



### 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:

Psychology

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*Provost & Sr. VP for Academic Affairs*

**Department of Psychology and Philosophy**  
***Guidelines for Annual Faculty Performance Evaluations,***  
***Promotion and Tenure, and Post-Tenure review***  
**Psychology Faculty**

**I. OVERVIEW OF GUIDELINES**

**A. Purpose of Guidelines:** This document provides guidelines for the evaluation for all tenured and tenure-track faculty for the following: the annual Faculty Evaluation System (FES), Promotion and Tenure, and Post-Tenure Review. These guidelines are meant to provide a set of common expectations and enhance transparency in the evaluation of performance at each of these decision points. The annual evaluation process provides a basis for the awarding of merit increase, when available, and creates a record of performance that will be used for decision-making with respect to promotion and tenure as well as post-tenure review.

**B. Basis for Evaluation**

- 1. Scholarly and/or creative accomplishment:** Sustained scholarly accomplishment is expected of all tenured and tenure-track faculty in the Psychology Program. Scholarly work pertains to original work that is informed by and shows

profession, and/or engage in professionally relevant community service. Although service activities of various types are expected of all faculty members, acceptable levels of service will likely vary depending on faculty rank, examples of which are specified below.

## C. DEFINITIONS

1. **Scholarship:** Psychologists traditionally disseminate their research through primary scholarship that involves peer-reviewed journal articles, books, and book chapters; serving as an (co-)editor of a scholarly (published) book; and obtaining external grant funding (especially when serving as the Principal Investigator or Co-Principal Investigator) as indicators of research quality.

Secondary forms of scholarship are also valued, but to a lesser degree than primary forms of scholarship. Examples of secondary scholarship include conference presentations (e.g., posters/exhibits, workshops, symposiums, round tables, paper presentations, panels, debates, etc.), book reviews, brief encyclopedia entries (cf. full-length chapters included in multi-volume book sets titled as encyclopedias of the field), popular media articles (e.g., *Psychology Today*), and serving in other roles on a grant (e.g., investigator, consultant).

Both collaborative and multi-disciplinary work are common in psychology, and the department encourages faculty to engage in such work. The candidate's contribution in this work will be evaluated as part of the tenure and promotion process and in the annual FES. Assessment of multi-

or at the stage of "revise and resubmit," it counts merely as evidence of work in progress

- h.** Book reviews and conference presentations will be considered as well

In assessing the quality of scholarship, the DPTAC considers:

- a.** Role in authorship (first author or senior/last author)
- b.** Publication involving students as co-authors (graduate or undergraduate)
- c.** Works reporting the results of multiple studies
- d.** Completion of preregistered studies and publication of registered reports
- e.** Interdisciplinary or international collaboration
- f.** Publication requiring primary data collection, with additional value demonstrated by longitudinal, in person, or otherwise effort-intensive methods of data collection (e.g., vulnerable or traditionally understudied populations)
- g.** Funding in support of scholarly activities, with consideration of duration and monetary size of funded grant
- h.** Recognition by experts in the faculty member's field (e.g., citations, media coverage, research awards, appointments to scholarly service positions).
- i.** Quality and selectivity of the research outlet, as indicated by the following:
  - i.** Impact ratings
  - ii.** Citation indexes
  - iii.** Acceptance rates
  - iv.** Audience base
  - v.** Reputation of editors/authors
  - vi.** Indexing
  - vii.** Use of open science practices (e.g., pre-registration, open data and/or code, and open access through publishing in high-impact open-access journals)

Possible indicators of leadership in scholarly work include:

- a.** Editor or Associate Editor of a peer-review publication or special issue
- b.** Editorial board membership for a peer reviewed publication/journal
- c.** Grant review panel membership
- d.** Administrative position in research society or organization
- e.** Keynote speaker invitation
- f.** Invitations to contribute to workshops, conferences, books, journals, and other outlets of scholarship
- g.** External grant submission or funding, particularly for project roles considered "Primary Grant-writing"
- h.** Chairing graduate student (e.g., thesis/dissertation) and undergraduate student (Honor's College, McNair Program) research projects to completion.

