



## 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:** Educational Leadership

**College/Unit:**

CAM                       COCJ                       CHSS                       COM                       NGL  
 COBA                       COE                       COHS                       COSET

**Standard:**

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

**Contact:**

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**Approved By:**

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*Stacey Victor*  
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 College Dean

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 Provost & Sr. VP for Academic Affairs

Please note that the rubric for the Educational Leadership (EDL) department must operate under the following 13 non-negotiable rules:

1. We are bound by policy to adopting procedures that use weighted scores to measure faculty productivity, with 20% student evaluation of teaching, 20% chair evaluation of teaching, 40% research and scholarly activity, and 20% service.
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 10-point rating scale developed for each of the three areas (i.e., scholarship teaching, and service) represents a paradigm 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 area, fewer faculty members 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 areas due to the relatively less time, energy, and/or resources afforded to these areas.
4. Faculty members may argue for any rating for any of the three areas. Faculty members will have an opportunity to earn an  $n + 1$  rating in any category with appropriate justification. For example, if faculty members believe that their accomplishment warrants an “8”, but according to the rubric their accomplishment should be assigned a “6”, the  $n + 1$  rule allows for a rating of “7” to be awarded. The onus is on each faculty member to demonstrate the rating that the person believes she/he deserves through a narrative and supporting evidence. In so doing, faculty members need to present their narratives in order of importance and be as succinct as possible and only provide the most salient information or evidence.
5. For the most part, each rating is based on the outcome or product, and not on the length of time spent on the activity.
6. Faculty members may not count any accomplishment more than once. For example, a publication only will be counted for the year that it is actually published and available for public viewing. This same article cannot be “counted” towards merit when it is “under review,” “accepted,” or “in press.” Similarly, a conference presentation cannot be “counted” until it has been presented at the event for which it is scheduled. Similarly, a lifetime service award only can be counted for the year that the award is given. Further, an accomplishment can only count towards *one* of the merit areas.
7. To receive the highest possible achievement for an accomplishment for one of the three areas, the faculty member must have met the minimum job requirements for all three areas. Alternatively stated, faculty members cannot be eligible for merit if they have not

met the minimum job requirements in one or more areas. Thus, for example, if a faculty member receives a university teaching award but engaged in service that falls short of the minimum job requirements, then he/she would be merit ineligible. The goal of this rule is to ensure minimum balance among the three areas.

8. For each area, the rating will be based on the highest accomplishment documented by the faculty member.
9. For scholarship, to obtain the maximum rating (e.g., publishing in a *Premiere* journal), faculty members do not have to accomplish other research activities (e.g., publishing in a *Significant Influence* journal, obtaining a nationally recognized research award).
10. For service, faculty members may provide “evidence of attendance” by documenting the number of times within the previous calendar year that the committee met in a formal capacity. Further, a faculty member may provide “evidence of contribution” by detailing with supporting evidence her/his specific contribution to the committee.
11. A *n - 1 rule* will apply for the areas of scholarship and service, as follows:
  - a. For scholarship, (a) works that involve more than *three* co-authors. For example, if the first three authors received a “10” rating for scholarship (e.g., an article published in a *Premiere* journal), then all subsequent authors would receive a “9” rating; and (b) a first edition of a (non-edited) book published by a nationally recognized Tier 1 publisher would receive a “10” rating for the first year that the book is published, but would receive a “9” rating for the first year of subsequent revisions of the same book.
  - b. For service, for example, if a faculty member maintains a continuing service role for which the maximum rating applies (e.g., editor of a *Premiere* journal), then he/she would receive a “10” rating for the first year that he/she assumes that role (starting from January 1, 2016); for subsequent years, this faculty member would receive a “9” rating. The *n - 1 rule* only applies to areas where the faculty member holds a position longer than 1 year.
12. Scholarly books published with a Tier 1 publisher will receive a higher rating than will books published by non-Tier 1 publishers. The onus is on faculty members to document that their book qualifies as a Tier 1 publication using a sanctioned list (e.g., [Publisher's Weekly 57 Largest Book Publishers](#))
13. Under the policy that chairs of programs will be compensated under the FES-X policy, holding such office will not receive a merit rating beyond minimum job requirements. However, service that is above the .25 allotted to chairs of programs and other departmental-level administrators can be represented on the rubric.

