

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 ***has been approved*** by the tenure unit ***and*** college dean.

Tenure Unit: Psychology

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:

Department Chair



Leif French (Nov 29, 2022 14:29 CST)

College Dean

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

C. DEFINITIONS

i.

- 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.

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

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

3. Service

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

Attachment 1

Department of Psychology and Philosophy
Department Chair Evaluation of Scholarship Rubric
Psychology Faculty (3-3 load)

Score	Criteria	Check all that apply
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	1 conference presentation	
1.5	1 scholarly publication in preparation	

1.0 Collecting/working with data but no presentations or scholarly

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,14 re4 574212 3re. (s)1574212 38 (s)k2.64 ref72.48 612.4

Attachment 2

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

Score	Criteria	Check all that apply
5.0	University, state, regional, national, <i>or</i> international award	
	7+ scholarly publications	
	3+ scholarly publications, and PI or Co-PI on external grant(s) of over 100k/year	
	Author or Editor of 2+ books (no other scholarly publications required)	

3.0*	1 scholarly publication	
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**2 publications under review

Individual faculty members should make an effort to adequately describe the work in question and how it reflects their scholarly efforts for that year

- With respect to grant awards, serving in a PI or Co-PI role will be assigned greater value than serving in other roles (e.g., consultants or research evaluators)

Score	Additional Factors (only 2 can be received per year)
+ 0.5	Major national/international media coverage of study or research program
+ 0.5	Funding over 300k/year (must PI, Co-PI, or equivalent role)
+ 0.5	Journal Editor or Associate Editor
+ 0.5	Additional consideration with justification and approval by the Department Chair
+ 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, language, veterans, etc.)
+ 0.5	Submitting grant application

+ 0.25

Attachment 4

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

5 Meets 1 standard from Category 5

Category 3 Comments

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>	
Category 5 Total	
CATEGORY 3.5-5	
<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>	
Category 3.5-5 Total	
<i>* Can be used for Service OR Research/Scholarship, but not both</i>	