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

Tenure Unit: _____

College/Unit:

___CAM	___COCJ	___CHSS	___COM	___NGL
___COBA	___COE	___COHS	___COSET	

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

1.

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
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 *awarded* from an organization (seed money, start up, not necessarily research-focused)			
5	2 scholarly publications (broadly defined)	non-first edition edited book	competitive grant *submitted* 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						

Teaching	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	or			

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)

| 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	

Departmental FES Rubric – Department of

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 L. Edmonson, Dean

DATED:_____

APPROVED:_____

        Michael T. Stephenson, Provost
        and Senior Vice-President

DATED: _____