

Guidelines for Promotion and/or Tenure College of Osteopathic Medicine

The standards for tenure and promotion in the College of Osteopathic Medicine (COM) at Sam Houston State University (SHSU) reflect a commitment to support Faculty as teacher-scholars throughout their careers in an environment of academic excellence. For tenure and/or promotion to be awarded, the candidate must have demonstrated a commitment to academic excellence as a teacher-scholar. This policy sets forth the standards for tenure and promotion. This document elaborates on SHSU Academic Policy Statements related to Faculty evaluation (For Faculty in tenure track: APS 900417-Promotion and Tenure-T&P and APS 820317-annual evaluation-FES; For Faculty in a non-tenure track: APS 820317 and 890301-annual evaluation-FES and APS 890301-Promotion) and the rules and regulations set forth by The Texas State University System (TSUS). The objective of this document is to establish a framework of standards for Faculty performance. This document upon approval by the Dean and the Provost will become effective as a guide for the promotion and tenure committee in 2024 and will be reviewed next year with recommendations made to the Dean and Provost by summer 2024 for changes to be applied in 2025.

The document presents specific categories and standards of performance for all aspects of Faculty evaluation, including the following seven (7) categories. To review the most recently approved versions of these policies, Faculty should refer to SHSU's Academic Affairs Policies & Procedures webpage: <https://www.shsu.edu/dept/academic-affairs/policies.html>

1. Faculty Evaluation System (APS 820317 for tenure track Faculty and APS 820317/890301 for non-tenure track Faculty);
2. Annual evaluation of probationary tenure-track Faculty by the Department Promotion and Tenure Advisory Committee (DPTAC); APS 900417;
3. A third-year extensive review of probationary tenure-track Faculty by the DPTAC (APS 900417for tenure-track Faculty);
4. Dossier for promotion and/or tenure to the rank of Associate Professor (APS 900417 for tenure-track Faculty and APS 890301 for non-tenure track Faculty)
5. Dossier for tenure at the rank of Associate Professor (APS 900417for tenure-track Faculty;
6. Dossier for promotion and/or tenure to the rank of Professor (APS 900417for tenure-track Faculty and APS 890301for non-tenure track Faculty);
7. Dossier for promotion to the rank of Professor (APS 900417 for tenure-track Faculty and APS 890301for non-tenure track Faculty);

The remainder of this document provides an overview of the expectations that can be applied broadly across the categories of faculty evaluation consistent with applicable policy.

The tenure unit is the College of Osteopathic Medicine and by nature includes probationary, temporary, and tenured Faculty who specialize in a wide range of academic disciplines. As such, the COM recognizes the necessity of supporting flexible and inclusive guidelines for all aspects of Faculty evaluation.

The COM promotes excellence in teaching, research, and service as major categories of performance: (APS 900417) and an environment conducive to academic excellence. Therefore, meeting all required elements of Faculty are expected to be considered for tenure and/or promotion. Broad categories of performance include:

1. **Teaching.** In addition to session and laboratory instruction delivery in all modalities, the teaching category includes course directorship, andragogy-related activities such as curriculum development, academic advising, student mentorship, and other related endeavors that broadly constitute student learning support and/or program support. The impact of teaching will be decided according to the academic rank specified under each rank category (e.g., assistant, associate, or professor), the academic track (e.g., tenure or non-tenure), and the specific Departmental goals.
2. **Research and Scholarly Accomplishments.** This category includes a range of outputs appropriate to research and scholarly development. Acceptable accomplishments are varied and may include the generation and dissemination of novel research (e.g., peer-reviewed publications), collaborative research (e.g., with community, Faculty, students); acquisition of financial support (e.g., grant funding); acquisition of intellectual property (e.g., granted patents rights); invited presentations, and other forms of research as appropriate to the individual rank, track, and specific Departmental goals.
3. **Service.** The service category includes committee work, clinical activity, and other activities that serve the Department, College, University, profession, and community, and that are related to Faculty appointment(s).

Each time the evaluation criteria are updated, tenure-track faculty shall choose, at the time of their annual probationary evaluation, whether to remain on the standards that previously applied or switch to the updated standards. Faculty must notify their DPTAC in writing or by e-mail at least two weeks prior to the date of their annual probationary evaluation, and the selection shall be final from the date of the election moving forward. If no selection is made, the standards of evaluation shall default to the updated standards. Tenure-track faculty may only be evaluated on standards that were current during some portion of the probationary period. (see APS 900417 section 5.03)

Standards for each of the categories are outlined below. The standards are a guide for Faculty to identify overall expectations and are not the sole criteria used by the committee or the institution to recommend Promotion/and Tenure. Each category standard considers full-time allocation (FTE) to individual Faculty and the academic diversity offered by each member.

