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: ENGL

College/Unit:
☐ CAM   ☐ COCJ   ☑ CHSS   ☐ COM   ☐ NGL
☐ COBA   ☐ COE   ☐ COHS   ☐ COSET
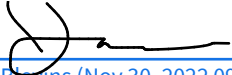
Standard:
◯ Promotion and Tenure   ◯ Post-Tenure Review   ⦿ Faculty Evaluation System (FES)

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Approved By:

Jacob Blevins (Nov 30, 2022 09:54 CST)
Department Chair

Leif French (Nov 30, 2022 10:16 CST)
College Dean

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Provost & Sr. VP for Academic Affairs

English Department

FES guidelines and procedures

As established in APS 820317, all tenured and tenure-track faculty will be reviewed annually by the Chair. Although this is a separate review from other evaluations (such as the DPTAC's annual review of faculty), the performance objectives and standards remain the same for teaching, research/creative activity, and service, and faculty will include yearly FES scores in all evaluation dossiers. As stated in APS 820317.1.01 "The Faculty Evaluation System (FES) is established to provide an equitable, orderly and comprehensive approach to the evaluation of faculty performance at Sam Houston State University (SHSU). The FES is used for purposes of (1) tenure and promotion in academic rank, (2) rewarding meritorious performance through salary adjustments, (3) contract review for probationary faculty members, (4) review of tenured faculty, and (5) decisions concerning future contracts for tenured and tenure-track faculty." The review period for FES is the previous calendar year.

Faculty are required to use the fillable/electronic version of the CHSS Faculty Annual Review Information Form, which will be available to all faculty on the English Department T drive. Accompanying dossier materials will be uploaded using Watermark. Faculty should include any materials that support the accomplishments listed in the Faculty Annual Review Information Form.

Weights for Faculty Evaluation

Normative twelve-hour teaching workload (Weights are adjusted for faculty receiving reassigned time):

Teaching:	.50 (.25 from IDEA scores, .25 from Chair's Evaluation of Teaching)
Research/Creative:	.25
Service:	.25

Normative nine-hour teaching workload

Teaching:	.40 (.20 from IDEA scores, .20 from Chair's Evaluation of Teaching)
Research/Creative:	.40
Service:	.20

Required FES dossier materials:

- CV

- Summary IDEA scores

- FILLABLE FES form (listing relevant yearly achievements)

- Copies of publications or a copy of title and copyright pages for books

- Copy of conference program showing participation in conferences

- Peer-observation reports of peer observation of classroom visits

- Evidence and description of any grants or fellowships awarded

Optional FES dossier materials (examples):

- Classroom materials (syllabi and sample assignments of no more than 5 pages)

- Testimonials from publishers or other external entities (e.g., evidence of scholarly impact, status of submissions, etc.)

- Publication venue information (may include circulation, acceptance rates, a journal's impact factor, etc.)

- Reviews of scholarship

- Testimonials of service activity

Standards for Performance and Score Range (1.0-5.0, in .25 increments)

Scholarly and/or Creative Activity

1) Tier 1: Peer-reviewed books. This category includes monographs, edited volumes, editions, translations, books of poetry and prose, and textbooks. All publications in this category must meet the requirements of a "peer-reviewed" venue, which will be defined as a publisher that vets all submissions considered for publication by sending such submissions to outside, anonymous reviewers—considered specialists—who evaluate the quality, substance, originality, and significance of submissions prior to a final decision on publication.

2) Tier 2: Peer-reviewed shorter works, (both in-print and electronic): publication (scholarly and creative) in journals, chapters in multi-authored works, chapbooks, multi-modal publications, large grants (over $100,000). All publications in this category must meet the requirements of a "peer-reviewed" venue appropriate for the discipline. Editing special journal issues is considered a Tier 2 publication activity; publications that appear in prominent trade or organizational venues that do not strictly conform to peer-review can be considered under this category. Large grants awarded (over $100,000) will be considered the equivalent of two Tier 2 publications.

3) Tier 3: Presentation of scholarly or creative work at professional forums, such as organizational conferences or symposia. This category also includes invited lectures at academic venues.

4) Tier 4: Non-peer reviewed publications, such as book/play/movie reviews, encyclopedia/dictionary entries, blogs, conference proceedings, and non-peer reviewed essays in online and print venues. This category also includes serving as a journal or book series editor, submitting internal and external grant proposals for academic or creative work, producing written consultations for private sector entities, reviewing manuscripts for journal and book publishers, and receiving any special recognitions of scholarly or creative work, such as awards, prizes, or honorable mentions. As directed by the Council of Writing Program Administrators, writing program administration can be evidence of sustained research activity.

Exceeds Expectations (4.5-5.0): Faculty who meet the standards of a Tier 1 book length work or equivalent (three Tier 2 publications) will be deemed to have exceeded expectations for the year for FES. Within Tier 1, single-authored monographs will receive the highest score of 5, followed by co-authored monographs, scholarly editions, translations, multiple Tier 2 publications, and edited volumes, any of which will receive a 4.5. Multiple Tier 1 publications of any type will also receive a 5. Large grants (over $100,000) awarded will also be considered evidence of exceeding expectations, as do, for the purposes of FES, major research awards or formal recognitions of scholarly achievement.