Scholarship	Peer-reviewed Articles	Books	Grants	Awards*	Recognitions	Other
10 (Exceptional)	published in a nationally recognized journal, as noted by commonly held metrics (“Premiere,” CCI ≥ 90%, as noted in <a href="#">Cabell’s Directory</a> , Impact Factor > 1.00 as noted in ISI Journal Citation Report, invited contribution to a flagship outlet, OR readership), not published in a paid journal	first edition published by a nationally recognized Tier 1 publisher, non-edited	competitive, external research grant submitted to a large funding agency (e.g., NIH, IES, NSF, NEH) or other nationally or federally funded grant [awarded]	nationally recognized research award (e.g., award for overall research, outstanding paper award, outstanding article award in a “Premiere” journal or ISI JCR > 1.0)	presidential address (major national/international professional conference/entity)	patented instrument or product
9	published in a nationally recognized journal, as noted by commonly held metrics (“Significant Influence,” 80% < CCI < 89%, as noted in <a href="#">Cabell’s Directory</a> , Impact Factor of 0.76 to 1.00 as noted in ISI Journal Citation Report, OR readership), not published in a paid journal	first edition published by a nationally recognized (not Tier 1) publisher, non-edited OR handbook chapter in a book (with a title “Handbook”) published by a nationally recognized Tier 1 publisher	competitive, external research grant submitted to a large funding agency (e.g., NIH, IES, NSF, NEH) or other nationally or federally funded grant	university research award OR regionally recognized research award (e.g., award for overall research, outstanding paper award, outstanding article award in a “Significance Influence” journal or ISI JCR between 0.75 and 1.0)	keynote address (major national/international professional conference/entity)	
8	published in a nationally recognized journal, as noted by commonly held metrics (“High Influence,” CCI ≤ 79%, as noted in <a href="#">Cabell’s Directory</a> , Impact Factor of 0.51 to 0.75 as noted in ISI Journal Citation Report, OR readership), not published in a paid journal	book chapter in a nationally recognized Tier 1 publisher OR first edition edited book published by a nationally recognized Tier 1 publisher	competitive research grant submitted to a professional organization [awarded] OR internal research grant submitted to SHSU [awarded]	college-level research award	keynote address (regional professional conference/entity)	

Scholarship	Peer-reviewed Articles	Books	Grants	Awards*	Recognitions	Other
7	published in a nationally recognized journal as noted by commonly held metrics (“Qualified,” as noted in Cabell’s Directory, Impact Factor of 0.01 to 0.50 as noted in ISI Journal Citation Report, OR readership), not published in a paid journal	book chapter in a nationally recognized (not Tier 1) publisher OR first edition edited book published by a nationally recognized (not Tier 1) publisher	competitive research grant submitted to a professional organization OR internal research grant submitted to SHSU			
6	3 or more scholarly publications (broadly defined)		competitive grant <i>awarded</i> from an organization (seed money, start up, not necessarily research-focused)			
5	2 scholarly publications (broadly defined)	non-first edition edited book	competitive grant <i>submitted</i> from an organization (seed money, start up, not necessarily research-focused)			
4 (min job requirements)	At a minimum, faculty must demonstrate evidence of research projects (multiple) in the pipeline (e.g., IRB submissions [dissertations not included], manuscripts under review or in invited editing stages, regional and national conference presentations).					
3						
2						
1						
0	If a faculty member does not meet the minimum level of production in an area (i.e., Teaching, Scholarship, or Service), the score for that area will be zero. Similarly, if a faculty member does not submit the minimum requested materials for an area, the rating for that area will be zero. (COE FES Guidelines - rev 09/25/18)					

