



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: Library Science and Technology

College/Unit:

☐ CAM	☐ COCJ	☐ CHSS	☐ COM	☐ NGL
☐ COBA	☒ COE	☐ COHS	☐ COSET	

Standard:

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

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Stacey Victor

Stacey Victor (Dec 1, 2022 17:04 CST)

College Dean

Provost & Sr. VP for Academic Affairs

TENURE AND PROMOTION GUIDELINES

Department of Library Science and Technology

College of Education | Sam Houston State University

General Guidelines

The guidelines for tenure and promotion in the College of Education (COE) Department of Library Science and Technology (LST) at Sam Houston State University (SHSU or University) reflect a dedication to academic excellence. Each LST faculty is expected to demonstrate sustained quality in the three (3) performance categories: teaching effectiveness, scholarship and creative accomplishments, and service activities. The guidelines outlined in this document are consistent with and subservient to SHSU [Academic Policy Statement \(APS\) 900417](#) and the Texas State University System Rules and Regulations.

For a faculty member to have an application considered for promotion and/or tenure, the faculty member must prepare a Faculty Review Portfolio (hereafter portfolio). The portfolio may contain any information or materials the faculty candidate (hereafter candidate) deems pertinent for consideration. At a minimum, a candidate must ensure that their portfolio contains a complete, accurate, and truthful record of accomplishments that is organized under the following headings:

- 1) Curriculum Vitae (CV; including at least):
 - a) Academic training (i.e., degrees earned)
 - b) Summary of work experience (i.e., professional experiences)
 - c) Scholarly and creative contributions (in reverse chronological order using APA 7 citation format)
 - i) Publications (juried contributions listed separately; e.g., refereed articles, non-refereed articles, refereed conference proceedings, professional reports)
 - ii) Funded grants (external and institutional grants must be listed separately; include title, date submitted, status, your role, and amount)
 - iii) Presentations (organized by type; e.g., national/international, regional, state, local, invited talks, community workshops,
 - d) Honors, awards, and other special recognitions
- 2) Narratives that summarize efforts in each of the three (3) performance categories and provide context to the achievements reported in the annual documents submitted for [The Faculty Evaluation System for Tenured and Tenure-Track Faculty \(FES; APS 820317\)](#) that pertain to the period of review
- 3) Teaching Effectiveness
 - a) List of accomplishments reported in the annual FES: Teaching Effectiveness documents that pertain to the period of review (organized as recommended for the CV)
 - b) Artifacts or any further documentation available to verify listed accomplishments
 - c) IDEA Teaching Evaluations
 - i) IDEA Reports

ii) Summary Chart

(1) Raw Average:

(2) Chart (Raw Scores)

Semester	Course	Progress on Relevant Obj	Excellent Teacher	Excellent Course	Average of Above	Summary Evaluation	Response Rate

4) Scholarly and Creative Accomplishments

- a) List of scholarly and creative accomplishments reported in the annual FES that pertain to the period of review (organized as recommended for the CV above)
- b) Artifacts or any further documentation available to verify listed accomplishments

5) Service Activities

- a) List of service activities reported in the annual FES that pertain to the period of review (organized by kind; e.g., University, college, department, profession, community; formal committees should be denoted)
- b) Artifacts or any further documentation available to verify listed activities

The Departmental Promotion and Tenure Committee (DPTAC), an advisory body established according to APS 900417, evaluates the aforementioned portfolios and provides written feedback to the department chair. Two major disciplines are represented in LST: (a) Library Science and (b) Instructional Systems Design and Technology. Application of the criteria and standards outlined in these guidelines must be consistent with prevailing standards of excellence in the respective discipline. For tenure and/or promotion to be awarded, a candidate must have demonstrated a commitment to academic excellence in their discipline, and there must be a reasonable expectation that the candidate will continue to meet the standards set forth by SHSU in APS 900417 and LST in the Tenure and Promotion Guidelines. However, meeting the criteria in any or all performance categories does not guarantee or confer an entitlement to tenure and/or promotion.

Tenure

The decision to grant tenure determines the academic quality of the University. It is the most critical decision a university makes regarding its faculty. After a rigorous probationary period, tenure is granted to faculty based on meritorious performance in teaching, scholarly and creative accomplishment, and professional service. A faculty member is customarily reviewed for tenure during the sixth (6) year in a tenure-track position. Early consideration of tenure requires the approval of the department chair and academic dean.

Promotion

Faculty promotion is marked by sustained, quality performance and continuous improvement over time at the current rank. For promotion to a higher rank, the faculty member must show the following: evidence of effective teaching; advancing knowledge and creativity in the discipline through scholarly and creative accomplishments and contributions; and a sustained level of service to the University, community, and profession.