General Considerations:

Promotion (and/or tenure): Assistant Professor to Associate Professor or Associate Professor to Professor.

Assistant Professors will be promoted to the rank of Associate Professor concurrent with the granting of tenure (for Faculty in tenure track only). Assistant Professors may not be awarded tenure without also being awarded promotion to Associate Professors.

The expectations for Promotion and/or Tenure for the ranks of Associate Professor to Professor or tenure for hired Faculty at the rank of Professor (if in a tenure track) or for Promotion for the ranks of Associate Professor or Professor (if in a non-tenure track) are detailed by category: Teaching, Research (scholarly work), and Service.

Teaching, research, and service activities in the previous five years before applying for promotion (and tenure, if in such track) will be considered by SHSU-COM and the DPTAC as part of the evaluation process.

Non-tenure track faculty promotions are guided by SHSU Policy 890301 Section 5.04.

Criteria for Granting Tenure for Associate Professor or Professor Hired Without Tenure in Tenure Track.

The granting of tenure for an Associate Professor or a Professor requires demonstration by the Faculty of sustained excellence in the domains of teaching, research, and service in a tenure-granting institution during the last five (5) years before the hiring at SHSU.

At the discretion of SHSU, prior service in a tenure-track/tenured position in a tenure-granting institution can be awarded up to three (3) years counting towards fulfilling the required probationary period for tenure and promotion. Prior service credit shall be applied to the beginning of the probationary period (years 1-3). Any such agreement appears in the offer letter and initial contract of the Faculty member at the discretion of the Dean and Provost.

On occasions, outstanding Faculty may be considered for tenure before the stipulated and standard five 5-years of performance at SHSU-COM. Early consideration for promotion (and/or tenure) requires the approval of the chair/director and Dean before the second Monday of October in the academic year in which promotion is to be considered.

Special permission for early application for promotion and/or tenure by the chair/director and/or Dean does not imply a subsequent favorable recommendation.

Probationary Period.

Personal circumstances may justify the suspension of the tenure clock for up to two years. It is the responsibility of the Faculty member to provide proper documentation to demonstrate sufficiently why the request should be granted.

The Department chair shall provide a recommendation concerning the request for a suspension of the tenure clock to the dean within ten (10) working days from receipt of the request.

The dean shall provide a recommendation concerning the request for a suspension of the tenure clock to the Provost within ten (10) working days from receipt of the Department chair's recommendation.

The decision on the request for a suspension of the tenure clock shall be made by the Provost within ten (10) working days from the date of receipt of the dean's recommendation.

Stipulations about expectations for Faculty performance during the halting of the tenure clock will be decided in agreement with the Faculty's academic chair.

Teaching Standards Criteria

The evaluation of teaching is a holistic process, drawing from both quantitative and qualitative evidence that demonstrates a sustained pattern of performance, innovation, and reflection. *The contribution of teaching considered for Promotion and Tenure is to be commensurate with the Faculty's academic rank and assigned FTE.* Evidence of contribution to the establishment of an academic culture of excellence is part of the teaching assessment (professional competency) and will be considered as adherence to Departmental, College, and University policies and decisions; furthering the Department and COM goals; mentoring junior Faculty; working within the existing administrative structures of the Department, College, and University; promoting harmony and the general welfare of the Department, College, and University; and support and assistance of other Faculty members.

The content and expectations for Teaching are described below:

Teaching narrative:

