



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: Philosophy

College/Unit:

- | | | | | |
|-------------------------------|-------------------------------|--|--------------------------------|------------------------------|
| <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)

Contact:

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Approved By:



 Department Chair



 Leif French (Dec 15, 2022 09:22 CST)
 College Dean

 Provost & Sr. VP for Academic Affairs

Guidelines for Performance Evaluation of Tenured Faculty (Post-Tenure Review) Philosophy Program

In accordance to APS 980204, the standards for post-tenure evaluation align with those established as part of the *Faculty Evaluation System of Tenured and Tenure-Track Faculty* (FES) developed by the Philosophy Program. In accordance to APS 980204 the post-tenure review will include the FES records for the five (5) most recent years. In addition to the FES documents, the faculty member under review will provide a CV and narratives that provide context to the FES documents and discuss accomplishments in teaching, creative and scholarly activities, and service. The standards put forth in the Philosophy Standards for FES documents thus should serve as an instrument to measure that the faculty member has obtained these goals. The candidate will be expected to have performed at a level commensurate to achieving at least an average of a 3.0 Meets Expectations score in their FES for Research during the period of review.

Note that in the case of post-tenure review, we take into account fluctuations in the relative emphasis on teaching, scholarship, and service across the career of the candidate. Changes in these areas or additional relevant factors must be included in the qualitative section of the evaluation.

Extenuating circumstances, such as illness or global pandemic, should be *documented* by the candidate and can be considered as a justification for a lower score in any given year. Considerations of these documented factors will be discussed with the members of DPTAC and Chair of the Department.

Documentation Required

1. FES records for the five (5) most recent years
2. A narrative that explains the development of the scholarship, teaching and service during the period examined. This narrative should be written for a wider and interdisciplinary audience and include a description of the development of the three areas of competence and a description of any areas they would like to highlight, including a brief explanation of the significance of these accomplishments, any extenuating circumstances they faced during the evaluated period (if applicable), and, finally, a brief description of their plans for future work.
3. An updated copy of their C.V.

When writing a narrative, the faculty member shall consider the following areas of competence:

Scholarly and/or creative accomplishments

Philosophers traditionally have disseminated their scholarship through refereed journal articles and refereed book chapters. However, in recent years it has been recognized that there is a diversity of ways to disseminate scholarship that are rigorous and fit within a philosophical research agenda (e.g., invited professional, substantive blog entries; digital

humanities projects; pedagogical research that results in scholarly work that is shared with the public and/or peers). The Philosophy Program is committed to including these different forms of research as part of the evaluation of faculty. For this purpose, we have divided this diversity of research into two general categories and additional elements that help to evaluate the quality of faculty's work. All of the following are *examples of scholarly work that contributes to the discipline*, but it should be noted that philosophers are often called upon or expected to contribute to debates in other fields. As such, venues generally understood as homes for other disciplines have long been recognized as appropriate venues for philosophers to contribute to the discipline of philosophy.

A. **Primary scholarship** (not listed in any order of importance and not an exhaustive list)

1. Peer reviewed journal articles
2. Peer reviewed book chapters
3. Peer reviewed monographs
4. Peer reviewed textbooks
5. Peer reviewed articles in reference works
6. Peer reviewed academic presentations as presenter
7. Funded grants

B. **Secondary scholarship** (not listed in any order of importance and not an exhaustive list)

1. Peer reviewed edited books
2. Peer reviewed critical book reviews
3. Edited journals
4. Peer reviewed bibliographies
5. Peer reviewed academic presentations as commentator
6. Works under review
7. Works in progress
8. Scholarly work presented at conferences, in workshops, and other professional venues
9. Peer reviewed blog entries
10. Peer reviewed public philosophy

C. **Possible indicators of the quality of the candidate's scholarship** (not listed in any order of importance and not an exhaustive list)

1. Publication with high-quality presses and in high-quality general or specialized journals. (While it is ultimately up to the DPTAC to arrive at a conclusion as to whether the candidate's publication(s) are with high-quality journals or presses, candidates are strongly encouraged, if applicable, to address this issue in their narratives, offering explanation and/or documentation of why the presses/journals in question are high-quality in the context of the type of research undertaken by the candidate.)
2. Invitations to contribute to workshops, conferences, books, journals, and other outlets of scholarship
3. Journal rankings, acceptance rates, etc.

4. Funded research grants from prestigious institutions or in large amounts
5. Contracts with publishers
6. Inclusion of previous publications in anthologies
7. Citations in the published literature
8. Published discussion of publications, e.g., articles, book reviews, etc.
9. Publishing awards or prizes
10. Translations of their work into other languages
11. Author-meets-critics sessions in print or at conferences
12. Keynote speaker at a conference

D. **Leadership in scholarly work** (not listed in any order of importance and not an exhaustive list)

1. Editor of a peer-reviewed publication or special issue
2. Administrative position in professional organization
3. Keynote speaker invitation
4. Invitations to contribute to workshops, conferences, books, journals, and other outlets of scholarship

Any of the above will be recognized as evidence of professional competence and effectiveness in the field of philosophy. However, it is important to recognize that the goal of post-tenure research is different from tenure track research; the aim during the post-tenure period is to allow faculty members to explore new avenues of research some of which may not yield published results.

We affirm disciplinary and interdisciplinary collaboration in scholarship. The candidate is permitted, but not required, to include an explanation of their approach to scholarship that highlights relevant factors not addressed by these guidelines. These lists are not meant to be exhaustive; candidates may choose to include other forms of *documented* evidence for scholarship in consultation with the co-chair(s) of DPTAC. Moreover, the Philosophy Program recognizes the value of co-authored publications and does not treat these differently than other publications. Moreover, the Philosophy Program recognizes the publication of instructional materials as a contribution to research and scholarship.

Peer-reviewed is understood as having at least one academic peer, editor or equivalent, reviewing the substance of the scholarship.

Finally, these lists are not meant to be exhaustive. Candidates may choose to include other forms of *documented* evidence for scholarship in consultation with the Chair of the Department and may use items from **Category 3. “Possible indicators of the quality of the candidate’s scholarship”** to add qualitative value to the evidence submitted.

Teaching

The category of teaching as it applies to the Philosophy faculty consists of, among other things:

- A. classroom instruction (in-person, online, and hybrid);
- B. development of new courses, programs of study, and teaching methods;
- C. dissemination of instructional materials;
- D. academic advising;
- E. and supervision of, mentoring of, and research collaboration with undergraduate and graduate students.

The Philosophy Program is committed to supporting faculty in choosing the teaching commitments that are most meaningful to them and their professional lives.

The Philosophy Program does not have an expectation that different teaching categories are only germane to different ranks; however, the Philosophy Program does recognize that faculty of different ranks will be in different positions to contribute to the Program in the category of teaching. Contribution to any aspect of teaching at any time and rank shall be considered meritorious, and the Philosophy Program is committed to allowing for professional development in the area of teaching, inclusive of, among other things, the development of new courses and teaching methods. Indeed, the Philosophy Program is committed to recognizing the merit of continuous efforts at refining and improving one's craft as a teacher, regardless of rank or years of service.

Service

The category of service consists of:

- A. service to students, colleagues, program, department, college, and the University;
- B. administrative and committee service; and
- C. service beyond the University to the profession, community, state, and nation, including academic or professionally related public service.

As such, for faculty in the Philosophy Program, service typically involves:

- A. forms of program support,
- B. service to the Department of Psychology and Philosophy,
- C. service to the College of Humanities and Social Sciences,
- D. service to Sam Houston State University,
- E. service to academic and/or professional communities of philosophers and other scholarly communities in fields related to our academic specializations, and
- F. community service in Huntsville and beyond that meaningfully relates to our profession and/or our affiliation with the University.

The Philosophy Program is committed to supporting faculty in choosing the service commitments that are most meaningful to them and their professional lives. All of the following are *non-exhaustive lists of examples of service work that are recognized as contributions*.