- i. Role in authorship (i.e., first or senior/last author) Leading non-funded interdisciplinary, international, and other large-scale research projects involving one or more research teams including non-student researchers from outside of the department, college, and/or university

Candidates must demonstrate consistent engagement in scholarly activity throughout the evaluation period. As a general rule, this entails clear evidence of engagement in the research process during each year of evaluation. Factors that indicate sustained research effort can include the following:

- a. Proposal development
- b. Study preregistration
- c. Data collection
- d. Data management and analyses
- e. Manuscript submission
- f. Manuscript publication
- g. Grant writing
- h. Partnerships with private industry and other similar funding sources
- i. Conference presentations
- j. Evidence of meeting goals enumerated in Annual Individual Professional Evaluation section of FES

Items related to scholarship that are *complete* are distinguished from those that are *forthcoming*. ~~SET/Artifact Bshetd (0 0D 61 0>1 019015D>1 017D>3 017600031 -2 40.001 TcPD 94 E~~

- a. Teaching professionalism (including adhering to course syllabi; providing timely and clear feedback to students on assignments, tests, and academic progress; submitting grades by established deadlines; holding office hours as scheduled; using technology effectively; maintaining high ethical standards of honesty and objectivity);
  - b. Course syllabi and examples of other teaching materials;
  - c. Peer observations of teaching (see Attachment 4);
  - d. Development and teaching of new courses;
  - e. Significant revisions of an existing course beyond the expected annual updates;
  - f. Development of new curriculum materials, teaching methods, and teaching formats;
  - g. Mentoring undergraduate and graduate students in your research laboratory;
  - h. Serving on students' thesis/dissertation committees;
  - i. Serving as chair/advisor for students' theses/dissertations and other research projects;
  - j. Nomination or selection for a university outstanding teacher award;
  - k. Nomination or selection for a Texas State University System, professional society, or national outstanding teaching Award;
  - l. Publication of textbooks or other instructional materials with a reputable university press;
  - m. Student first authorship on manuscripts;
  - n. Participation in workshops, conferences, or programs designed to improve teaching;
  - o. Presentations about teaching at professional meetings;
  - p. Internal teaching grants submitted and/or internal teaching grants funded;
  - q. External teaching grants submitted and/or external teaching grants funded;
  - r. Evidence that faculty has facilitated student success (e.g., contributions to students who have won awards, published papers, etc.);
  - s. Placement of undergraduate students, graduate students, or post-doctoral fellows into significant academic, scholarly, or professional positions;
  - t. Participation in University Honors and/or other programs (e.g., McNair) for mentoring the professional development of students;
  - u. Significantly contributing to the professional development of students (e.g., working with the University Honors program; experiential learning opportunities; writing letters of recommendation; leading peer mentoring program; REU program leadership);
  - v. Integration of service learning into courses; and
  - w. Development of substantial course related activities that involve community engagement
3. **Service:** While there are multiple pathways towards meeting expectations for service, faculty members are expected to consistently achieve above a minimal standard of acceptable service, which is documented in the Psychology Faculty FES

Service Rubric (Attachment 4). Each tenured and tenure-track faculty member is expected to contribute service to the department, college, university, and profession, comprising a combination of:

- a. serving on and/or chairing departmental, college, and university committees;
- b. mentoring either faculty or students, the latter beyond the routine responsibilities associated with teaching;
- c. departmental recruitment activities;
- d. undertaking departmental initiatives;
- e. providing clinical supervision above the responsibilities expected as an instructor of a practicum class;
- f. professional service, with examples including reviewing articles for journals, reviewing grant proposals, and leadership in regional or national professional associations; and
- g. other categories of services reached in agreement with the Department Chair.
- h. Please note that granting tenure, receiving promotion, and satisfactory post-tenure review does not require a candidate to provide service in each of the categories of service listed above, but contributions to multiple areas are expected during the review period in question.

