



## 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:** Department of Environmental and Geosciences

**College/Unit:**

- |                               |                               |                               |   |                              |
|-------------------------------|-------------------------------|-------------------------------|---|------------------------------|
| <input type="checkbox"/> CAM  | <input type="checkbox"/> COCJ | <input type="checkbox"/> CHSS | <input type="checkbox"/> COM              | <input type="checkbox"/> NGL |
| <input type="checkbox"/> COBA | <input type="checkbox"/> COE  | <input type="checkbox"/> COHS | <input checked="" type="checkbox"/> COSET |                              |

**Standard:**

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

**Contact:**

Name (first & last): Pat Harris

SHSU Email: jph020@shsu.edu

Phone: 936-294-1452

**Approved By:**

*Pat Harris*

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Department Chair

*[Signature]*

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College Dean

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Provost & Sr. VP for Academic Affairs

# **FACULTY EVALUATION SYSTEM (FES) GUIDELINES**

## **Department of Environmental and Geosciences**

### *Sam Houston State University*

All materials will be submitted and reviewed in accordance with the following guidelines, including attached appendices, that meet requirements of Academic Policy Statement #820317.

#### **PURPOSE**

This document fulfills the Department's responsibility of establishing FES performance guidelines for the FES and merit reviews mandated by university policy. *Departmental faculty voted on 11/10/2022 and accepted this document by a simple majority.*

The goal of the process outlined below in "FES Process" is to provide the chair with: 1) quantitative information to assign annual merit and 2) formative information to provide feedback for faculty development.

#### **FES PROCESS**

Each faculty member of the Department will submit an Annual Performance Report to the Department Chair (Appendix I), along with the department FES spreadsheet (Appendix II). Our Annual Performance Report is designed to satisfy the requirements of Academic Policy Statements #820317 (FES) and #800722 (Merit).

Every member of an individual's tenure unit will complete a brief Peer Performance Evaluation (Appendix III) based on their own verifiable observations and the individual's Annual Performance Report. The written evaluation has a formative purpose and will address each of the three performance categories. Include an explanation of strengths and weaknesses, as well as constructive suggestions for improvement. Completed written Peer Performance Evaluations will be submitted to the Chair.

The Chair will construct a brief Summary Report based on the results of the verifiable Peer Performance Evaluations and the Chair's own verifiable observations. The Chair will assign FES scores based on the department FES spreadsheet. The Chair will also complete FES Form 1 (Chair Rating of Faculty Teaching Effectiveness informed by the department FES spreadsheet) and FES Form 5 (Summary Rating Form). The Chair will meet with each faculty member to review the Chair's Summary Report, FES Form 1, and FES Form 5. In meeting with each faculty member, the Chair should report their own observations and common themes from the Peer Evaluations (Appendix III).

#### **PERFORMANCE CATEGORIES**

The FES (Academic Policy Statement #820317) is the foundation for all faculty performance reviews. As such, every faculty member must be familiar with this policy. The FES recognizes three categories for the purposes of performance evaluation: teaching effectiveness, scholarly and/or creative accomplishments, and service. The FES also

recognizes two workload tracks: 1) teaching track with four courses per semester and 2) a research track with three courses per semester.

***Teaching Effectiveness*** (50% for teaching track, 40% for research track)

Quality teaching is a high priority for the department. It is expected that every member of the faculty will endeavor to be creative and innovative in their attempts to improve teaching effectiveness. Individuals must strive for utmost professionalism and continued improvement of their teaching methods. Teaching effectiveness includes both FES Categories 1 (Chair and Peer Evaluations of Teaching) and 2 (Student Evaluations).

***Scholarly and/or Creative Accomplishments*** (25% for teaching track, 40% for research track)

The Department expects each faculty member to actively engage in scholarly activity. Individuals must demonstrate an ability to do research that is accepted in their field, beyond their dissertation. The department encourages professional collaboration with colleagues, graduate students, and undergraduate students whenever appropriate.

***Service*** (25% for teaching track, 20% for research track)

Maintaining academic freedom and our university culture requires professional faculty governance at all levels: Program, Department, College, University, and Profession. Faculty should be engaged in student-oriented service.

## **APPENDIX I: FES ANNUAL PERFORMANCE REPORT**

Please provide a self-evaluation that covers the following:

1. Teaching successes and challenges
2. Research accomplishments and goals for the next year
3. Reflection on service and plans for the next year.