<b>Courses</b>		<b>Other</b>				
<b>Teaching</b>	Courses	Professional Development	Grants	Mentorship	Awards*	Collaboration
10** (Exceptional)	documented evidence, formally shared with other faculty members, 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)		collaborative teaching or training grant award with school districts or educational policy organizations	chair of a thesis or dissertation that resulted in a national award OR student paper received national recognition (faculty not an author)	externally recognized teaching award (outside the university)	
9**	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)	provided professional development workshop or training related to teaching field affiliated with a national professional organization (minimum of 4 hours)		student paper received regional recognition or award (faculty not an author)	university teaching award	documented evidence of leadership in supporting the teaching efforts of multiple other faculty
8**	developed a new course that is aligned to state standards, the TExES exam framework, Specialized Professional Associations (SPA) standards, and the Conceptual Framework (as applicable) and provided students with authentic and meaningful practice and application	provided professional development workshop or training related to teaching field affiliated with a regional professional organization			college teaching award	collaborative formal teaching with another instructor (8+ classes) OR evidence of sustained collaboration with another instructor

\*\*In order to obtain scores of 8, 9, 10 in Teaching, the criteria for the respective rating must be obtained in the Courses column **AND** an equivalent rating of 6 or higher must be met in one of the other areas (e.g., a 9 in Courses + a 6 in collaboration = a score of 9).

Teaching	Courses	Professional Development	Grants	Mentorship	Awards*	Other
7	redesigned a course that is aligned to state standards, the TExES exam framework, Specialized Professional Associations (SPA) standards, and the Conceptual Framework (as applicable) and provided students with authentic and meaningful practice and application	workshop contribution for department and students in programs OR received teaching certification (e.g., Blackboard) or other analogous certification				Collaborative formal teaching with another instructor (5-7 classes) OR evidence of collaboration with another instructor
6	course designated as Academic Community Engagement (ACE) submitted with a description of course activities	evidence of immersion in professional development to improve teaching practices			other teaching award or unsolicited recognition	Collaborative formal teaching with another instructor (2-4 classes) OR evidence of collaboration with another instructor
5	ability to use effectively online teaching tools	attend single online workshops or single teaching workshops				Collaborative formal teaching with another instructor (1 class) OR evidence of collaboration with another instructor
4 (min job requirements)	At a minimum, faculty members must effectively teach courses they are asked to teach.					
3						
2						
1						
0	If a faculty member does not meet the minimum level of production in an area (i.e., Teaching, Scholarship, or Service), the score for that area will be zero. Similarly, if a faculty member does not submit the minimum requested materials for an area, the rating for that area will be zero. (COE FES Guidelines - rev 09/25/18)					

**Local**

**Professional**

Service	Local Service	Dissertation	Professional Service	Awards*
10 (Exceptional)	recognized formally by faculty members and administrators for leading (individual and team acknowledgement) on a committee or project that brings about tangible positive outcomes for a program, the department, or the college	chairs 5 or more dissertations and graduates at least 3 students	national professional association president OR editor or guest editor of a peer-reviewed journal (“Premiere,” as noted in Cabell’s, Impact Factor > 1.0 as noted in ISI Journal Citation Report)	received a community service award from a community organization or entity, university, or college OR national professional organization recognition for service in the profession (via selection committee process)
9	chair of university committee on work-intensive university or college committees (e.g., CAEP, curriculum) and provides evidence of attendance and contribution; coordinator of a departmental program	chairs 5 or more dissertations and graduates 2 students	regional association president or national association officer or board member OR editor or guest editor on peer-reviewed journal (“Significant Influence,” as noted in Cabell’s, Impact Factor between 0.75 and 1.0 as noted in ISI Journal Citation Report, OR readership)	demonstrates evidence of active leadership status in a community organization OR receives formal recognition for serving as a journal reviewer, or an ad hoc journal reviewer (broadly defined), or serving on a board (regional or state)
8	serves on work-intensive university or college committees (e.g., CAEP, curriculum) and provides evidence of attendance and contribution OR serves on work-intensive program committees (e.g., recruitment, admissions, search committees) and provides evidence of attendance and contribution OR generally is involved and participates in ad hoc committees, and willingly makes him/herself available to contribute; DFES chair	chairs 5 or more dissertations and graduates 1 student	state association president or regional association officer or board member OR editor of peer-reviewed journal (“High Influence,” as noted in Cabell’s, Impact Factor between 0.50 and 0.75 as noted in ISI Journal Citation Report, OR readership) OR editorial board member of a peer-reviewed journal OR service on state legislative board	



