



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: Department of Art

College/Unit:

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

Standard:

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

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College Dean

Provost & Sr. VP for Academic Affairs



DEPARTMENT OF
ART
Sam Houston State University

**Sam Houston State University
Department of Art**

Standards of Evaluation

Faculty Annual Review

Revised November 2022

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Faculty Annual Review

The following policies and procedures are intended to comply with and supplement SHSU Academic Policy Statement [820317](#), *The Faculty Evaluation System of Tenured and Tenure-Track Faculty*

Submission Process

1. Tenure-track and tenured faculty submit an annual report of their activities of the previous calendar year by the first Monday in the Spring semester or no later than February 1. The report is submitted using the Faculty Annual Review Information form.

1.a Additional documents that must be submitted with this form are:

- a current vitae
- documentation of scholarly and/or creative work
- documentation of scholarly and/or creative activities/achievements
- student perception of teaching forms
- course syllabi for all courses (if you teach multiple sections of the same course, submit only one example)
- student work samples
- documentation of achievements in teaching
- documentation of service activities
- documentation of achievements in service

1.b In Part I of the Faculty Annual Review Information form, tenure-track and tenured faculty will provide a self-assessment narrative for teaching, research, and service. In these self-assessment narratives, faculty will present and align their overall activities/achievements with one of the following performance levels:

- Needs Significant Improvement to Meet Performance Standards
- Needs Some Improvement to Meet Performance Standards
- Meets Performance Standards
- Exceeds Performance Standards
- Exceptional Performance

The Performance Indicators section of the Department of Art Annual Review Policies and Procedures document provides a set of criteria that can be considered for the self-assessment process. Due to the variability of the creative and scholarly activities/achievements within and across the disciplines of faculty in the Department of Art, it is important that these self-assessment narratives provide specific rationale for the performance level being asserted. The Performance Indicators sections in the Promotion and Tenure documents for Teaching, Research, and Service may also serve as a reference for the self-assessment.

1.c The narratives in Part I of the Faculty Annual Review Information form should also include clarification of professional development activities listed in Part II – Section IV of the form (see 1.d). Professional development activities specific to teaching, research, and service should be included in the respective narratives.

1.d In Part II of the Faculty Annual Review Information form, faculty will provide an outline of activities for Teaching, Research, Service, and Professional Development. Specific guidelines and instructions for completing Part II can be found in the form. Formatting guidelines for Part II of this form will be provided to faculty at the end of each Fall semester.

1.e Tenure-track and tenured faculty submit all forms and documents online, using the university's current content management system.

1.f. Formatting guidelines for all documents will be provided to all faculty at the end of each Fall semester.

2. Clinical faculty, Visiting Assistant Professors, Assistant Professors of Practice, and continuing Lecturers submit the same information as tenure-track and tenured faculty. The procedures for submitting these documents will be provided at the end of each Fall semester.

3. Adjunct (pool) faculty submit an annual report of their teaching activities of the previous calendar year. The report is submitted using the Adjunct Faculty Annual Review Information form.

3.a Additional documents that must be submitted with this form are:

- a current vitae
- student perception of teaching forms
- course syllabi for all courses (if you teach multiple sections of the same course, submit only one example)
- student work samples
- documentation of achievements in teaching

3.b The procedures and deadlines for submitting these documents will be provided at the end of the Fall semester.

Review Process

1. The Department Promotion and Tenure Advisory Committee (DPTAC) evaluates the annual portfolios of all tenure-track faculty beginning with their second year of employment and continuing until a final recommendation concerning tenure is made. From this review, the DPTAC compiles comments regarding areas of strengths and areas of improvement for each tenure-track faculty member. Copies of the annual DPTAC reviews shall be provided to the department chair, and the chair shall review DPTAC findings with the probationary faculty

member. The DPTAC should complete this process prior to Spring Break. Probationary annual reviews are separate from the FES evaluation which is conducted by the department chair.