The self-evaluation should be limited to two pages and avoid itemizing the following information.

### **FES CATEGORIES**

#### **I. TEACHING (Chair's Evaluation)**

List and document the following activities that apply below. Please note these categories are for the Chair and colleagues to consider in addition the criteria outlined in Appendix II.

1. New courses/labs developed
2. Courses/labs substantially revised
3. Courses taught as uncompensated overload
4. ACE courses
5. Field Trips
6. New courses/labs proposed (e.g., Form B)
7. Independent studies/directed readings advised
8. Honors contracts advised
9. Upper-level courses with > 30 students
10. Graduate classes with > 15 students
11. Lab Manuals published as author or co-author
12. Graduate theses advised
13. Supervision of student research not formally enrolled in credit (e.g., outside GEOG/GEOL 4075/4095)
14. Teaching-related workshops attended
15. Participation in graduate committee comps and defenses (internal or external)
16. Teaching Awards
17. Student Recognition Letters (from Administration)
18. Other

#### **II. TEACHING (Student Evaluations)**

1. In the department spreadsheet, please document all courses taught each semester, their enrollments, and the adjusted score for "A. Summary" from IDEA evaluations.
2. Provide full copies of all IDEA evaluations for each course section, including all quantitative and qualitative feedback.
3. Indicate course sections that are online in the title.

#### **III. RESEARCH AND SCHOLARLY ACTIVITY**

In addition to listing and documenting products below, faculty members should enter the quantities of each item into the department spreadsheet.

#### **A. Peer-Reviewed Publications In Print**

1. List all SCOPUS-indexed journal articles– give full citations.
2. List review articles, case studies, and commentaries.
3. Document articles on which you were first author; for articles on which you were not first author, provide a brief description of your contribution.
4. Document all articles on which you were the lead advisor for a student-led publication; provide a brief description of the mentorship and work.
5. For all peer-reviewed materials, please provide a copy of the full work, along with the SCOPUS-index page for the journal and its quartile. Bonus points can be earned for Quartile 1 or 2 journals. Q1 or Q2 is for the most recent year available and should use the highest ranking if indexed under multiple disciplines or subdisciplines. You can find the quartile ranking and SJR information page [here](#).

#### **B. Books or Book chapters in Print**

1. List all 1<sup>st</sup> Edition textbooks or research monographs.
2. List all revised textbooks or research monographs
3. List all authored chapters in an edited book (*Note: a maximum of three chapters/15 pts can be counted for individual credit*).
4. For all work, please provide a full copy along with the publisher's information.
5. Document which book products you were a first author on; For all book or chapter work that was not first authored, please provide documentation of your contribution.

#### **C. Publications in review, revision, or in press**

1. List any manuscripts that are under review, in revision, or in press – Include authors by order, manuscript title, journal name, and date submitted.
2. Provide a copy of the work in review, in revision, or in press. If work has not changed in stage listed in previous year, please provide an update for progress.
3. For all work that is not first-authored, please describe your contribution.

#### **D. Professional Conferences (limited to 10 total points)**

1. List National/international conference presentations by name of conference, professional organization or sponsor, location, date, and title of abstract/presentation.
2. List state/regional conferences presentations by name of conference, professional organization or sponsor, location, date, and title of abstract/presentation.
3. List university/local conference presentations by name of conference, professional organization or sponsor, location, date, and title of abstract/presentation.
4. Note which of the above conference materials you were the presenter for.
5. List any presentations on which you were the co-author for a student advisee.
6. List any conference attendance where you did not present.

### **E. Grant and Contract Submissions**

1. List all external grants submitted for >\$100,000.
2. List all external grants submitted for \$15-100,000.
3. List all external grants submitted for <\$15,000.
4. List all internal grants submitted.
5. For all grants, specify PI(s), co-PI(s), key personnel, dollar amount, title of proposal, granting agency, and grant program.
6. Include submission receipt, status of proposal, and proposed start and end date.

### **F. Grants and Contracts Awarded**

1. List all external grants awarded for >\$100,000.
2. List all external grants awarded for \$15-100,000.
3. List all external grants awarded for <\$15,000.
4. List all internal grants awarded.
5. For all grants, specify PI(s), co-PI(s), key personnel, dollar amount, title of proposal, granting agency, and grant program.
6. Include award letter (for first year only) and proposed start and end date.
7. Briefly explain continuing work on funded grants over the last year.