\*\*In order to obtain scores of 8, 9, 10 in Service, the criteria for the respective rating must demonstrate a balance of local (i.e., Local Service OR Dissertation) **AND** professional (i.e., Professional Service OR Awards) service. The lower score must be at a rating of at least 6. For example, a 9 in Local Service + a 6 in Awards = a score of 9; 8 in Dissertation + 9 in Professional Service = a score of 9).

Service	Local Service	Dissertation	Professional Service	Awards*
7	coordinates or provides professional development opportunities for faculty OR advisor of student organization; DFES committee member	chairs 5 or more dissertations and graduates 0 students	ad hoc reviewer (broadly defined) OR coordinates local conferences OR serves as a discussant at a professional conference	
6		chairs 2-4 dissertations and graduates 0 students	reviews conference proposals (national or regional) OR serves as a session chair or presider at a professional conference	other service award or unsolicited recognition
5			demonstrates active involvement in professional associations by attending meetings, participating in special interest groups [SIGs], etc.	
4 (min job requirements)	At a minimum, faculty members must attend/participate/serve in the following <i>as appropriate for the unit within which they reside</i> : 1. Commencement; 2. Faculty meetings; 3. New student orientations; 4. Regular meetings called by the Dean; 5. Search committee meetings (e.g., job talks); 6. Program, departmental, college, and university committee meetings; 7. University-required training; 8. Recruitment-related events; 9. Student Advisement; 10. Dissertation Committee Chair (when eligible), Dissertation Committee member.			
3				
2				
1				
0	If a faculty member does not meet the minimum level of production in an area (i.e., Teaching, Scholarship, or Service), the score for that area will be zero. Similarly, if a faculty member does not submit the minimum requested materials for an area, the rating for that area will be zero. (COE FES Guidelines - rev 09/25/18)			

\*Lifetime awards are only counted the first year awarded.

Your Name

IDEA Teaching Evaluation Summary Scores 20XX

20XX					
YEAR	A Summary	B Progress on Relevant	C Average	D Excellent	E. Excellent
Spring 20XX Course NAME					
Raw					
Adjusted					
Spring 20XX Course NAME					
Raw					
Adjusted					
Spring 20XX Course NAME					
Raw					
Adjusted					
Summer 20XX Course NAME					
Raw					
Adjusted					
Summer 20XX Course NAME					
Raw					
Adjusted					
Summer 20XX Course NAME					
Raw					
Adjusted					
Fall 20XX Course NAME					
Raw					
Adjusted					
Fall 20XX Course NAME					
Raw					
Adjusted					
Fall 20XX Course NAME					
Raw					
Adjusted					

5-point scale with 5 as the highest possible score

Summary Evaluation Raw Average = (insert mean for Summary/Raw Averages)


Summary Evaluation Adjusted Average = (insert mean for Summary/Adjust Averages)

**FES Submission Guidelines**  
**Department of Educational Leadership**

1. Full CV in APA format; reverse chronological order (prefer current APA ed.)
2. FES narratives include:
  - a. Scholarship: FES Narrative\* (highlighted BEST work) plus annual\*\* list of publications and presentations (include impact metrics, if available)
  - b. Service: FES Narrative\* (highlighted BEST work). Add an annual\*\* list of service activities for year
  - c. Teaching: FES Narrative\* (highlighted BEST work) plus summary table of annual\*\* IDEA scores. See example summary table provided.
3. Publications: Upload published works for the year
4. IDEA: Upload all IDEA forms and comments for the year. Include the IDEA Table of scores for the current year.
5. Cover Letter (Optional)

\* narrative consists of sentences and paragraphs as compared to a list

\*\*annual means calendar year.

APPROVED:   
Stacey Victor (Dec 15, 2022 22:56 CST)  
Stacey L. Edmonson, Dean

DATED: 12/15/2022

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

DATED: \_\_\_\_\_