



Lamar University Department of English and Modern Languages Post Tenure Review Guidelines

Performance Evaluation of Tenured Faculty1 ENGLISH DEPARTMENT Performance Evaluation of
Tenured Faculty: Post Tenure Review for Associate Professors and Full Professors

Dossier material required:

- CV
- 2-4 page, double-spaced narrative
- Copies of publications or a copy of title pages of any book publications or books in which chapters appear
- Copy of Conference Programs showing participation in Conferences
- Evidence and description of any grants or fellowships awarded
 - List of service activities

Optional material includes, but is not limited to the following:

- Classroom materials
- Testimonials/review of the faculty member's scholarship from publishers, reviewers, or other external entities

Guidelines for Narrative Statements: Narratives should include a contextual discussion about accomplishments in the areas of research/creative activity, teaching, and service. Narratives should also address any challenges the faculty member is facing with regards to any of the areas under review. Within the narrative, faculty members should put their work into any relevant contexts that help to illustrate the full scope of their performance, including the relevance and importance of research activities. Faculty members should discuss progress made towards research projects when appropriate, illustrate a commitment to classroom excellence using specific examples, and describe service activities with an accurate account of average time spent on those service responsibilities.

Performance Expectations: Associate Professor

Scholarly and/or Creative Accomplishments

- Candidates in academic disciplines must illustrate substantial progress toward one or more items in Tier 1 or completion of at least two items in Tier 2 (please see Lamar university's English and Modern Languages Tenure Promotion Guidelines for a distinction among Tiers 1-5, Those guidelines can be found here: https://www.lamar.edu/faculty-staff/_files/documents/academic-affairs/policies/lamar-english-tenure-promotion-criteria-august2024.pdf). Candidates should also provide evidence of some activity in Tiers 3, 4, and/or 5.

- In addition to the requirement for peer-reviewed publications, candidates must demonstrate “continuous or uninterrupted” scholarly or creative activity by yearly achievements.
- Candidates should provide “evidence of growth in quality/significance of scholarly or creative contributions.” Through a narrative discussion of work produced, and in progress, and through documented activity in the candidate’s CV, candidates may demonstrate “growth” as increased production, greater impact of research or work on readership, initiation of larger and more substantial research topics or creative expression, or any other elements of the candidate’s work that show development appropriate for the rank of Associate Professor.

Teaching

- Candidates must complete mandatory tasks associated with teaching duties, such as arriving on time and meeting classes regularly, attending mandatory trainings, teaching and developing courses as needed, adopting textbooks by the established deadlines, and submitting grades and attendance verification by the established deadlines.
- Candidates must show a commitment to continuous improvement in the classroom, evidenced by regular, annual participation in professional development activities and/or implementing changes in instructional practices based on responses to peer observations and chair’s evaluation of teaching.
- Candidates must also show their commitment to advising and mentoring students at all levels by serving on thesis committees, working with Honors contracts, or engaging in other forms of mentorship as needed.
- Candidates can demonstrate a commitment to mentorship through guiding students toward presentation or publication of those students’ work.
- Candidates can demonstrate their teaching and mentoring effectiveness through internal and external recognitions.
- Candidates can demonstrate their teaching effectiveness by producing instructional material or resources (excluding peer-reviewed textbooks) for use in the classroom.
- Candidates can demonstrate their commitment to teaching effectiveness and innovation by applying to pedagogy centered internal and external grants. (Research that is produced from such grants would apply to the candidate’s scholarship.)
- Associate Professors will arrange, with direction from the Chair, two classroom visits per academic year from senior colleagues in the department.

Service

- Candidates’ service should be based on faculty interests and expertise, the needs of the department/college/university, and the particulars of the specific program of which a candidate is a part.

- Evidence of strong contribution toward achievement of departmental goals, including assessment, course development, course descriptions, and textbook selection.
- Evidence and evaluations of public and university service (representing the university as consultant, chairing or serving on committees, holding elected positions of university service, etc.)
- Evidence of student mentorship (directed-studies courses, career assistance, etc.)
- Active membership in professional organizations, including offices held, meetings attended, sections chaired. 5. Evidence of professional development.