### **G. Bonus/Other**

1. List any fellowships (e.g., GSA, AAAS, AAG, Fulbright, etc.).
2. List any research award received and the awarding agency or group.
3. List any student research awards on which you were the lead advisor.
4. List any research presentations as invited speaker.
5. Other: List and briefly explain any other major research-related accomplishments, including non-peer reviewed works (limited to 5 total points).

## **IV. SERVICE**

List and document the following activities that apply below.

1. Attendance at College and University functions (Provost and Dean's meetings, commencement, etc.)
2. Department Committees
3. College Committees
4. University Committees
5. Chairing of Committees
6. Program Coordinator
7. Assessment
8. Curriculum Development and Revisions (e.g., courses, programs, etc.)
9. Student Advising (undergrad and/or graduate)
10. Managing internships
11. Student Organization Sponsor
12. Student Recruitment
13. Formalized Peer Mentorship

14. Facility, equipment, and software acquisition and/or maintenance
15. Organizing workshops
16. Fundraising
17. Editorships
18. Editorial Boards
19. Peer-review activities
20. Holding office in a professional society
21. Participation in professional society committee
22. Science fair judge
23. Community service (as a representative of the university/dept.)
24. Letters of Recommendation
25. Completing the FES peer evaluation for every faculty member (Chair checks documentation)
26. Other

## APPENDIX II: DEPARTMENT SPREADSHEET

Screenshots are below. Please fill in the department spreadsheet in Excel for FES 2 (Students Rating of Teaching) and 3 (Research/Scholarly Activity).

FES MERIT WORKSHEET- DEPT. OF ENVIRONMENTAL & GEOSCIENCES		
1. Chair's Rating of Teaching Effectiveness		
Chair's Final Score 1-5	<input type="text"/>	
Score		Criteria
5.0	<b>Outstanding</b>	In addition to the minimum, demonstrates innovation in the classroom. Overwhelming evidence of teaching effectiveness from verifiable written student and/or peer feedback.
4.0	<b>Very Good</b>	In addition to the minimum, demonstrates innovation in the classroom. Substantial evidence of teaching effectiveness from verifiable written student and/or peer feedback.
3.0	<b>Average</b>	In addition to the minimum, clear evidence of consistent revisions and using updated materials across all courses.
2.0	<b>Meets minimum</b>	<ul style="list-style-type: none"> <li>•Preparation: course syllabi that include objectives, course requirements, grading system, lecture and lab meeting times, office hours, absentee policy, and other pertinent university policies;</li> <li>•Presentation: clear, organized; use of appropriate instructional strategies and technologies; development of instructional materials appropriate to course;</li> <li>•Course Management: assignments are related to course objectives; students received feedback in reasonable time period; faculty member is sensitive to reasonable accommodations for individual students;</li> <li>•Professionalism: punctual and regular in meeting lectures and labs; reasonably available for office hours; maintains professional demeanor and conduct in classroom and during office hours; collaborating with colleagues with regard to curriculum assessment</li> </ul>
1.0	<b>Substandard</b>	Needs substantial, immediate improvement; Irregular attendance to lectures and/or labs; lack of preparation; and/or no syllabus or incomplete syllabus; demonstrates lack of willingness to update courses.



**FES MERIT WORKSHEET- DEPT. OF ENVIRONMENTAL & GEOSCIENCES**

**2. Students' Rating of Teaching Effectiveness**

<b>IDEA Mean</b>	<b>#DIV/o!</b>
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**Instructional Assignments and IDEA Evaluation**

*Please enter the adjusted score for "A. Summary." Indicate online courses in the title.*

Spring			
Course Number	Course Title	# of Students	IDEA
Summer			
Fall			
		Total number of courses with Summer:	0
		Total number of courses excluding Summer:	0
		Total number of students including Summer:	0
		Total number of students excluding Summer:	0