- Teaching Philosophy
 - Correlate your passion with your unique perspective on teaching.
- Demonstrate how the teaching philosophy manifests in teaching.
 - Specific examples of teaching practices
- Elaborate on a teaching continuous quality improvement (CQI) plan for self-evaluation, quantification, and growth.
 - Aggregate the previous years' performance evaluations from the students, Chair, educational affairs, and course directors to base the proposed CQI plan.
- Report evidence of the implementation of the teaching CQI plan from the previous year
- Quantify the annual contribution.
 - Number of sessions delivered by instruction type.
 - Number of sessions delivered in your primary discipline.
 - Number of sessions delivered outside of your primary discipline.
 - New sessions and/or courses developed.
 - Courses directed.
- Report student, chair, and course director evaluations, including numerical scores and synopsis of constructive comments during the probationary period.
- Evidence of commitment to best teaching effectiveness:
 - Participation in course development or revisions, for example:
 - Demonstrate contributions to blueprinting and mapping.
 - Review, improve (higher-order Bloom's and/or Fink's taxonomy), add new objectives to the core curriculum.
 - Inclusion of innovative use of technologies or teaching strategies
 - Participation in workshops or other professional development intended to enhance teaching.
 - Andragogical publications and/or presentations that demonstrate and provide evidence of teaching effectiveness.
 - Impact of Student Mentoring
 - Performance in your discipline.
 - Change in overall performance.
 - Leadership roles obtained.

Expectations by Rank:

All ranks demonstrate:

- Effectiveness in planning and development of teaching materials and activities
- Effectiveness in the delivery of teaching materials and activities
- Effectiveness in evaluating student learning outcomes
- Professional development and collaboration related to teaching activities and skills
- Adhering to University/College/Department policies, and procedures regarding teaching activities

The percentage effort dedicated to teaching is unique to each Faculty member and is an agreement with the Department chair who will document the consensus at the annual Faculty review. The FTE (Full Time Equivalent) calculator, a dynamic model, is designed to provide a quantifiable structure to teaching efforts; however, innovation and impact should be described separately in the teaching narrative.

Expectations of an Assistant Professor seeking promotion to an Associate Professor

The standard for an Assistant Professor is to be competent in all the duties of the teaching domain. To be promoted to the level of Associate Professor, the Faculty must demonstrate competency in creating new sessions, directing courses, and implementing individual and innovative teaching styles and will have fulfilled most of the following:

- Developing teaching materials that are appropriate and relevant to the subject matter and learning objectives of the class or clinical teaching sessions
- Delivering the number of didactic sessions and educational activities consistent with FTE expectations.
- Committing and contributing to course and/or program assessments during planning and course execution
- Maintaining reasonable availability (office hours) for student conferences and counseling
- Addressing areas of improvement from reviews or evaluations of teaching from students, supervisors, educational affairs, and course directors that align with the teaching philosophy
- Developing and implementing a teaching improvement plan from year to year
- Engaging in professional development aimed at improving teaching effectiveness
- Successfully directing a course based on the COM's course Director Guidelines or directing an educational program associated with the COM.
- Developing new session(s)
- Coaching or mentoring students for academic success

Expectations of an Associate Professor seeking promotion to Full Professor

Faculty at the rank of Associate Professor are expected to demonstrate advanced competence in the domain of teaching. It is expected that an Associate Professor seeking promotion to Professor will have fulfilled most of the following:

- Successfully directing a course based on the COM's course Director Guidelines or directing an educational program associated with the COM.
- Developing and implementing novel teaching strategies to deliver teaching materials, and methods or plans for assessment of teaching and learning
- Developing additional course experiences for students such as class or course material reviews, Q&A sessions, tutorials, or study groups

- Developing new session(s)
- Addressing areas of improvement from reviews or evaluations of teaching from students, supervisors, educational affairs, and course directors that align with your teaching philosophy.
- Coaching or mentoring students for academic success
- Recognition by students or peers for excellence in teaching

Expectations of a Full Professor seeking tenure (tenure track only)

Faculty hired at the rank of Professor applying for Tenure must meet the expectations of Full Professor Post Tenure Review. In addition to the criteria for Assistant and Associate Professor listed above, the Full Professor is expected to conduct the following:

- Leadership in course/program development and assessment in and outside of the College
- Leadership in curriculum development, review, and revision
- Leadership in professional development aimed at improving the teaching effectiveness of others
- Expert teaching as evidenced by student or peer evaluations
- Exemplary mentorship to peer Faculty, students, or trainees
- Contributing to educational research and scholarship with peer-reviewed publication

The remediation period will be one year with a six-month preliminary review by the Departmental Chair to assess progression and rectify any potential shortcomings. Accordingly, student, Chair, Educational Affairs, and Course Director evaluation scores/ratings are expected to show growth or maintenance as appropriate over time. While global ratings from these evaluation instruments provide a good overview of teaching effectiveness, the DPTAC members, Department chair, and Dean should consider other data included in the evaluation system. In addition, information about session characteristics (collaborative/team taught), number of independent sessions delivered, and contributions to course content should be considered when reviewing evaluation results.