Faculty members not recommended for promotion shall not be entitled to a statement of reasons for the decision against the recommendation. However, suggestions for professional development in teaching, scholarly or creative work, and leadership or service that may enhance the likelihood of promotion in the future, should be offered in writing by the DPTAC and department chair, respectively.

Tenure and Promotion to Associate Professor

Promotion to associate professor occurs in conjunction with tenure. A faculty member cannot be promoted to the rank of associate professor without a simultaneous award of tenure. Candidates for tenure and promotion to associate professor should demonstrate professional competence and effectiveness as well as consistency and growth or maintenance as appropriate in teaching, scholarly and creative accomplishments, and service to applicable stakeholders; professionalism; and a plan for continued excellence. Guidelines for consideration for the award of tenure and promotion to associate professor follow.

Teaching Effectiveness

The evaluation of teaching should be holistic, drawing from both quantitative and qualitative evidence that demonstrates a sustained effective pattern of performance. To be considered for tenure and promotion to associate professor, candidates' portfolios must include a teaching narrative addressing the candidate's approach, preparation, and performance of the practice of teaching. Candidates should address their strengths as a teacher, areas needing improvement, student and chair evaluation results, how these results have enhanced teaching, and any relevant information deemed essential for documenting and supporting teaching effectiveness. Artifacts contributing to a teaching narrative should include but are not limited to student evaluations, including numerical scores and student comments, chair evaluations, and other indicators appropriate for the specific discipline. Other indicators of effective pedagogy may include an exemplary record of academic advisement, supervision of student research or thesis/dissertation direction, contributions to the curriculum, participation in course development or revisions, innovative use of technologies or teaching strategies, recognition of teaching expertise in the form of awards and/or honors, implementation of service-learning or Academic Community Engagement (ACE) designated coursework, participation in workshops or other professional development intended to enhance teaching, and pedagogical publications or presentations that demonstrate and provide evidence of teaching effectiveness.

While student evaluation ratings provide a good overview of teaching effectiveness, other data included in the evaluation system should also be considered. Specifically, information about course characteristics (e.g., class size, required/elective, lower/upper division) should be taken into account when reviewing evaluation results. In the case of teaching scores below the departmental, college, or University average, the candidate should address these occurrences in the narrative, taking care to note problems, actions to rectify them, and extenuating circumstances that may have led to lower-than-expected scores. In the case of higher scores,

the candidate should likewise identify strengths to retain, successful teaching strategies, training that contributed to the success, and incidental circumstances. A candidate may also seek peer evaluations because faculty are uniquely positioned to evaluate and provide specific feedback on teaching aspects beyond students' expertise.

Scholarly and Creative Accomplishments

The evaluation of scholarly and creative accomplishments, like that of teaching, should be holistic, drawing from various sources of evidence that reflect a sustained performance pattern. Candidates' portfolios must include a narrative that addresses the candidate's accomplishments and progress related to scholarship and creative work to be considered for tenure and promotion to associate professor. Within the narrative, candidates should describe their scholarship in relation to the discipline; progress in initiating and completing scholarly projects; methodological approaches to scholarship; future directions, including works in progress; and self-evaluation of scholarship. Artifacts contributing to a scholarly narrative should include, but are not limited to, peer-reviewed scholarly publications (e.g., empirical, theoretical/policy, application, philosophical/pedagogical, historical), including articles, books, book chapters, edited books, and monographs; external and internal grants; published conference proceedings; presentations at international, national, state, regional, and local conferences; and other indicators appropriate for the specific discipline. Other indicators of quality scholarship and creative accomplishments may include lead authorship, published reviews of the candidate's work, journal impact factors, acceptance rates, and number of citations.

A clearly illustrated research line evidenced by publications and presentations on a specific topic is desired; consistent scholarship encompassing a more comprehensive array of topics can be appropriate when adequately justified. Candidates are responsible for demonstrating within their narrative that the overall composite of their scholarly and creative accomplishment is substantial, balanced, and demonstrates the potential for continued scholarship.

Service Activities

Professional service to students, colleagues, programs, the department, college, University, and profession is essential to the success of all involved. As in the case of teaching and scholarly and creative accomplishments, to be considered for tenure and promotion to associate professor, candidates' portfolios must include a narrative that describes the manner and significance of the candidate's service involvement. While service takes many forms and will vary from person to person, the candidate must demonstrate sustained involvement in service to the department, college, University, profession, and/or community. Evidence of service contribution may include, but is not limited to, participation in continuing professional learning (e.g., professional conferences, seminars, workshops, short courses); involvement in applicable professional organizations; a record of service to the department, college, University, profession, or community; and significant contribution to program self-studies or accreditation reports.

