



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: English

College/Unit:

- | | | | | |
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| <input type="checkbox"/> CAM | <input type="checkbox"/> COCJ | <input checked="" 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)

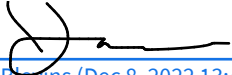
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Approved By:


Jacob Blevins (Dec 8, 2022 13:45 CST)
 Department Chair


Leif French (Dec 9, 2022 07:44 CST)
 College Dean

Provost & Sr. VP for Academic Affairs

Promotion and Tenure Policies, Procedures and Performance Guidelines¹

ENGLISH DEPARTMENT

Sam Houston State University

Prior Service Credit

A faculty member is normally reviewed for tenure during the sixth year in a tenure-track position. The length of the probationary period may be modified in accordance with APS 900417.4.05. The guidelines for proposing prior service credit (a maximum of three years) are as follows:

- 1) It is expected that the candidate has been in a tenure-track position at another accredited college or university.
- 2) Candidate must be able to demonstrate that any prior service meets the same standards of performance, in all three performance areas, currently expected of probationary faculty in the English Department at SHSU for the same period of service. At the request of the Chair, the candidate should expect to provide additional documentation and evidence that demonstrates the candidate has met the SHSU requirements for the years of service being requested. The DPTAC will use the same departmental instruments of evaluation for any prior service awarded.

Early Tenure

As stated in APS 900417.2.01, "On rare occasions, truly outstanding faculty may be considered for tenure prior to completion of the probationary period. Early consideration of tenure requires the approval of the appropriate chair/director and dean (or appropriate administrator of the tenure unit) prior to the second Monday of October in the academic year in which tenure is to be considered. Special permission by the chair/director and/or dean (or appropriate administrators) does not imply a subsequently favorable recommendation. If approved for early consideration for tenure, the probationary period for that faculty member is effectively modified and the current year will be deemed the terminal year of the probationary period. No subsequent consideration of tenure shall be allowed beyond the new terminal year."

English Department Performance Categories for FES, Annual Review, and Tenure and/or Promotion

As set forth in APS 900417.5.01, all candidates for reappointment, tenure and/or promotion will be evaluated in the three areas of (1) scholarly and/or creative activity, (2) teaching, and (3) service (to include departmental, college, university, and professional service as well as public service involving professional expertise). The evaluations should take into account expectations appropriate to the rank under consideration, the standards of the candidate's discipline, and the mission and resources of the department. All activities in all categories that are considered should reflect the duties and specializations of the candidate's professional position. For purposes of tenure and promotion, the expected performance objectives are the same for faculty on a 3/3 or 4/4 normative load.

Scholarly and/or Creative Activity

The candidate must have demonstrated sustained proficiency in scholarly and/or creative activity and have demonstrated promise for continuing growth in such activity. Scholarly and creative activity include:

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

¹ The guidelines of the College of Humanities and Social Sciences, Sam Houston State University, and the Board of Regents take precedence over all departmental standards.

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.

Tier 2: Peer-reviewed shorter works, (including both in-print and electronic): publication (creative and scholarly) 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; publications that appear in prominent trade or organizational publications 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.

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.

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 editor, book series editor, submitting internal and external grant proposals for academic or creative work, written consultations for private sector entities, manuscript review for journal and book publishers, and 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.

Evidence of competence and effectiveness of scholarly and/or creative activity is defined as artifacts that demonstrate the production of scholarship, publication and activities in venues consistent with the 4 Tiers listed above, and any documents that attest to the quality and impact of such activities (such as formal or informal reviews of one’s work).

Teaching:

The candidate must have demonstrated a sustained high level of proficiency and continued development in instruction. The activities, achievements, and other factors that are considered for proficiency in teaching include:

- IDEA Scores
- Peer Evaluation of Teaching (candidates will have one peer observation reviews per year and include those written reviews in their materials for evaluation)
- Chair’s Evaluation of Teaching. Chair’s evaluation of teaching will be based on a holistic evaluation of IDEA scores, narrative discussion of classroom activities, and peer observation reports.
- Instructional activities that include, 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 best practices or other content relevant to classroom instruction, and participating in faculty led work groups that engage instructional issues.

- Developing new courses either online or face-to-face, revising courses for 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.

Service:

In accordance with APS 900417.5.01, the English Department recognizes the following categories of 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 organizations, outreach to 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, effectively dutifully to committee responsibilities, and effectively assisting and mentoring other faculty members as needed.

In addition, faculty should demonstrate their competence and effectiveness in service activities by active participation in expected duties, successful outcomes of service initiatives, and productive engagement with others in the department, college, university, discipline, or public. Such effectiveness should be documented through narratives, testimonials, artifacts or results from a service activity, or any other documentation that shows level and quality of engagement and production in service roles.

Faculty at all levels should be engaged in effective program support, which may include, but is not limited to “course and curriculum development, innovations in teaching methodology, electronic instruction development, or participation in interdisciplinary academic programs,” per APS 900417.5.01. Faculty can demonstrate program support through their narratives, initiative outcomes, or other documentation that attests to productive engagement in program support and development.

As stated in APS 900417.5.01.b, “The standards of performance shall align with those established in The Faculty Evaluation System of Tenured and Tenure-Track Faculty (APS 820317) by the tenured and tenure-track faculty at the department level, be approved by the respective chair and academic dean, be retained on file in the Office of the Provost and made publicly available on the Academic Affairs website. To be recommended for an award of tenure and/or promotion, an applicant must document a sustained pattern of professional competence and effectiveness in each of the categories of performance listed in Section 5.01(a). In addition, the applicant shall have a clearly

developed, ongoing strategy for sustaining professional development throughout the applicant's career." CHSS defines "sustained pattern of professional competence and effectiveness" as **continuous or uninterrupted activity, contribution, production, or progress that is supported by annually documented evidence appropriate to each department and the discipline(s) therein.**

The English Department has established the appropriate performance expectations for annual review, tenure, and promotion in accordance with APS 900417.5.01

For Award of Tenure — Promotion to Associate Professor

Scholarly and/or Creative Accomplishments

- Candidates in academic disciplines must publish a book-length work appropriate under Tier 1 OR three to five articles appropriate under Tier 2. Co-authored works are considered equal to single-authored works as appropriate
- Candidates in Creative Writing must produce a book appropriate under Tier 1 or the equivalent to a book in journal publications, chapbooks, and folios, which will be defined as 50-80 published pages for poetry, 125-175 published pages for prose. Co-authored works are considered equal to single-authored works where appropriate.
- In addition to the requirement for peer-reviewed publications, candidates must demonstrate "continuous or uninterrupted" scholarly or creative activity by *yearly* achievements in activities highlighted in Tiers 3 and 4. Candidates may also demonstrate such activity through evidence of progress towards major projects in Tiers 1 and 2, which will be shown through the candidate's narrative and/or correspondence with potential publishers.
- As stated in APS 900417.5.01.b, candidates should provide "evidence of growth in quality/significance of scholarly or creative contributions." Through a narrative discussion of work produced, and in progress, and through documented activity in the candidate's CV, candidates may demonstrate "growth" as increased production, greater impact of research or work on readership, initiation of larger and more substantial research topics or creative expression, or any other elements of the candidate's work that show development appropriate for the rank of Associate Professor.

Teaching

- Candidates must complete mandatory tasks associated with teaching duties, such as arriving on time and meeting classes regularly, attending mandatory trainings, teaching and developing courses as needed, adopting textbooks by the established deadlines, and submitting grades and attendance verification by the established deadlines.
- Candidates must maintain average yearly IDEA scores above 3.75.
- Candidates must show a commitment to continuous improvement in the classroom, evidenced by regular, annual participation in professional development activities and/or implementing changes in instructional practices based on responses to peer observations and chair's evaluation of teaching.
- Candidates must also show their commitment to advising and mentoring students at all levels by serving on thesis committees, working with Honors contracts, or engaging in other forms of mentorship as needed.

- Candidates can demonstrate a commitment to mentorship through guiding students toward presentation or publication of those students' work. (Work that is co-authored by a student and a candidate would also count under scholarly/creative activity, Category 2.)
- Candidates can demonstrate their teaching and mentoring effectiveness through internal and external recognitions.
- Candidates can demonstrate their teaching effectiveness by producing instructional material or resources (excluding peer-reviewed textbooks) for use in the classroom.
- Candidates can demonstrate their commitment to teaching effectiveness and innovation by applying to pedagogy centered internal and external grants. (Research that is produced from such grants would apply to the candidate's scholarship.)
- Assistant Professors will arrange, with direction from the Chair, two classroom visits per academic year from senior colleagues in the department.