While student evaluations are a valuable source of information, scores should be interpreted in the context of other materials documenting andragogical achievement. The Department chair, through an annual evaluation of the candidate during the remediation period, will address additional evidence of teaching effectiveness.

Research Standards Criteria

The COM Faculty with tenure track appointments are expected to conduct research activities that lead to new knowledge. Faculty in a non-tenure track are expected to develop research through their patient interactions (e.g., case reports), invited presentations, or collaborations with other Faculty members. The impact of the research considered for promotion and tenure is to be collaborative, innovative, and commensurate with the Faculty's academic rank, track (e.g., tenure or non-tenure), and assigned FTE.

The content and expectations for Research are described below:

Research Narrative:

- Define the philosophical foundations that are core to research
 - Describe areas of interest
 - Methodology
 - Theory development, empirical work, or innovation, basic science, clinical practice, medical education, or policy, synthesis of prior data, or generation of de novo ideas
- Describe how research philosophy has been manifested in the research performance
 - Publications
 - Posters, professional meeting presentations
 - Manuscripts
 - Book Chapters
 - Grants
 - Invited presentations
 - Intellectual Property
- Articulated focus of inquiry and scope of a research program. Details of the research program (commensurate with the academic rank and the Faculty track: tenure/non-tenure)
- Includes examples of the impact in the field (senior investigator) or the forecast and steps taken to fill current gaps in the field (junior investigator)
 - Quantify the Impact of Research
 - Number of Publications
 - Number of grants submitted
 - Number of grants awarded
 - Number of publications submitted
 - Impact indicators
 - Advancement of Knowledge
 - Clinical Implementation
 - Community Benefit
 - Legislation and Policy
 - Economic Benefit
 - Reviewer (grant, manuscript, conference)
 - Programming Committee

- Evidence of Impact:
 - Intellectual contribution to the field of study
 - Contribution is dependent on rank:
 - **Assistant**: Identifying an area of expertise
 - **Associate**: Consolidating a research niche
 - **Professor**: Recognition as an expert in a field of study
 - Inclusion of innovative techniques
 - Faculty mentoring
 - How successful mentees are in:
 - acquiring grants
 - number of peer-reviewed publications
 - Peer recognition
 - Student mentoring and research outcomes
 - Number of student publications and presentations

Expectations by Rank:

All ranks demonstrate:

- Engagement in collaborative research
- Student mentoring (e.g., submitted publications or grant applications)
- Publish original research, literature reviews (including systematic reviews with/without meta-analysis), and quality improvement projects, original monographs, or an authored book, or edited book, or a book chapter
- Present original research to state, regional, or national events

The percent effort dedicated to research is unique to each Faculty member and is an agreement with the Department chair who will document the consensus at the annual Faculty review. The FTE (Full Time Equivalent) calculator, a dynamic model, is designed to provide a quantifiable structure to research efforts; however, innovation and impact should be described separately in the research narrative.

Expectations of an Assistant Professor seeking promotion to an Associate Professor:

For tenure track Faculty, the expectation for an Assistant Professor is to establish an area of expertise, whereas for non-tenure track faculty the expectation is to disseminate clinical findings (e.g., case reports or presentations). Publications should appear in indexed peer-reviewed journals. It is expected that an Assistant Professor seeking promotion to an Associate Professor will have the following (both tenure and non-tenure track Faculty):

- A record of active publication in the five years before applying for promotion and/or tenure.
 - The expectation is a minimum of five (5) publishable units over five years for tenure track Faculty and three (3) publishable units for non-tenure track Faculty. A publishable unit counts the publication multiplied by a quality factor (see formula below).
- An expectation is that the Faculty is the first or last author in a minimum of two (2) of the five (5) publishable units for tenure track Faculty and one (1) publishable unit for non-tenure track Faculty.

- Opinion pieces, commentaries, or non-peer-reviewed publications (e.g., newspaper, blog) will not count as publications but will be seen as promoting the COM and will be considered for promotion and/or tenure.
- Consistent mentoring of student-driven research is expected.
- Faculty must demonstrate consistent research activities.

