



POST-TENURE REVIEW PERFORMANCE STANDARDS
Department of Educational Leadership
Lamar University

It is the belief of the tenured faculty in the Department of Educational Leadership that our mission is best accomplished in a culture of communication, collaboration, and teamwork. In order to realize our vision for quality programs and a dynamic, productive, student- and service-oriented department, faculty must be visible and available to each other and to students. It is expected that tenured faculty will exhibit ownership and commitment to the department's mission, goals, and projects. Each faculty member is expected to attend (and contribute to, as appropriate) university, College of Education, departmental, and program meetings and be available to students, faculty, and administration on a regular basis.

Each tenured faculty member is encouraged to utilize every resource and opportunity available to further his/her professional development. Special emphasis should be placed on teaching, scholarly activity, and service. Positive student-teacher interactions are crucial to the programs in the Department of Educational Leadership, and each faculty member is expected to demonstrate that s/he has effectively taught the prescribed curriculum pertaining to the degrees conferred by the educational leadership department and has made efforts to improve the content and quality of his/her curriculum and classroom performance.

Each member of the faculty is responsible for accumulating and providing for review all pertinent documentation required by the Department of Educational Leadership, the College of Education, and Lamar University. Each faculty member is further encouraged to accumulate any additional documentation that can be used as an indication of the faculty member's professional activities and contributions to the Department of Educational Leadership. Documentation should include but is not limited to the following:

A. Teaching

It is expected that the tenured faculty member will have a minimum mean score of 3 on the items specifically related to teaching performance of the student evaluations for all classes taught. Other activities/materials, which are valued, include, but are not limited to:

1. New courses developed.
2. New material integrated into existing courses to update their content.
3. Assuming coordination of various coursework within the department.
4. Use of technology and/or pedagogy to the educational process.
5. Written documentation demonstrating student appreciation or support, such as thank you letters, a letter from Student Life where graduates state faculty have had a

particularly important impact on their education, faculty evaluation forms, or any other form of documentation supporting the faculty member's contributions to a student(s) academic development.

6. Academic advisement and supervision of students.
7. Evidence of professional development with respect to teaching

B. Research and Scholarly Activity

The Department of Educational Leadership faculty members are expected to show evidence of a sustained level of scholarly activity with a focused research agenda. Tenured faculty members are expected to have 15 of the following activities over the 5-year period. **Ten are expected to be from BI-B3 below:**

Activities in this category are limited to:

1. Refereed journal articles, books, or book chapters in the field. For any articles published that require a form of payment, the faculty member must provide evidence the journal is reputable, scholarly, and legitimate. It is expected that the faculty member be first author on one the activities in this category and at least one should be original research (i.e., primary research). The majority of the publications should be within the field of educational leadership or a closely related field.
2. Major External Grants written, submitted, and/or obtained as a principal or co-principal author. **If counted in this category, the grant(s) may not be counted in the area of Professional Service.**
3. Presentation at a professional meeting
4. Publication in a recognized popular or trade journal, newsletter, or invited presentations.
5. Editor/co-editor of a professionally recognized journal.
6. Faculty members are expected to assume a leadership role in research and scholarly activity. This leadership role can be demonstrated through, but not limited to:
 - a. Publishing refereed articles with graduate students.
 - b. Presenting at professional conferences with graduate students.
 - c. Mentoring graduate students as a dissertation chair.
 - d. Mentoring other faculty members in research and scholarship.
7. Other scholarly activity (justification required)

C. Professional Service

The Department of Educational Leadership faculty members are encouraged to work closely with their department, programs, the College of Education and Human Development, and Lamar University colleagues as well as schools, higher education institutions, and professional organizations.

Activities/materials, which are valued and required are:

1. Continued service to the program and to the department.
2. Serves as a committee member on doctoral student dissertations.
3. Continued service to P-12 education institutions, higher education institutions, professional organizations, and the community at-large.

Evidence may include, but is not limited to:

1. Membership and/or leadership positions on program, department, college, or university committees.
2. Technology developed or maintained for program, department, college, or university use. This may refer to the use of social media or a web presence.
3. Other accomplishments in support of the program, department, school, higher education institutions, or other organizations.
4. Membership, committee, and/or leadership positions in local, state, national, and/or international professional organizations.
5. External funding and/or resources. **If counted in this category, it may not be counted in the area of Research and Scholarly Activity.**
6. Editorial review boards of professionally recognized journals.
7. Proposal review for professional conferences and/or organizations.
8. Proposal review for grant-awarding agencies.
9. Contributes to the profession by such activities as peer reviewing articles, leading research teams, organizing research seminars and symposia, and mentoring junior faculty in teaching, advising, research, and grant writing.
10. Demonstrates collegiality by contributing to the functioning of the department by doing their part to ensure the success of department programs.
11. Membership or attendance in P-12 professional conferences (e.g., TASA, TEPSA, TASSP, TCWSE, TASB etc.) or service to P-12 institutions (e.g., school board, substitute teacher, volunteer, consultant, etc.)
12. Involvement or leadership in community organizations.

Committee Members Present:

Dr. J. Kenneth Young (Chair)

Dr. Shelly Allen

Dr. Clementine Msengi

Dr. Kaye Shelton