Performance Expectations: Professor

Scholarly and/or Creative Accomplishments

- Candidates in academic disciplines must illustrate substantial progress toward one or more items in Tier 1 and completion of at least one item in Tier 2 (please see Lamar university's English and Modern Languages Tenure Promotion Guidelines for a distinction among Tiers 1-5, Those guidelines can be found here: https://www.lamar.edu/faculty-staff/_files/documents/academic-affairs/policies/lamar-english-tenure-promotion-criteria-august2024.pdf). Candidates should also provide evidence of some activity in Tiers 3, 4, and/or 5.
- In addition to the requirement for peer-reviewed publications, candidates must demonstrate “continuous or uninterrupted” scholarly or creative activity by yearly achievements.
- During the review period, in addition to the requirement for peer-reviewed publications, candidates must demonstrate “continuous or uninterrupted” scholarly or creative activity by yearly achievements in activities highlighted in Tiers 3 and 4. Candidates may also demonstrate such activity through evidence of progress towards major projects in Tiers 1 and 2, which will be shown through the candidate's narrative and/or correspondence with potential publishers.
- In addition to maintaining the above minimum standards, Associate Professors should also demonstrate a commitment to sustained quality and significance of scholarly and creative work and growth in significance and impact of that work. The department acknowledges that quality and significance can be difficult to qualify; however, candidates may include such information as publisher/journal acceptance rates, reviews of published work, reader reports, data on citations by other scholars in the field, or any other information that demonstrates such significance. Growth is also evidenced by increased opportunities in the form of grants, invited lectures, serving as reviewer for prestigious publications, being solicited for book reviews, mentoring junior faculty members in their research, etc.

Teaching

- During the review period, candidates must complete mandatory tasks associated with teaching duties, such as arriving on time and meeting classes regularly, attending mandatory trainings, teaching and developing courses as needed, adopting textbooks by the established deadlines, and submitting grades and attendance verification by the established deadlines.

- During the review period, candidates must show a commitment to continuous improvement in the classroom, evidenced by regular, annual participation in professional development activities and/or the implementation of changes in instructional practices based on responses to peer and chair's evaluation of teaching
- During the review period, candidates must also show their commitment to advising and mentoring students at all levels by serving on thesis committees, working with Honors contracts, or engaging in other forms of mentorship as needed.
- Candidates can demonstrate a commitment to mentorship through guiding students toward presentation or publication of those students' work. (Work that is published and co-authored by a student and a candidate would also count under scholarly/creative activity, Category 2.)
- Candidates can demonstrate their teaching and mentoring effectiveness through internal and external recognitions.
- Candidates can demonstrate their teaching effectiveness by producing instructional material or resources (excluding peer-reviewed textbooks) for use in the classroom.
- Candidates can demonstrate their commitment to teaching effectiveness and innovation by applying to pedagogy centered internal and external grants. (Research that is produced from such grants would apply to the candidate's scholarship.)

Service

The candidate must demonstrate sustained involvement in service to the university, college, department, profession, and/or community. Candidates' service should be based on faculty interests and expertise, the needs of the department/college/university, and the particulars of the specific program of which a candidate is a part.

- Faculty at the full professor rank must demonstrate effectiveness as contributing members in accomplishing the goals of the department/college/university. This activity can be achieved through promoting the welfare of the department and university, working positively within the department, college and university, effective dutiful responses to committee responsibilities, and effectively assisting and mentoring other faculty members as needed.
- Evidence of strong contribution toward achievement of departmental goals, including assessment, course development, course descriptions, and textbook selection.
- Evidence and evaluations of public and university service (representing the university as consultant, chairing or serving on committees, holding elected positions of university service, etc.)
- Evidence of student mentorship (directed-studies courses, career assistance, etc.).
- Active membership in professional organizations, including offices held, meetings attended, sections chaired.
- Evidence of professional development.