Meets Expectations (3.0-4.25): Faculty who meet the standards for Tier 2 publications OR who demonstrate research activity as defined in Tiers 3 and 4 will be deemed to have met expectations for the year. Published articles will receive the highest scores (4.0-4.25), followed by awarded small grants, conference presentations and invited lectures, and activities listed in Tier 4, including work submitted or accepted for publication (3.0-3.75).

Does Not Meet Expectations (1-2.75): Faculty who do not demonstrate clear evidence of research/creative activity during the review year will receive scores below 3.0. Faculty narratives should address the lack of activity and contextualize that lack, or discuss plans for increased research activity in the future. Scores within this range will be determined largely by the faculty member's specific plan for increased research activity in the future.

Service

1) Category 1: Service to the University: this category includes involvement in committees and activities at the university level, such as University Curriculum Committee, Faculty Senate, Writing Across the Disciplines, and other university initiatives.

2) Category 2: Service to the College: this category includes involvement in committees and activities at the CHSS college level, such as DIVEIN, CHSS scholarship committee, Tenure/Promotion Workgroup, and New Faculty Connect.

3) Category 3: Service to the Department: this category includes involvement in committees and activities at the English Department level.

4) Category 4: Service to the Profession: this category includes involvement in organizations, publications, and other professional entities, such as serving on editorial or academic/creative organization boards, organizing conferences, and consulting for private or public organizations.

5) Category 5: Service to the Public: this category includes activities and roles in the community that utilize your professional knowledge, status, or expertise, such as lectures given to local, national, and international organizations, outreach to local primary and secondary educational institutions, and volunteering for community educational outreach.

All faculty at all ranks must demonstrate effectiveness as a contributing member in accomplishing the goals of the department/college/university. This can be achieved through promoting the welfare of the department and university, working positively within the department, college, and university, responding dutifully to committee responsibilities, and effectively assisting and mentoring other faculty members as needed.

Exceeds Expectations (4.25-5.0): Faculty who engage in multiple categories of service or who take on significant service roles *without compensation* will be considered to have exceeded expectations if those service responsibilities exceed an average of six hours of work per month. Time spent on service activities must be documented or discussed in detail in the faculty narratives. For the purposes of FES, faculty members who receive major service awards or formal recognition of professional service will be considered to have exceeded expectations.

Meets Expectations (3.0-4.0): Faculty who engage in service activities from any category without compensation will be considered to have met expectations if those service responsibilities average between three to six hours of work per month. Time spent on service activities must be documented or discussed in detail in the faculty narratives.

Does Not Meet expectations (1-2.25): Faculty who do not demonstrate clear evidence of at least three hours per month of service responsibilities will be considered to have not met service expectations. Scores within this range will be determined by any service that has been performed, the faculty narrative that

addresses and contextualizes the low productivity in this area, and a specific plan for increasing service activity.

Chair's Evaluation of Teaching

Chair's evaluation of teaching will be based on a holistic evaluation of IDEA scores, faculty member's narrative discussion of classroom activities, professional development activities in the area of teaching, and, if applicable, peer observation reports. In order to meet or exceed expectations, faculty must demonstrate diligence and professionalism by holding regular classes, holding office hours, engaging in reasonable communication with students, adopting textbooks and entering final grades by established deadlines, and carrying out other university required teaching related activities.

- Peer Evaluation of Teaching: Candidates will have one peer observation review per year and include those written reviews in their materials for evaluation.

- Instructional activities: These will include the following: advising students at undergraduate/graduate level, serving on thesis committees, working with students seeking Honors contracts, and mentoring student research and creative work for presentation or publication.

- Engaging in professional development activities for teaching. Such activities include short and long-term training programs that directly or indirectly impact instruction, participating in instructional workshops, attending conferences that focus on pedagogical practices or other content relevant to classroom instruction, and participating in faculty-led work groups that address instructional issues.

- Developing new courses either online or face-to-face, revising courses for Academic Community Engagement (ACE), implementing active learning strategies in the classroom, teaching or co-teaching Honors seminars, submitting pedagogy-focused grant proposals, and publishing non-peer-reviewed instructional resources for use in classrooms.

- Recognition of superb teaching in the form of teaching awards, nomination, awarded teaching grants, and organizational honors for teaching.

> **Exceeds Expectations (4.25-5.0)**: Faculty who have major accomplishments in the area of teaching will be considered to have exceeded expectations for the Chair's evaluation of teaching. Such accomplishments include, but are not limited to, awarded pedagogy grants, awards or major recognitions in the area of teaching, and long term (semester-long) professional training or workshops in teaching.

> **Meets Expectations (3.0-4.0)**: Faculty who engage in consistent activity related to teaching that includes, but is not limited to, mentorship, course design, participation in ACE and Honors College initiatives (including Honors contracts), and professional activity, such as short-term workshops, pedagogy-based grant applications submitted, and production of instructional resources.

> **Does not meet expectations (1-2.75)**: Faculty who do not engage in activities and practices that demonstrate a commitment to continued improvement and/or excellence in the classroom will be considered to fall below expectations in teaching. Faculty narratives should contextualize teaching activity or the lack thereof.