Service to the Philosophy Program (not listed in any order of importance)

1. Regularly attending Philosophy faculty meetings
2. Serving on a program-level committee
3. Chairing a program-level committee
4. Participating in Philosophy job searches, including serving on or chairing search committees or attending candidate presentations and providing feedback to the search committee.
5. Facilitating SACS accreditation procedures
6. Coordinating course scheduling
7. Drafting and/or substantially editing documents and statements on behalf of the program
8. Mentoring new or junior program faculty
9. Work that substantially contributes to recruiting students to the program (e.g., recruiting new Philosophy majors and minors) and/or to diversifying the students served by the program.
10. Work that contributes to greater awareness in the broader campus community of philosophy course offerings and/or the benefits of studying philosophy (e.g., organizing “Meet a Philosopher” tabling)
11. Advising student clubs and organizations directly related to philosophy (e.g., the Philosophy Club and Phi Sigma Tau)
12. Coordinating specific degree programs where relevant (e.g., coordinating the Ethics Minor)
13. Organizing or coordinating campus events pertaining to philosophy or serving students/faculty in the Philosophy Program
14. Attending and/or participating in events hosted by the program or affiliated student groups (e.g., attending Philosophy colloquia, making invited presentations to Philosophy Club)
15. Serving as a peer evaluator of teaching to other Philosophy faculty

B. Service to the Department of Psychology and Philosophy (not listed in any order of importance)

1. Regularly attending Department of Psychology and Philosophy faculty meetings
2. Serving on a department-level committee
3. Chairing a department-level committee
4. Participating in Psychology job searches, including serving on or chairing search committees or attending candidate presentations and providing feedback to the search committee.
5. Drafting and/or substantially editing documents and statements on behalf of the department
6. Organizing or coordinating campus events hosted or co-hosted by the Psychology and Philosophy Department.
7. Attending and/or participating in events hosted by the department or affiliated student groups
8. Serving as a peer evaluator of teaching to Psychology faculty

C. Service to the College of Humanities and Social Sciences (not listed in any order of importance)

1. Participation in Graduation and Graduation Reception
2. Serving on a college-level committee
3. Chairing a college-level committee
4. Participating in CHSS job searches, including serving on or chairing search committees or attending candidate presentations and providing feedback to the search committee.
5. Organizing or coordinating campus events hosted or co-hosted by CHSS.
6. Attending and/or participating in events hosted or co-hosted by CHSS or other CHSS programs (e.g., DiveIn-sponsored events)

D. Service to the University (not listed in any order of importance)

1. Serving on a university-level committee
2. Chairing a university-level committee
3. Serving on Faculty Senate
4. Participating in university-level job searches, including serving on or chairing search committees or attending candidate presentations and providing feedback to the search committee.
5. Editing SHSU-sponsored publications (e.g., *INQUIRY: Critical Thinking Across the Disciplines*)
6. Organizing or coordinating campus events hosted or co-hosted by the university..
7. Attending and/or participating in events hosted or co-hosted by the university or other colleges (e.g., serving as a faculty moderator at the Undergraduate Research Symposium).
8. Serving as advisor to a student organization not directly affiliated with philosophy.

E. Service to the Profession (not listed in any order of importance)

1. Refereeing manuscripts for academic journals, publishers, etc.
2. Editing a journal, a journal section, or a special issue of a journal
3. Editing a professional blog series or newsletter
4. Series editor for a book series
5. Serving on the editorial board for a journal, book series, or other academic publication
6. Active membership in a professional organization
7. Serving as a president or officer for a professional organization
8. Organizing conferences.
9. Organizing conference panels or sessions.

F. Service to the Community (not listed in any order of importance)

1. Serving the community in a manner meaningfully connected to one's scholarly interests or affiliation with academic communities.

2. Serving the community in a manner meaningfully connected to one's affiliation with the university and/or any of its programs or subunits.

The Philosophy Program does *not* have an expectation that different service categories are only germane to different ranks: service in any of the above six categories is a meritorious contribution regardless of rank.