Promotion to Full Professor

Promotion to full professor is granted as recognition of sustained, quality performance combined with leadership and continuous improvement efforts. A faculty member typically establishes eligibility for consideration for promotion to full professor upon completing five and one-half (5-1/2) years in the rank of associate professor. Nominations for consideration for promotion to full professor shall be addressed to the DPTAC in any of three (3) ways: (1) by the faculty member seeking promotion, (2) by another faculty member, or (3) by the department chair. A faculty member can self-nominate for promotion to full professor once every three (3) years. Guidelines for consideration for promotion to full professor follow.

Teaching Effectiveness

The evaluation of teaching should be holistic, drawing from both quantitative and qualitative evidence that demonstrates a sustained, effective pattern of teaching and mentoring performance. To be considered for promotion to full professor, candidates' portfolios must include a teaching narrative addressing their approach, preparation, and performance of the practice of teaching. Candidates should address their growth as a teacher since tenure and/or promotion, especially in leadership, student and chair evaluation results, how these results have enhanced teaching, and any relevant information deemed essential for documenting and supporting teaching effectiveness. Artifacts contributing to a teaching narrative should include but are not limited to student evaluations, including numerical scores and student comments, chair evaluations, and other indicators appropriate for the specific discipline since the last promotion. Other indicators of effective pedagogy may include an exemplary record of academic advisement, supervision of student research or thesis/dissertation direction, mentoring of faculty, leadership in program support, innovative use of technologies or teaching strategies, recognition of teaching expertise in the form of awards and/or honors, implementation of service-learning or ACE designated coursework, participation in professional development activities to enhance teaching expertise, and pedagogical publications or presentations that demonstrate and provide evidence of teaching effectiveness.

While student evaluation ratings provide a good overview of teaching effectiveness, other data included in the evaluation system should also be considered. Specifically, information about course characteristics (e.g., class size, required/elective, lower/upper division) should be taken into account when reviewing evaluation results. Student evaluation scores/ratings are generally expected to show growth or maintenance as appropriate over time. In the case of teaching scores below the departmental, college, or University average, the candidate should address these occurrences in the narrative, taking care to note problems, actions to rectify them, and extenuating circumstances that may have led to lower-than-expected scores. In the case of higher scores, the candidate should likewise identify strengths to retain, successful teaching strategies, training that contributed to the success, and incidental circumstances. A candidate may also seek peer evaluations because faculty are uniquely positioned to evaluate and provide specific feedback on teaching aspects beyond students' expertise.

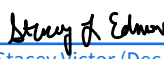
Scholarly and Creative Accomplishments

The evaluation of scholarly and creative accomplishments, like that of teaching, should be holistic, drawing from various sources of evidence that reflect a sustained performance pattern. To be considered for promotion to full professor, candidates' portfolios must include a narrative that addresses their accomplishments and progression in quality/significance of scholarly or creative contributions since the award of tenure and/or promotion, especially regarding leadership. Artifacts contributing to a scholarly narrative should include, but are not limited to, peer-reviewed scholarly publications (e.g., empirical, theoretical/policy, application, philosophical/pedagogical, historical), including articles, books, book chapters, edited books, and monographs; external and internal grants; published conference proceedings; presentations at international, national, state, regional, and local conferences; and other indicators appropriate for the specific discipline. Other indicators of quality scholarship and creative accomplishments may include lead authorship, published reviews of the candidate's work, journal impact factors, acceptance rates, and the number of times a particular work is cited.

A clearly illustrated research line evidenced by publications and presentations on a specific topic is desired; consistent scholarship encompassing a more comprehensive array of topics can be appropriate when adequately justified. For promotion to full professor, candidates should fulfill all the current rank requirements, emphasizing sustained productivity and broader dissemination of scholarly and creative work produced. Candidates are responsible for demonstrating within their narrative that their scholarly contributions are substantial and their overall body of work warrants promotion.

Service Activities

Professional service to students, colleagues, programs, the department, college, University, and profession is essential to the success of all involved. As in the case of teaching and scholarly and creative accomplishments, to be considered for promotion to full professor, candidates' portfolios must include a narrative that describes the manner and significance of their service involvement, paying particular attention to their leadership roles. While service takes many forms and will vary from person to person, the candidate should demonstrate sustained engagement and leadership in service to the department, college, University, profession, and/or community. Evidence of service contribution may include, but is not limited to, the leadership of professional learning experiences (e.g., professional conferences, seminars, workshops, short courses); sustained participation in leadership activities of applicable professional organizations; and leadership in accomplishing the goals of the department, college, University, profession, or community (e.g., leadership in the development of program self-studies or accreditation reports, mentoring of junior faculty, facilitating recruitment).

APPROVED: 
Stacey L. Edmonson, Dean

DATED: _____

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

DATED: _____