Publication Unit: Manuscript published in a peer-reviewed/indexed journal. Publishable unit:

Fourth quartile	0.75
Third quartile	1.0
Second quartile	1.5
First quartile	2.0

Quartiles are established using the “Journal of Citation Reports” ([Journal Citation Reports - Journals \(shsu.edu\)](http://journalcitationreports-journals.shsu.edu)) which uses the Web of Science article and citation data (impact factor and related metrics) to categorize journals by category. This tool provides a ranking of journals by number of citations as the journal content applies to a field of study. If an article is published in a journal that is not supported by the Web of Science, then SciMago Journal rank can be used. If additional assistance is needed to describe the impact of a publication, the Faculty member can consult with the Librarian.

Expectations of an Associate Professor seeking promotion to Professor:

Faculty at the rank of Associate Professor are expected to demonstrate advanced competence with areas of excellence in the domain of research. It is expected that an Associate Professor seeking promotion to Professor will have completed most if not all of the following:

Tenure track Faculty:

- A record of active publication in the five years before applying for promotion and/or tenure.
- The expectation is a minimum of five (5) publishable units over five years.
- An expectation is that the Faculty is the first or last author in a minimum of three (3) of the five (5) publishable units
- Progress toward sustainable (financially sustainable) scholarly activities (grant support)
- Record of original research published in peer-reviewed indexed journals
- Collaboration with students on submitted publications or grant applications
- Participation in Faculty development including the development of activities for others
- A recognized expert in the Faculty’s field of study (presentations and an invitation to the Faculty’s scientific field meetings or peer invitations to present work at other institutions.
- Peer mentorship with demonstratable outcomes
 - Grants/publications of mentored Faculty/students

Non-tenure track Faculty:

- A record of active publication in the five years before applying for promotion and/or tenure.
- The expectation is a minimum of three (3) publishable units.
- An expectation is that the Faculty is the first or last author in a minimum of two (2) of the three (3) publishable units
- Record of original research published in peer-reviewed indexed journals
- Collaboration with students on submitted publications or grant applications

- Participation in Faculty development including the development of activities for others

Associate Professor and Professor are expected to demonstrate impact alongside meeting the publication requirements mentioned above (e.g., number of publications and the Faculty listed as a first or corresponding author accordingly). Impact is assessed holistically rather than solely quantitatively. Faculty will collaborate with the librarian to evaluate the cumulative impact of their work using the Becker Medical Library Model for Research Impact Assessment. This model accounts for the Advancement of Knowledge, Clinical Implementation, Community Benefit, Legislation and Policy, and Economic Benefit in determining overall impact.

Expectations of a Full Professor seeking tenure (tenure track only):

Faculty hired at the rank of Professor applying for Tenure must meet the expectations of Full Professor Post Tenure Review. In addition to the criteria for Assistant and Associate Professor listed above, the Full Professor is expected to conduct the following:

- Leadership in research program development in and outside of the College
- Extramural funding
- Leadership in professional organizations (Study section/grant reviewer, leader in a scientific organization)
- Exemplary mentorship to peer Faculty, students, or trainees
- Continued record of active research

In the case of research scores by the chair one standard deviation below the College average, the candidate should address this occurrence in the narrative, noting problems, actions to rectify it, and extenuating circumstances that may have led to a lower-than-expected score. In the case of a higher score, the candidate should likewise identify strengths to retain, successful teaching strategies, and training that contributed to success.

The remediation period will be one year with a six-month preliminary review by the Departmental Chair to assess progression and rectify any potential shortcomings. Quality productive research requires time and due diligence. If a Faculty member has consecutive years with limited research contributions when compared to the expectation of their rank, the Faculty member and their Chair would design a new plan to be approved by the Dean and the Provost highlighting training opportunities and specific outcomes to aid in addressing productivity in research.

Service Standards Criteria

The COM Faculty is expected to consistently engage in service furthering the missions of Departments, COM, and SHSU, their profession, and the community the COM serves. Service may be, but is not limited to administrative and committee service, unpaid service beyond SHSU to the profession locally, regionally, nationally, and internationally, including academic or professionally related public service. For the non-tenure track Faculty, clinical performance is integrated into Service. Evidence of contribution to the establishment of an academic culture of excellence is part of the service assessment (professional competency) and will be considered as adherence to Departmental, College, and University policies and decisions; furthering the Department goals; mentoring junior Faculty; working within the existing administrative structures of the Department, College, and University; dutiful fulfillment of committee responsibilities; promoting harmony and the general welfare of the Department, College, and University; and support and assistance of other Faculty members.