## II. GUIDELINES FOR THE FACULTY EVALUATION SYSTEM (FES)

**A. Overview:** These guidelines will serve as departmental-level implementation of SHSU Academic Policy Statement 820317, *The Faculty Evaluation System*. As described below, faculty members will be evaluated with respect to scholarship, teaching, and service for each calendar year. ***Indicators of performance in one area cannot be used for credit in another area.*** Nothing in these guidelines is intended to conflict with this policy statement. In the event of a conflict, APS 820317 will supersede these departmental guidelines. During the spring of each year, all tenured and tenure-track faculty will undergo an evaluation of their performance over the previous calendar year. This evaluation will form the basis for the awarding of merit increases when such increases are available.

### **B. Standards for the Annual FES Evaluation<sup>1</sup>**

1. **Scholarship:** The FES evaluation will serve as an instrument to measure that the faculty member has met their annual goals (e.g., an average of one publication per year during the probationary period) and will be considered when candidates apply for tenure and promotion (e.g., when attempting to move from assistant to associate and from associate to full professor). Extenuating circumstances, such as illness or global pandemic, should be *documented*. The impact of these

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<sup>1</sup> Please note an activity used for credit under one category—scholarship, teaching, or service—cannot be used as an indicator of performance in another category.

circumstances should be documented by the faculty member in their annual FES form. For faculty on a 3-3 teaching load, the rubric in Attachment 1 will be used to score annual performance. For faculty responsible for three (or more) doctoral students and on a 2-2 teaching load, the rubric in Attachment 2 will be used.

- 2. Evaluation of Teaching for FES:** All faculty are expected to teach their courses to the best of their ability. This includes teaching courses in their area of specialty as well as core courses based on departmental needs. In order to meet the basic expectations of teaching, faculty are expected to arrive on time and meet with classes as scheduled, schedule and attend regular office hours, provide a syllabus to students that meets all requirements of the university, respond to student emails and phone calls in a timely manner within the regular SHSU working hours, submit grades on time and meet attendance initiative deadlines, and give final exams in accordance with the university calendar. Faculty members who meet





3. **Service:** Because the department encourages assistant professors to devote much of their time to research and teaching, service expectations for assistant professors are relatively lower than expectations for tenured faculty. While there are multiple pathways towards meeting expectations for service, faculty members are expected to consistently achieve above a minimal standard of acceptable service, as demonstrated by rankings on the Department of Psychology FES Service Rubric. Along with consistently achieving above a minimal standard of acceptable service, a successful candidate for tenure and promotion to Associate Professor, is expected to contribute service to the department, college, university, and profession through a combination of activities presented in section I.C.3.
4. **Prior Service Credit:** Newly hired tenure-track faculty with prior full-time experience as a university faculty member or equivalent role may be eligible for time credit toward tenure, with a maximum of three years of credit. The credit a new faculty member receives will be determined at the point the hiring offer is made by the Dean of CHSS and Provost. The department will make recommendations by assessing past performance using the departmental standards and using the following guidelines as benchmarks:
  - a. New faculty members with prior experience as full-

contributions to the subfields of psychology that the faculty members are engaged in.

The candidate's research record should indicate the likelihood of continued leadership in scholarly activities after promotion. This can be reflected in peer-reviewed research/publications, grantsmanship, or other scholarly work. Leadership in scholarship may be demonstrated by recognition of contributions to the field, which may take a variety of forms, including: invited speaker/keynote at conferences/meetings; editing volumes/books/chapters; being nominated for or receiving awards related to scholarship; serving in lead roles in research groups; acting as an editor for academic journals; organizing panels, consortiums, scholarly meetings, or conferences; serving as PI on grants funding multiple researchers; publishing as lead or senior author; and publishing in higher-ranking venues/outlets.

Furthermore, the candidate should make a sustained contribution to the intellectual culture of the University. Evidence of this would be contributions to departmental/college/university events, talks, workshops, seminars, speaker series, or conferences. To document this activity, the candidate must present a brief description of the aim of this activity, how it contributed to the intellectual growth of a particular group, and the length of the activity.