Service:

As stated in APS 900417.5.01.b, the candidate must demonstrate sustained involvement in service to the university, college, department, profession, and/or community, as defined by Categories 1-5. Faculty members will demonstrate sustained service, which is consistent with APS 900417.5.01.b, by meeting the following standards:

- Candidates' service should be based on faculty interests and expertise, the needs of the department/college/university, and the particulars of the specific program of which a candidate is a part. Service activities can be any combination of Categories 1-5, as long as such service averages out to 3-5 hours of service work per month. While it is the department's responsibility to guide faculty service responsibilities equitably and to provide adequate opportunity for service activity, probationary faculty who exceed the 3-5 hours per month service load should be recognized for that during yearly FES evaluations, and/or their service loads adjusted in consultation with the Chair when necessary.

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, through working positively within the department, college and university, through effective dutiful responses to committee responsibilities, and through effective assisting and mentoring of other faculty members as needed.

Promotion to Professor

Candidates are expected to continue sustained achievement in all areas during the period from promotion to Associate Professor to the eligible date for Full Professor consideration. Expectations for Associate Professors are as follows:

Scholarly and/or Creative Accomplishments

- During the review period, candidates in academic disciplines must publish a book-length work appropriate under Tier 1 OR four to six articles appropriate under Tier 2. Co-authored works are considered equal to single-authored works as appropriate
- During the review period, candidates in Creative Writing must produce a book appropriate under Tier 1 or the equivalent to a book in journal publications, which will be defined as 50-

80 published pages for poetry, or 125-175 published pages for prose.

- During the review period, in addition to the requirement for peer-reviewed publications, candidates must demonstrate “continuous or uninterrupted” scholarly or creative activity by *yearly* achievements in activities highlighted in Tiers 3 and 4. Candidates may also demonstrate such activity through evidence of progress towards major projects in Tiers 1 and 2, which will be shown through the candidate’s narrative and/or correspondence with potential publishers.
- In addition to maintaining the above minimum standards, Associate Professors should also demonstrate a commitment to sustained quality and significance of scholarly and creative work and growth in significance and impact of that work. The department acknowledges that quality and significance can be difficult to quantify; however, candidates may include such information as publisher/journal acceptance rates, reviews of published work, reader reports, data on citations by other scholars in the field, or any other information that demonstrates such significance. Growth is also evidenced by increased opportunities in the form of grants, invited lectures, serving as reviewer for prestigious publications, being solicited for book reviews, mentoring junior faculty members in their research, etc.

Teaching

- During the review period, candidates must complete mandatory tasks associated with teaching duties, such as arriving on time and meeting classes regularly, attending mandatory trainings, teaching and developing courses as needed, adopting textbooks by the established deadlines, and submitting grades and attendance verification by the established deadlines.
- During the review period, candidates must maintain average yearly IDEA scores above 3.75.
- Associate Professors, with direction from the Chair, will arrange one classroom visit by a colleague per year.)
- During the review period, candidates must show a commitment to continuous improvement in the classroom, evidenced by regular, annual participation in professional development activities and/or the implementation of changes in instructional practices based on responses to peer and chair’s evaluation of teaching
- During the review period, candidates must also show their commitment to advising and mentoring students at all levels by serving on thesis committees, working with Honors contracts, or engaging in other forms of mentorship as needed.
- Candidates can demonstrate a commitment to mentorship through guiding students toward presentation or publication of those students’ work. (Work that is published and co-authored by a student and a candidate would also count under scholarly/creative activity, Category 2.)
- Candidates can demonstrate their teaching and mentoring effectiveness through internal and external recognitions.
- Candidates can demonstrate their teaching effectiveness by producing instructional material or resources (excluding peer-reviewed textbooks) for use in the classroom.
- Candidates can demonstrate their commitment to teaching effectiveness and innovation by applying to pedagogy centered internal and external grants. (Research that is produced from such grants would apply to the candidate’s scholarship.)

Service:

The candidate must demonstrate sustained involvement in service to the university, college, department, profession, and/or community, as defined by Categories 1-5.

- Candidates' service should be based on faculty interests and expertise, the needs of the department/college/university, and the particulars of the specific program of which a candidate is a part. Service activities should be a combination of Categories 1-5, and such service should average out to 6-8 hours of service work per month. While it is the department's responsibility to spread faculty service responsibilities equitably and to provide adequate opportunity for service activity, faculty who exceed the 6-8 hours per month service expectation should be recognized for that during yearly FES evaluations, and/or their service loads adjusted in consultation with the Chair when necessary.
- Associate Professors are expected to take greater leadership roles in their service activities, such as chairing hiring committees, chairing other departmental and college committees, and coordinating programs and other initiatives at the department/college/and university level.
- 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, effective dutiful responses to committee responsibilities, and effectively assisting and mentoring other faculty members as needed.