The content and expectations for the Service are described below:

Service Narrative:

- Define the philosophical foundations that are core to the service interests
- Describe how service philosophy has manifested in:
 - Participation in selected COM, SHSU, local, regional, national, and international committees/organizations
 - Clinical activity in support of COM, SHSU, or community health
- Includes examples of impact
 - Quantify the Impact of committees
 - Number of organizations
 - Time dedicated to community
 - Students
 - Patients
 - Causes
 - Leadership roles
 - Evidence of Impact: Impact on
 - The mission of SHSU/COM/Department/Faculty
 - Students
 - Community
 - Profession
 - Patients well being

Expectations by Rank:

All ranks demonstrate:

- Maintain an appropriate professional demeanor during service activities and in locations where service activities are provided or prepared
- Adhere to University/College/Department policies and procedures during service activities
- Participate in approved COM events

The percent effort dedicated to service is unique to each Faculty member and is an agreement with the Department chair who will document the consensus at the annual Faculty review. The FTE (Full Time Equivalent) calculator, a dynamic model, is designed to provide a quantifiable structure to service efforts; however, innovation and impact should be described separately in the service narrative.

Expectations of an Assistant Professor seeking promotion to Associate Professor:

The expectation for an Assistant Professor is to establish an area of service and to fulfill patient service for non-tenure track Faculty. The Faculty member should be engaged in service that is needed by the COM and just as critical is service that is important to them and their professional and personal development. Expectations include but are not limited to engagement in service at the Department/Division, COM, SHSU, local, regional, national, and international organizations:

- Faculty are expected to actively participate in committees as outlined in the FES applicable to their track and FTE
- Completing training and participating in prospective medical student interviews (standard to be set and discussed each year at the Faculty annual evaluation)
- Participating as a member of a committee
- Participating as a member of a subcommittee or workgroup
- Participating in student or Faculty research grant review
- Participating in medical student recruiting activities
- Performing Faculty Advisor duties
- Participating in professional and other activities to enhance professional and personal growth

In addition, for non-tenure track Faculty with a clinical appointment:

- Fulfill patient care duties at SHSU Physicians Clinic
 - Meet COM clinical productivity and clinical teaching goals developed for each Faculty Member
 - Meet COM patient satisfaction goals set for each Faculty member
- Participation in clinical service activities at SHSU or in the community (volunteering at free clinics, health fairs, etc.)

Expectations of an Associate Professor seeking promotion to Full Professor:

Faculty at the rank of Associate Professor is expected to demonstrate advanced competence with areas of excellence in the domain of service. It is expected that an Associate Professor seeking promotion to Professor will have completed most if not all of the following:

- Serve as an officer on a committee
- Develop materials or policies used in committee work
- Develop materials used in medical student recruiting
- Perform COM Learning Community sponsor duties
- Perform COM student organization Faculty advisor duties
- Complete a leadership training course
- Initiating programs to enhance the COM, SHSU or its mission, or additional associated organizations

In addition, for non-tenure track Faculty with a clinical appointment:

- Serving as an officer or board member of an appropriate professional organization (TOMA, AOA, AMA, AAFP, etc.)
- Excelling patient satisfaction and clinical productivity scores

Expectations of a Full Professor seeking tenure (tenure track only):

Faculty hired at the rank of Professor applying for Tenure must meet the expectations of Full Professor Post Tenure Review. In addition to the criteria for Assistant and Associate Professor listed above, the Full Professor is expected to conduct the following:

- Engage in leadership of a high impact on committees, subcommittees, or workgroups
- Develop a program to address needs at the COM
- Engage in leadership of a COM service program
- Develop or direct programs to enhance the COM or its mission
- Service as elected or appointed officer of a professional society or association
- Provide presentations to professional organizations at the national or international level
- Chair a session at a scientific conference
- Serve as reviewer for manuscript or research grant at national or international level
- Serve as an editorial board member

The current document will be reviewed on an annual basis. The Faculty Evaluation Committee will collect feedback from the Faculty before May of the corresponding calendar year. Approved committee recommendations will be submitted during early June to the dean for consideration and upon approval by the provost become effective immediately serving as the guideline for Promotion and Tenure Standards for the subsequent calendar year.

Approved by COM FESC Committee: 11/20/23

Approved by COM Academic Leadership Council: 11/29/23

Approved by Com Dean: 12/11/23 *Thomas J. Mohr D.O.*

Approved by SHSU Provost: