



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: Library Science and Technology

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)

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Holly Weimar

 Department Chair

Stacey Victor

 Stacey Victor (Nov 30, 2022 17:22 CST)
 College Dean

 Provost & Sr. VP for Academic Affairs

FACULTY EVALUATION SYSTEM

Department of Library Science and Technology

College of Education | Sam Houston State University

General Guidelines

Pursuant to Sam Houston State University (SHSU or University) [Academic Policy Statement \(APS\) 820317](#), the Faculty Evaluation System (FES) is to provide an equitable, orderly, and comprehensive approach to the evaluation of faculty performance. The guidelines outlined in the College of Education (COE) Department of Library Science and Technology (LST) Department Faculty Evaluation System (DFES) are consistent with and subservient to APS 820317 and the Texas State University System Rules and Regulations.

- 1) APS 820317 Attachment 3 Table 1 necessitates the adoption of procedures that use weighted scores to measure faculty (nine-credit hour per semester workload) productivity, with 20% student evaluation of teaching effectiveness, 20% chair evaluation of teaching effectiveness, 40% scholarship and creative accomplishments, and 20% service activities.
- 2) The merit cycle, a 1-year snapshot based on performance throughout the year, begins on the first day of the calendar year (January 1) and ends on the last day of the calendar year (December 31). Only accomplishments that occur within those dates pertaining to the previous year are considered as falling within the 1-year merit cycle.
- 3) The rating scale developed for each of the three categories (teaching effectiveness, scholarship and creative accomplishments, and service activities) represents a shift from the previous 5-point rating system, inasmuch as the maximum rating is decidedly more difficult to attain than previously. Thus, it is expected that, for each category, fewer faculty will attain the maximum rating. Also, it should be recognized that striving to attain the maximum rating in one area, which is very commendable, likely will make it more difficult to attain the maximum rating in the other categories due to the relatively less time, energy, or resources afforded to those areas.
- 4) Faculty should provide evidence to support the self-reported rating for each of the three categories. Faculty will have an opportunity to earn an $n + 0.5$ rating in any category with appropriate justification. For example, if faculty believe that their accomplishment warrants a "4," but according to the evaluation rubric, their accomplishment should be assigned a "3," the $n + 0.5$ rule allows for a rating of "3.5" to be awarded. The onus is on the faculty being evaluated to substantiate the expanded rating through a narrative and supporting evidence. In so doing, faculty should present their narratives in order of importance, be as succinct as possible, and only provide the most salient information or evidence. All merit considerations, especially those for a top achievement, may receive an external third-party verification of achievement.
- 5) For the most part, each rating is based on the outcome or product and not solely on the length of time devoted to the activity.

- 6) Faculty may not count any accomplishment more than once. For example, a manuscript can only be counted in the year it is published and available for public viewing. This same article cannot be considered for merit when it is “under review,” “accepted,” or “in press.” Similarly, a conference presentation cannot be considered for merit until it has been presented at the event for which it is scheduled. Additionally, a lifetime service award can only be counted for the year that the award is given. Finally, an accomplishment can only be included as evidence in support of one of the three categories (teaching effectiveness, scholarship and creative accomplishments, OR service activities).
- 7) To be considered meritorious, faculty must have met the minimum expectations criterion for all three categories. Alternatively stated, faculty cannot be eligible for merit if they have not met the minimum expectations criterion in one or more categories. For example, if a faculty member receives a university teaching award but engaged in service activities that fall short of the minimum expectations, they would not be eligible for merit. The goal of this guideline is to ensure a balance among these essential categories.
- 8) For each area of evaluation, the rating will be based on the highest accomplishment documented by the faculty. Items are NOT cumulative; faculty are NOT required to meet each criterion level 1-5 to earn a 5 rating.
- 9) Under the FES-X policy compensating program administrators, holding such office will not automatically constitute a rating of above minimum expectations. However, service that is above the workload release allotted to program administrators and other departmental-level administrators can be presented as evidence in support of a rating above minimum expectations.
- 10) Faculty will receive a copy of their FES score and feedback from the DFES Committee, as well as their score and feedback from the department chair, at the annual faculty evaluation meeting.

Summary Report Instructions

Report teaching effectiveness, scholarship and creative accomplishments, and service activities for the year under review only using the layout outlined below for each of the categories.

TEACHING EFFECTIVENESS

- Self-Reported Rating
- Justification for Rating (Narrative)
- Minimum Expectations (List)
- Rubric (Annotated)
- IDEA Teaching Evaluation Summary
 - Raw Average:
 - Chart (Raw Scores)

Semester	Course	Progress on Relevant Obj	Excellent Teacher	Excellent Course	Average of Above	Summary Evaluation	Response Rate

SCHOLARLY AND CREATIVE ACCOMPLISHMENTS

- Self-Reported Rating
- Justification for Rating (Narrative)
- Scholarly Productivity (List)
 - Publications (reverse chronological order using APA 7 citation format)
 - Grants (include title, date submitted, status, your role, and amount)
 - Presentations (reverse chronological order using APA 7 citation format)
 - Evidence of Ongoing Scholarship (publications/research, invited publications, book reviews, etc.)
- Minimum Expectations (List)
- Rubric (Annotated)

SERVICE ACTIVITIES

- Self-Reported Rating
- Justification for Rating (Narrative)
- Service Undertakings (List)
 - University
 - College
 - Department
 - Profession
 - Community
- Minimum Expectations (List)
- Rubric (Annotated)

TEACHING EFFECTIVENESS RUBRIC

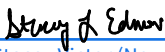
Level 5.0 Extraordinary	Reserved for extraordinary achievement or recognition (e.g., University teaching award [awarded]; National teaching award from specialty organization [awarded]; Board of regents' award for teaching (such as Piper) [awarded]; achievement of standards to a greater degree as compared to others).	Create new program (Doctoral, Masters, or Bachelors). Proposal must be submitted through the curriculum committee and have received approval to move forward.	Student awards (individual or organization) with evidence of your impact in their receiving the award [example - chair of a thesis or dissertation that resulted in a national award OR student paper received national recognition (faculty not an author)]	A National or International Award for Civic Engagement in Teaching [awarded]	--or-- Any item that you can provide evidence as Exceptional that is not listed here
Teaching Weight	Weight of 4.5	Weight of 4.0	Weight of 3.5	Weight of 3.0	Weight of 2.5
	Regional or state teaching awards from specialty organization [awarded] --or-- College Teaching Award --or-- Student paper received regional recognition or award (faculty not an author) --or-- Design and organize a Study Abroad Experience --or-- Teaching a field-based course(s) with 45+hours of fieldwork with evidence of work --or-- Teaching an overload for no compensation (3 hr. course) --or-- Item that you can provide evidence as Above Expectations at a Weight of 4.5	Teaching a field-based course(s) with 30-44 hours of fieldwork with evidence of work --or-- Create new course or a complete re-design of existing course --or-- Mentor and support 5+ students for professional growth outside of coursework in conferences, certifications, or professional development. Details needed - not tutoring for personal course --or-- Mentor 4+ adjunct and/or new faculty to be successful teachers of course content with evidence of mentorship --or-- Other teaching award or unsolicited recognition [awarded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 4.0	Teaching a field-based course(s) with 20-29 hours of fieldwork with evidence of work --or-- Mentor and support 2-4 students for professional growth outside of course work in conferences, certifications, or professional development. Details needed - not tutoring for personal course --or-- Mentor 2-3 adjunct and/or new faculty to be successful teachers of course content with evidence of mentorship --or-- Teaching an Independent Study --or-- Seeks Academic Community Engagement (ACE) course designation (submitted with a description of course activities) --or-- Nominated for Lifetime achievement teaching award as described above [not awarded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 3.5	Teaching a field-based course(s) with up to 19 hours of fieldwork with evidence of work. --or-- Teaches an Academic Community Engagement (ACE) course designation (with a description of course activities) --or-- Mentor and support one student for professional growth outside of coursework in conferences, certifications, or professional development. Details needed - not tutoring for personal course --or-- Mentor one adjunct or new faculty to be successful teachers of course content with evidence of mentorship --or-- Reviewing Masters and/or Dissertation Comprehensive Exams and/or Program Portfolios --or-- Nominated for College, Regional, or State teaching award [not awarded] --or-- Received teaching certification (e.g., Blackboard) or other analogous certification not required for job --or-- Delivers professional development workshop for university or college on course design and enhancement --or-- Item that you can provide evidence as Above Expectations at a Weight of 3	Documented evidence demonstrating "innovation" in the classroom (e.g., trying out new teaching strategies, using opportunities for technology, seeking feedback from students, eliciting data to improve teaching and courses through peer observation and input, and qualitative information from students) --or-- Collaborative formal teaching with another instructor (1 class) OR evidence of collaboration with another instructor --or-- Delivers professional development workshop for department on course design and enhancement --or-- Delivers professional development workshop (outside of coursework) for student --or-- Item that you can provide evidence as Above Expectations at a Weight of 2.5
Level 2 (Minimum Expectations)	Contributes to an effective educational environment regardless of teaching modality, including, but not limited to completing attendance initiative, syllabus, CV, and any university compliance activities on time	--and-- Ensures syllabus is in current COE format and includes all pertinent information	--and-- Attends a majority of program area meetings	--and-- Mentors and supports students on coursework. Provides feedback to students promptly. Keeps students updated on their academic progress within the course. Maintains regular office hours and is available outside of assigned class periods.	--and-- Review and revise courses to meet student and program needs; ensure courses are aligned to state standards, the TEXES exam framework, Specialized Professional Associations (SPA) standards, and the Conceptual Framework (as applicable)
Level 1.5	Needs improvement				
Level 1	Substandard. Needs substantial, immediate improvement.				