2. **Teaching:** The department and college require faculty seeking promotion to full professor to make significant contributions in the area of instruction with the expectations that this level of instruction will continue in the future. These contributions consist of activities in regularly scheduled classes; work with individual students on research projects, honors projects, theses, and dissertations; and the development of new or revised courses, programs, and/or concepts of instruction. Faculty are expected to provide documentation of their contributions in these areas of instruction in their tenure dossier.
  3. **Service:** In addition to the above expectations, promotion to Professor requires evidence of leadership in service. Leadership may be demonstrated by activities such as chairing departmental, college, or university committees; consistent patterns of mentoring and recruitment; and professional service activities such as holding leadership positions in professional organizations and serving on journal editorial boards.
- D. **Process for Evaluation for Tenure and Promotion:** During the Spring semester when a faculty member is required to undergo review for promotion and tenure, the Department Chair will convene the DPTAC in accordance with deadlines set by the university and college. The DPTAC Chair (or Co-Chairs) will schedule a meeting with the DPTAC members to review the promotion and tenure materials submitted by the faculty candidates. The DPTAC Chair (or Co-Chairs) will submit a letter to the

Department Chair documenting the DPTAC evaluation of a candidate's scholarship, teaching, and service. This letter will include a summary of all votes and a final recommendation regarding the candidate's suitability for promotion and tenure. The candidate will receive a copy of this letter at the same time as it is officially submitted to the Department Chair.

In addition to the DPTA

their post-tenure dossier. The DPTAC may make a case for substantive qualitative contributions that may not be reflected in the quantitative teaching scores.

3. **Service:** While there are multiple pathways towards meeting expectations for service, faculty members are expected to consistently achieve above a minimal standard of acceptable service, as demonstrated by rankings on the Department of Psychology FES Service Rubric. Along with consistently achieving above a minimal standard of acceptable service, a successful candidate for post-tenure review is expected to contribute service to the department, college, university, and profession, comprising a combination of activities presented in section I.C.3. Because, in general, faculty pursuing tenure lack opportunities to demonstrate leadership in service, it is expected that the majority of departmental, college, and/or university leadership in service will be conducted by tenured faculty. Leadership in service—demonstrated by activities such as chairing departmental, college, or university committees; consistent patterns of mentoring and recruitment; and professional service activities such as holding leadership positions in professional organizations and serving on journal editorial boards—will be considered in post-tenure review.



	1 conference presentation	
1.5	1 scholarly publication in preparation	
1.0	Collecting/working with data but no presentations or scholarly publications in preparation	
0.5	Not collecting data, no conference presentations, no grants, and no scholarly publications in preparation, under review or published	
<p>* While 3 is the “meets expectation” standard, it is not required for tenure that faculty receive at least this score every year. Instead, faculty are expected to, on average across multiple years, receive approximately a 3</p> <p>** This can only be used once in the tenure/promotion period to justify a score of “3”</p>		

### Additional Stipulations

- Only peer reviewed publications and book chapters fall under scholarly publications
- You cannot count the same article as under review more than once
- Journal articles and other equivalent forms of scholarship can only be counted as published once—either in press or in print—but not both times.
- Publications in non-peer reviewed journals, student-focused research journals, or other similar venues may be considered as ‘additional factors’ toward the Research Rubric score. Individual faculty members should make an effort to adequately describe the work in question and how it reflects their scholarly efforts for that year.
- Conference presentations include posters/exhibits, workshops, symposiums, round tables, paper presentations, panels, debates, etc.
- With respect to grant awards, serving in a PI or Co-PI role will be assigned greater weight than serving in other roles (e.g., consultants or research evaluators)
- Grants are cumulative totals for the year and can be counted for the total duration of the grant. However, the amount allocated for each year must meet the rubric requirement.
- Grants include those for mentored undergraduate and graduate students
- Grant application submissions can only be counted once as being under review

Score	Additional Factors (only 2 can be received per year)
+ 0.5	major national/ international media coverage of study or research program
+ 0.5	Journal Editor or Associate Editor
+ 0.5	Funding over 300k/year (must be PI, Co-PI, or equivalent role)
+ 0.5	Publishing in high-quality and/or high-impact journals within specific fields (
+ 0.5	Leadership in published, collaborative efforts with other faculty
+ 0.25	Engaged in published, collaborative efforts with other faculty
+ 0.5	Publications on DEI topics (e.g., on race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status)