As described in APS 900417 5.01 b (2), the key distinction between Associate Professor and Professor is demonstrating leadership across performance categories and sustained contribution(s) to the intellectual culture of the University. Therefore, in addition to the performance standards for Associate Professor established above, Professors are evaluated on their leadership in teaching, scholarly and/or creative activity, and service, and their contribution(s) to the intellectual culture of the University. To demonstrate leadership, faculty may engage in a broad range of activities such as:

- Initiate and/or manage sustained program and student support activities;
- Design and/or oversee curriculum development initiatives;
- Be a primary investigator or co-investigator of sustained research and/or creative activities that contribute to their discipline;
- Introduce and/or contribute extensively to initiatives that enhance the scholarly and/or creative profile of SHSU;
- Lead sustained service activities that contribute to the University, profession, or community, as appropriate for the discipline(s)

Annual Review of Probationary Faculty

As stated in APS 900417.03, "The DPTAC shall review the performance of the probationary faculty member every year beginning with the second year of employment and continuing until a final recommendation concerning tenure is made. In the case of promotion of tenured faculty (e.g., associate professor to professor), the DPTAC shall conduct a review of progress toward promotion every year beginning with the second year after the previous promotion and continuing until promotion occurs. To the greatest extent possible, the DPTAC for a tenure-track faculty member shall remain consistent until the tenure review/vote of that respective faculty member."

Third Year Review of Probationary Faculty

As stated in APS 900417.05, “In addition to annual reviews, an extensive review shall be conducted during the spring semester of the faculty member’s third academic year of probationary service by the DPTAC, as well as the department chair and dean. The review shall include an indication of the degree of consensus of the DPTAC, in the form of a preview vote, regarding the probationer’s progress toward tenure. The actual result of the DPTAC vote shall be reported in a DPTAC-approved written summary by the DPTAC chair to the department chair, with a copy of the result sent to the faculty member. A written summary of the DPTAC’s assessment and the department chair’s review shall be kept in the probationer’s tenure file and sent to the respective dean’s office for the faculty member’s permanent files.”

Materials Submitted for Reviews

The English Department requires that each faculty member submits a single dossier of material each year that will be used for evaluation purposes by the DPTAC (for annual evaluation) and the Chair (for FES). For the purposes of 3rd year reviews, Tenure/Promotion consideration, and Performance Evaluation of Tenured Faculty, dossiers will be put together using the yearly material previously submitted during the review period; in addition to previous dossier material, faculty will provide a more comprehensive narrative (2-4 double-spaced pages) that covers the areas of Scholarly/Creative Achievements, Teaching, and Service during the review period, an updated CV, and any additional material that might be relevant for review.

Dossier Material

Required:

- CV
- 2-4 page, double-spaced narrative (for 3rd year reviews, Tenure/Promotion consideration, and Performance Evaluation of Tenured Faculty)
- Summary IDEA Scores
- FES Form (listing relevant yearly achievements)
- Copies of publications or a copy of title pages
- Copy of Conference Program showing participation in Conferences
- Peer Observation of Classroom Visits
- Evidence and description of any grants or fellowships awarded

Optional material includes, but is not limited to the following:

- Classroom materials
- Testimonials from publishers or other external entities
- Publication Venue information (may include circulation, acceptance rates, etc.)
- Reviews of Scholarship
- Testimonials of service activity

Narrative Statements:

Yearly narratives should include a contextual discussion about accomplishments in the areas of research/creative activity, teaching, and service. Narratives should also address any challenges the faculty member is facing with regards to any of the areas under review. Within the narrative, faculty members should put their work into any relevant contexts that help to illustrate the full scope of their performance, including the relevance and importance of research activities. Faculty members should discuss progress made towards research projects when appropriate, illustrate a commitment to classroom excellence using specific examples, and describe service activities with an accurate account of average time spent on those service responsibilities.

Narratives prepared for 3rd Year Review, Tenure/Promotion, or Evaluation of Tenured Faculty must be 2-4 double-spaced pages in length and address performance over the entire review period.

The department will make available guidelines and samples of narrative statements that can be accessed on the English Department's T Drive.