SCHOLARLY AND CREATIVE ACCOMPLISHMENTS RUBRIC

<p>Level 5.0 Extraordinary</p>	<p>Article published in up to a 20% acceptance rate journal, a journal with an Impact Factor > 1, OR a narrative describing the article's significance to the profession.</p>	<p>Book published - Self or co-authored (not edited or co-edited) – 1st edition only. Traditionally published by national/international recognized competitive publisher.</p>	<p>Competitive, labor-intensive external grant submitted to a large funding agency (e.g., NIH, IES, NSF, NEH, IMLS) or other nationally or federally funded grant [awarded] --or-- Competitive contracts awarded</p>	<p>National or international award for scholarship or research in field --or-- Honor for body of work from national or international professional organization --or-- University research award [awarded]</p>	<p>--or-- Any item that you provide evidence as Exceptional that is not listed here</p>
<p>Scholarship Weight</p>	<p>Weight of 4.5</p>	<p>Weight of 4.0</p>	<p>Weight of 3.5</p>	<p>Weight of 3.0</p>	<p>Weight of 2.5</p>
	<p>Edited, or co-edited book, OR authored or co-authored book of 2nd edition (or later) published with recognized publisher. No pay to publish. --or-- Peer-reviewed article in an organization's Flagship journal ---or-- Keynote/Plenary/ Presidential address at International or National Conference for a National or International Organization --or-- Regional/state award in scholarship field --or-- College Research Award [awarded] --or-- College Grantsmanship Award [awarded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 4.5</p>	<p>Signed Book Contract- Self or co-authored (not edited or co-edited) – 1st edition only --or-- Peer-reviewed journal article in a national or international journal. This is not a flagship journal. --or-- Handbook chapter or encyclopedia index entry in your recognized field --or-- Keynote/Plenary/Presidential address at State Conference. --or-- Internal grant in excess of \$1000 [awarded] --or-- Competitive, labor-intensive external grant [unfunded] --or-- Nominated for Lifetime achievement scholarship award as described above [not awarded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 4</p>	<p>Signed contract for Edited, co-edited book, or authored or co-authored book with recognized publisher --or-- Peer reviewed journal article in regional or state journal --or-- Published chapter in an edited book --or-- Keynote/Plenary/Presidential address at a school, university, or regional office either local, national, or international --or-- Best Paper Award at Conference --or-- Featured Presentation at a conference --or-- Non-labor-intensive external grant [awarded] ---or-- Item that you can provide evidence as Above Expectations at a Weight of 3.5</p>	<p>Presentation (not a poster or roundtable) at a State, Regional National, or International Conference --or-- Professional organization policy briefs or compliance reports --or-- Author of national /state compliance reports --or-- Contributions to national compliance reports or summary to state reports --or-- Internal grant in excess of \$500 but less than \$1000 [awarded] --or-- Nominated for College, Regional, or State scholarship award [not awarded] --or-- Nominated for other scholarship award or unsolicited recognition [not awarded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 3</p>	<p>Peer-reviewed Poster or Roundtable conference presentation --or-- Internal grant less than \$500 [awarded] --or-- Internal grant in excess of \$500 [unfunded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 2.5</p>
<p>Level 2 (Minimum Expectations)</p>	<p>Newsletter article, editorial, book review, or other academic piece not subjected to peer review</p>	<p>--or-- Presentation of any type at any level (local to national)</p>	<p>--or-- Internal grant less than \$500 [unfunded]</p>	<p>--or-- Submission of multiple academic works for publication and/or presentation but no acceptance</p>	<p>--or-- Approval of IRB for research in progress</p>
<p>Level 1.5</p>	<p>Evidence of some research activity (e.g., Approval of IRB for upcoming research, working papers, drafts).</p>				
<p>Level 1</p>	<p>No evidence of intellectual contributions.</p>				