**Attachment 2**

**Department of Psychology and Philosophy  
Department Chair Evaluation of Scholarship Rubric  
Psychology Faculty (2-**

<b>3.0*</b>	1 scholarly publication	
	**2 publications under review	
<b>2.5</b>	3+ conference presentations	
	1 scholarly publication under review and 1 conference presentation	
	PI or Co-PI on internal/external grant(s) of between 5k to 15k/year	



Attachment 3

Department of Psychology and Philosophy  
Department Chair Evaluation of Teaching Rubric  
Psychology Faculty

Score	Point Range
5.0	Extraordinary Performance
4.0	Exceeds Expectations
3.0	Meets Expectations

Behave professionally and ethically with students	
Provide informative feedback and grades in a timely manner	

- Faculty are expected to meet all of the minimum standards in order to receive a rating of *Meets Expectations* (3.0).
- Faculty meeting 7-9 of these minimum standards will receive an initial teaching score of 2.5.
- Faculty meeting 5-6 of these minimum standards will receive an initial teaching score of 2.0.
- Faculty meeting 2-4 of these minimum standards will receive an initial teaching score of 1.5.
- Faculty who meet less than 3 of these minimum standards will receive an initial teaching score of 1.0.
- All of these initial teaching scores can be supplemented with participation in additional positive teaching indicators.

***Positive Teaching Indicators***

Activity	Points
<b><i>New Courses</i></b> (List new courses by number and title. Each new course counts as 0.5 points)	

***Revised Courses***  
(List courses which you *significantly* revised by number and title. Each significantly revised course counts as 0.25 points)



Attachment 4

Department of Psychology and Philosophy  
Peer Evaluation of Teaching  
Psychology Faculty

Elements	Evidence/Comments	Ratings					
		1	2	3	4	5	NA

Speech fillers (such as "umm" and "okay") and pauses were not distracting							
Starts and ends class on time							
Appears well-prepared for class							
Uses class time effectively							
<b>Rapport/Interaction</b>							



Attachment 4

Department of Psychology and Philosophy  
Department Chair Evaluation of Service Rubric  
Psychology Faculty

5	Meets 1 standard from Category 5
4.5	Meets 5 of 9 standards from

<i>Category 3 Comments</i>	
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	<b>Category 3 Total</b>
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Undertake significant departmental initiative (e.g., study abroad program) with approval from Department Chair	
Serve on a departmental or college search committee	
Serve as chair of a departmental committee that meets regularly and has demonstrated outcomes	
Serve as faculty sponsor for PSI CHI or other student organization. The latter requires approval from Department Chair	
Uncompensated additional clinical supervision	
<i>Category 4.0 Comments</i>	
<b>Category 4.0 Total</b>	
<b>CATEGORY 4.5</b>	
Chair departmental search committee	
Serve as an executive committee member of a regional or national professional association	
Serve as associate editor of a journal that publishes multiple issues per year (name published in journal with other associate editors)*	
<i>Category 4.5 Comments</i>	
<b>Category 4.5 Total</b>	
<b>CATEGORY 5</b>	

Serve as editor or co-

Serve as program coordinator (graduate or undergraduate) at the department level with no release time and demonstrated outcomes	
Serve (without release time) as chair of a significant committee (e.g., CHSS Diversity and Inclusion) at the college or university level. To qualify for a "5" this service must be pre-approved by the Department Chair and dean.	
<i>Category 5 Comments</i>	
<b>Category 5 Total</b>	
<b>CATEGORY 3.5-5</b>	
<i>The level of service in this category will be determined by the Department Chair in conversation with the faculty prior to the service. Each item on this list can only count once.</i>	
Serve as committee member organizing a significant conference on campus or for a regional or national association (with no compensation).	
Professionally relevant community service (e.g., giving presentations to the community) with approval from Department Chair	
<i>Category 3.5-5 Comments</i>	
<b>Category 3.5-5 Total</b>	
<i>* Can be used for Service OR Research/Scholarship, but not both</i>	