2. The Department of Art FES Research Committee (FESRC) reviews the scholarly and creative activities/achievements of merit-eligible faculty in the department. This committee verifies that support documents are present and align with each faculty's entries in the research sections of the Faculty Annual Review Information form. The FESRC produces a summary report of the scholarly and creative activities/achievements of merit-eligible faculty. This summary report also makes note of missing documentation and perceived discrepancies found in the research sections of the Faculty Annual Review Information form and/or support documentation. This summary report is used by the Department of Art Chair to assist in their review of merit-eligible faculty in the department. The FESRC should complete this process prior to Spring Break.

3. The Department Chair completes the FES Summary Report for each faculty. This form includes four categories:

FES I reflects the Chair's rating of teaching effectiveness.

FES II is the Summary Evaluation Score from the student perception of teaching effectiveness form.

FES III reflects the Chair's rating of performance in research.

FES IV reflects the Chair's rating of performance in service.

3.a For FES categories I, III, and IV, the Chair will submit a score on a one-to-five-point continuous scale (with a minimum precision to the whole number from 1 to 5, and a maximum precision to the nearest hundredth).

3.b The Chair's scores for FES I, III, and IV will be based upon their review of each faculty's completed Faculty Annual Review Information form and support documents. The report from the FESRC will provide additional information for the Chair's score for FES III. The criteria included in the Performance Indicators section of the Department of Art Annual Review Policies and Procedures document will serve to give direction to the Chair's assessment. The Performance Indicators sections in the Promotion and Tenure documents for Teaching, Research, and Service may also serve as a reference in the Chair's assessment.

3.c The Chair will provide a written evaluation to justify their scores in FES I, III, and IV. The evaluation will provide specific rationale for the performance level being asserted by the Chair. If needed, the evaluation will also include possible ways for the faculty to improve in teaching, research, or service. Commendations for outstanding performance, when evident, will also be included in the Chair's narrative.

3.d A faculty member in the first year of probationary service as an assistant professor, or non-tenured associate professor is reviewed by the Department Chair based on the performance categories outlined above. If the progress of the faculty member toward meeting the required standards of performance is found to be insufficient, the Chair may

recommend to the Dean a non-reappointment of the faculty member. This probationary review is separate from the FES evaluation.

4. The Department Chair will meet with each individual faculty member to discuss their Faculty Annual Review documents, the scores for FES I, III, and IV, the Chair's evaluation to justify those scores, and the ranking of the faculty compared to other colleagues. If needed, the Chair will discuss possible ways for the faculty to improve in teaching, research, or service and help to form a plan to make these improvements.

5. When the Chair's review process is complete, all required forms and documents will be forwarded to the Dean's Office.

Faculty Annual Review Performance Indicators

All performance indicators included the Annual Review of Faculty Performance document are intended to be as comprehensive as possible and account for the variability of the creative and scholarly activities, teaching assignments and course loads, and service responsibilities for all faculty in the Department of Art. It is understood that a document of this nature might not be able to address every aspect of teaching, research, and service. In circumstances where a faculty member is engaged in teaching, research, or service activities that are not addressed in this document, it is important that the faculty member provide a clear case for the significance of those activities within their respective discipline. This will provide context to make revisions, as needed, to this document to ensure that this process is equitable for all faculty.

Faculty Annual Review Performance Indicators for Teaching

Possible Indicators for Needs Significant Improvement to Meet Expectations

- Consistently missing classes.
- Consistent and significant lateness in grading and providing feedback, to the extent that it hinders student success in the course and the program.
- Consistent lack of availability to students, such as repeated cancelation/missing of office hours and a pattern of not responding to student correspondences with questions about course expectations.
- Consistent negligence in following departmental and university guidelines pertaining to course content and development of specific skills, as appropriate for one's discipline.
- Shows a clear pattern of disrespect towards students.

Possible Indicators for Needs Some Improvement to Meet Expectations

- Disorganized teaching methods expectations, learning objectives, scheduling.
- Provides some/limited academic support for students - attends office hours sometimes/occasionally, answers emails sometimes/occasionally, etc.

- Sometimes/Occasionally grades and provides feedback in a timely manner, but not consistently.
- Occasionally explains material/process for students who have questions/do not understand.

Possible Indicators for Meeting Expectations

- Demonstration of a strong commitment to student learning and mastery of the subject matter.
- Competent use of projects, exams, and/or papers to foster student learning and growth.
- Use of syllabi, supplemental materials, and presentations to demonstrate organizational skills and understanding of the subject.
- Evidence of student learning through students' coursework examples.
- Holds classes promptly at scheduled times.
- Course syllabi meet department guidelines.
- Adheres to requirements described in syllabi or communicates revisions to students in a fair and timely manner.
- Maintains open and clear communications with students.
- Is available during office hours and/or provides other opportunities for student meetings with faculty outside of class time.
- Grading is consistent and objective.
- Grades are shared with students in a timely manner.
- Maintains high ethical standards of honesty and objectivity.
- Final Grades are submitted on time.
- Adheres to university/college/department timelines, policies, and procedures.
- Teaching portfolio includes examples of student work that demonstrate course objectives.
- Contributes to course and program assessments, evaluates curriculum, and revises courses as needed in an effort for continuous improvement.
- Facilitates an inclusive learning environment.
- Works with Services for Students with Disabilities to provide reasonable accommodations for students with disabilities.

Possible Indicators for Exceeding Expectations/Exceptional Performance

Due to the variability of the creative and scholarly activities/achievements within and across the disciplines of faculty in the Department of Art, the distinction between "Exceeding Expectations" and "Exceptional Performance" may be subjective. It is understood that the scope of the following indicators is dependent on discipline specific contexts. Faculty should provide specific rationale for the performance level being asserted in their narratives.

- Curriculum Development - New Courses.
- Significant Course Revision - General.
- Significant Course Revision due to new research done in the field, new technology, etc.
- Student work selected for exhibition(s)/presentation(s).
- Nomination(s) for award(s) in teaching.

- Developing and evaluating experimental teaching formats, teaching techniques, and new course development.
- Evidence of student impact via students' emails or letters.
- Recognition by graduating students through office of Student Affairs letters.
- Application of professional development, such as the ACUE, in courses.
- Academic and professional advising for undergraduate and/or graduate students.
- Independent Study courses.
- Publication of and/or development of electronic instructional materials that supplement regular instruction.
- Direction or supervision of student research or creative project outside of scheduled classes.
- Incorporation of community engagement into curriculum.
- Attendance at professional conferences or workshops designed to develop pedagogy and teaching.
- Uncompensated overloads.
- Teaching large sections with higher than average number of SCH (student credit hours).
- Receiving award(s) in teaching.

Faculty Annual Review Performance Indicators for Research

Possible Indicators for Needs Significant Improvement to Meet Expectations

- No evidence of activity or progress towards the development and/or completion of scholarly and/or creative projects.
- No evidence of application or involvement in peer review.

Possible Indicators for Needs Some Improvement to Meet Expectations

- Shows some evidence of activity or progress towards the development and/or completion of scholarly and/or creative projects.
- Evidence of application to juried and/or peer review exhibitions/presentations/publications.

Possible Indicators for Meeting Expectations

- Evidence of significant progress towards the development and/or completion of scholarly and/or creative projects.
- Inclusion of creative and/or scholarly works in peer-reviewed presentations or publications with international or national importance within the discipline. This could include the presentation and publication of work within the state and region, but there should be evidence that those venues/platforms have international or national importance within the discipline.

- Evidence of significant contributions to the design and/or execution of professional work whether as a sole practitioner or in the context of a professional practice.
- Externally juried/editorially reviewed exhibits/presentations/publication of creative work.
- Short publications such as exhibition and book reviews in peer-reviewed journals and digital platforms.
- Provides a clear, cogent statement that includes 1) a brief description of research or creative activities; 2) goals and plans for ongoing research or creative activity; 3) a description of how the current activity fits into the ongoing plan and a description of any adjustments that have been made to the previous year's plan.

Possible Indicators for Exceeding Expectations/Exceptional Performance

Due to the variability of the creative and scholarly activities/achievements within and across the disciplines of faculty in the Department of Art, the distinction between "Exceeding Expectations" and "Exceptional Performance" may be subjective. It is understood that the scope of the following indicators is dependent on discipline specific contexts. Faculty should provide specific rationale for the performance level being asserted in their narratives.

- Participation in multiple large group exhibitions with international or national importance within the discipline. This could include the presentation and publication of work within the state and region, but there should be evidence that those venues have international or national importance within the discipline.
- Inclusion in a small group-show in a venue with international or national importance within the discipline. This could include the presentation and publication of work within the state and region, but there should be evidence that those venues have international or national importance within the discipline.
- A solo exhibition in a venue with state or regional importance within the discipline.
- Receiving award(s) in peer-reviewed event(s)
- Acquisition of work in private, corporate and/or public institutions or collections
- Funding Proposal(s) with state or regional importance within the discipline
- Funding Proposal(s) with national or international importance within the discipline
- Peer-review publication of essay(s) in scholarly journal(s) of one's discipline
- Co-editing a volume of scholarly essays
- Signed book contract/successful peer review of book
- Peer-reviewed/competitive residencies
- Participation in professional development including conference attendance and workshops
- Publishing a book, with evidence of the importance of the publisher within the specific discipline
- A solo exhibition in a venue with international or national importance within the discipline. This could include a venue within the state and region, but there should be evidence that the venue has international or national importance within the discipline.

Faculty Annual Review Performance Indicators for Service

Possible Indicators for Needs Significant Improvement to Meet Expectations

- Failure to attend scheduled committee or faculty meetings
- Refusal to participate in assigned service duties
- Sustained and consistent failure to communicate with committee members about assigned service duties
- Lack of attendance at all department events and activities

Possible Indicators for Needs Some Improvement to Meet Expectations

- Attends meetings, but does not make constructive contributions
- Attends meetings, but does not assist in activities related to service commitments
- Has some department service, but little to no service to college, university, community, or profession

Possible Indicators for Meeting Expectations

- Attends meetings and makes constructive contributions
- Attends some department events and activities in support of students and the mission of the department
- Demonstration of contribution to growth, development, and operation of the department and its mission
- Participates in community engagement work related to discipline
- Service on College or University committees
- Serves on or chairs department committees at the request of the Department Chair
- Provides service to the program area as needed to sustain the activities of the program
- Provides academic advising and mentoring to students
- Participates in program/curricular assessment and development
- Contributes to departmental or program area recruitment efforts

Possible Indicators for Exceeding Expectations/Exceptional Performance

Due to the variability of the creative and scholarly activities/achievements within and across the disciplines of faculty in the Department of Art, the distinction between "Exceeding Expectations" and "Exceptional Performance" may be subjective. It is understood that the scope of the following indicators is dependent on discipline specific contexts. Faculty should provide specific rationale for the performance level being asserted in their narratives.

- Serves on or chairs department committees, with heavy workloads, at the request of the Department Chair

- Service on College or University committees with heavy workloads
- Leadership in service to the Department/College/University/Profession
- Initiating new service opportunities in the department, college, university, profession, or community
- Actively contributes to the mission of the department by regularly attending student and department events
- Actively contributes to the mission of the department by consistently organizing events within the community (could include: Department, University, discipline, larger community of Huntsville)
- Formal academic advisement of students
- Serving as a board member in professional organizations
- Serving as an officer in professional organizations
- Leadership in service organizations and committees that contribute to the faculty member's academic and/or professional discipline
- Participates in sustained and consistent community engagement work that is related to discipline
- Serves as a juror for exhibitions, grants, or awards
- Organizes conferences or other professional events
- Conducts workshops related to the profession
- Leadership in community engagement work related to discipline
- Nomination(s) for award(s) in service
- Receiving award(s) in service