FES MERIT WORKSHEET- DEPT. OF ENVIRONMENTAL & GEOSCIENCES			
3. Research/Scholarly Activity		POINTS	0
		SCORE 1-5	0.00
Please provide a numerical response in the products column.			
	Pt Value	Products	Points
<b>A. PEER-REVIEWED PUBLICATIONS IN PRINT</b>			<b>0</b>
1. SCOPUS-indexed journal articles	10		0
2. Publications in a quartile 1 or 2 journal	3		0
3. Review articles, case studies, commentaries, etc.	3		0
4. First author for above publications	3		0
5. Lead advisor on publication with student co-author	3		0
<b>B. BOOKS OR BOOK CHAPTERS IN PRINT</b>			<b>0</b>
1. 1st Edition textbook or research monograph	20		0
2. Revised textbook or research monograph	10		0
3. Authored chapter in an edited book (up to maximum of 15 pts)	5		0
4. Lead author on above publications	3		0
<b>C. PUBLICATIONS IN REVIEW, REVISION, OR IN PRESS</b>			<b>0</b>
1. Materials submitted and actively in review/in revision/in press	3		0
<b>D. PROFESSIONAL CONFERENCES (up to maximum of 10 pts total)</b>			<b>0</b>
1. National/international presentation	3		0
2. State/regional presentation	2		0
3. University/local presentation	1		0
4. Presenting author for above presentations	3		0
5. Lead advisor on above student-authored presentation	3		0
6. Attendance at external conference (excl. presenting)	1		0
<b>E. GRANT AND CONTRACT SUBMISSIONS</b>			<b>0</b>
1. External grant submitted (>\$100K)	10		0
2. External grant submitted (\$15-100K)	7		0
3. External grant submitted (less than \$15K)	3		0
4. Internal grant submitted	3		0
5. Principal Investigator on above grant submission	3		0
<b>F. GRANT AND CONTRACT AWARDS</b>			<b>0</b>
1. External grant awarded (>\$100K)	15		0
2. External grant awarded (\$15-100K)	10		0
3. External grant awarded (less than \$15K)	5		0
4. Internal grant awarded	5		0
5. Externally-funded research report	7		0
6. Principal investigator of awarded grant (for year awarded)	3		0
7. Continuing grant work for award in previous years	2		0
<b>G. BONUS/OTHER</b>			<b>0</b>
1. Fellowships (e.g., GSA, AAAS, AAG, Fulbright etc.)	15		0
2. Research award	10		0
3. Lead advisor for student research award	5		0
4. Invited speaker on research topic	3		0
5. Other - Specify products (up to a maximum of 5 pts total)	1		0

Pts	Score	
1	1.0	Substandard
2	1.5	
5	2.0	Meets Minimum
8	2.5	
12	3.0	Average
18	3.5	
25	4.0	Very good
33	4.5	
43	5.0	Outstanding

**FES MERIT WORKSHEET- DEPT. OF ENVIRONMENTAL & GEOSCIENCES**

**4. Service**

Chair's Final Score 1-5

<b>Score</b>		<b>Criteria</b>
<b>5.0</b>	<b>Outstanding</b>	Beyond the minimum, outstanding performer across all levels of service, while still contributing to the dept.; eg., Advising + Faculty Senate or Coordinator + Other Time-Intensive Internal Service + external service to discipline (manuscript/grant reviews and/or Editorial positions)
<b>4.0</b>	<b>Very Good</b>	Beyond the minimum, performs across all levels of service, while still contributing to the dept.; eg., combo: Advising + Time-Intensive Internal Service (Dept + College or University) + external service to discipline (manuscript/grant reviews and/or Editorial positions)
<b>3.0</b>	<b>Average</b>	Beyond the minimum, participates in multiple levels of service; eg., combo: Internal Service beyond one committee (Dept + College or University) + external service to discipline (manuscript/grant reviews and/or Editorial positions)
<b>2.0</b>	<b>Meets minimum</b>	Contributing member of a single department committee; Attends dept. meetings and DPTAC meetings (if eligible); professional service to the discipline and/or community; engagement in student-related activities (recruiting, Sat @ Sam, dept. socials, etc.); completion of annual FES and FES peer evaluation
<b>1.0</b>	<b>Substandard</b>	Attends only required meetings; no additional service activity

### **APPENDIX III: PEER-EVALUATION OF COLLEAGUES**

Please provide verifiable comments regarding strengths, weaknesses, and suggestions for improvement. Please avoid restating colleagues' contributions that are already indicated in their annual FES materials and focus on qualitative aspects when possible. Please limit to one page for each colleague.

#### **Teaching**

*Strengths*

*Weaknesses*

*Suggestions*

#### **Research/Scholarly Activity**

*Strengths*

*Weaknesses*

*Suggestions*

#### **Service**

*Strengths*

*Weaknesses*

*Suggestions*