years  
 Review Date: Fall 2027

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
 Dr. Emily A. Roper  
 Dean, College of Health Sciences

APPENDIX – A

Comparison of similarities between traditional Research versus Creative Scholarship tracks towards Tenure & Promotion and placement within Vita.