SERVICE ACTIVITIES RUBRIC

<p>Level 5.0 Extraordinary</p>	<p>University Service Award [awarded] --or-- University Academic Community Engagement (ACE) Award --or-- National award for service from professional organization</p>	<p>Assistant chair of department (unpaid, no stipend) --or-- Chair of Faculty Senate</p>	<p>Editor-in-chief of a flagship journal</p>	<p>President of national/international professional organization</p>	<p>Any item that you provide evidence as Exceptional that is not listed here</p>
<p>Service Weight</p>	<p>Weight of 4.5</p>	<p>Weight of 4.0</p>	<p>Weight of 3.5</p>	<p>Weight of 3.0</p>	<p>Weight of 2.5</p>
	<p>Chairing or co-chairing dissertations with evidence of mentorship and graduates 3+. --or-- College service award [awarded] --or-- Regional or state award for professional service [awarded] --or-- Program coordinator, unpaid/no course release --or-- Editor-in-chief of regional, state, or local journal --or-- Professional association president at regional and state level --or-- Coordinates international or national conference --or-- Item that you can provide evidence as Above Expectations at a Weight of 4.5</p>	<p>Outstanding service participant. Made significant contributions in at least two areas at the departmental, college, university, or professional level. --or-- Chairing or co-chairing 5+ dissertations with evidence of mentorship --or-- Chairing or co-chairing dissertations with evidence of mentorship and graduates 1-2. --or-- Nominated for Lifetime achievement service award as described above [not awarded] --or-- Completion of 5-year reviews --or-- Compliance program papers (provide documentation) --or-- Chair of a work-intensive college committee --or-- Editor or associate editor of a regional, state, or local journal (not Editor-in-Chief) --or-- Coordinates regional or state conference --or-- Board member/officer of state/regional/national/international organization (not a SIG chair, but rather overall organization leadership) --or-- Item that you can provide evidence as Above Expectations at a Weight of 4</p>	<p>Chairing or co-chairing 3-4 dissertations with evidence of mentorship --or-- Chair of a search committee --or-- Guest editor of a flagship journal --or-- SIG chair in a professional organization --or-- Chair of a work-intensive department committee --or-- Coordinates local conference --or-- Community service-related activities with extensive positive impact --or-- Nominated for College, Regional, or State service award [not awarded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 3.5</p>	<p>Engaged, active service participant. Made significant contributions at the departmental, college, university, or professional level. --or-- Chairing/co-chairing 1-2 dissertations with evidence of mentorship --or-- Advisor of a student group - provide time/ impact info --or-- Member of a work-intensive committee (university, college, or department) --or-- Nominated for other service award or unsolicited recognition [not awarded] --or-- Item that you can provide evidence as Above Expectations at a Weight of 3</p>	<p>Attends and contributes to a majority of optional service events (i.e., recruitment related events, student orientation, town halls, etc.) --or-- Serves on a Dissertation Committee --or-- Reviewer for a professional journal or professional conference --or-- Serves as a session chair or presider at a professional conference --or-- Demonstrates active involvement in professional associations by attending meetings, participating in special interest groups [SIGs], etc. --or-- Community service-related activities with positive impact. --or-- Item that you can provide evidence as Above Expectations at a Weight of 2.5</p>
<p>Level 2 (Minimum Expectations)</p>	<p>Attends and contributes to mandatory service events (i.e., commencement, department meetings, etc.) unless the absence is documented and excused by the chair</p>	<p>--and-- Regularly attends and contributes to university, college, department, and program committees as assigned</p>	<p>--and-- Participates in program, department, college, and university professional development opportunities, including completion of all required trainings on time</p>		
<p>Level 1.5</p>	<p>Needs improvement</p>				
<p>Level 1</p>	<p>Substandard. Needs substantial, immediate improvement.</p>				

APPROVED: 
[Stacey Victor \(Nov 30, 2022 17:22 CST\)](#)
Stacey L. Edmonson, Dean

DATED: _____

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

DATED: _____