SIGS Criteria for Post-Tenure Review
Approved ±9-12-23

In accordance with University and Board of Governors regulations, as well as state law, all tenured faculty members in the School of International Global Studies (SIGS) are subjected to post-tenure review every five years. The post-tenure review is an evaluation of the previous five years of employment. The review packet will be comprised of a narrative record of accomplishments over the previous five years prepared by the faculty member under review, the previous five years of annual evaluations W K H I D F X N F N F N F N F year

-year period under review. Using the guidelines below, faculty will receive a score for their performance in teaching, research, and service. These scores will be weighted based on Assigned Duties percentages in teaching, research, and service and then averaged to arrive at an overall holistic rating

Post-tenure reviews will be conducted by the SIGS Director in accordance with the criteria in W K L V G R F X P H Q W   ) D F X O W \ P H P E H U V P D \ D S S H D O W K H ' L U H F Faculty Executive Committee, who will use the same criteria of evaluation. The appeals process will be conducted following the process for appealing FEC Annual Evaluations specified in 6 , * 6 ¶ * R Y H U Q D Q F H ' R F X P H Q W

The following mandated rating categories will be used for post-tenure review:
1. Exceeds expectations: a clear and significant level of accomplishment beyond the D Y H U D J H S H U I R U P D Q F H V R I I D F X O W \ D F U R V V W K H I D F X O Performance is appreciably greater than the average college faculty member of the F D Q G L G D W H ¶ V S U H V H Her research institution. Must have a sustained top and satisfactory professional conduct and performance of academic responsibilities and F R P S O L D Q F H Z L W K V W D W H O D Z   % R D U G R I * R Y H U Q R U V ¶ and policies.
2. Meets expectations: expected level of accomplishment compared to faculty across the I D F X O W \ P H P E H U ¶ V G L V F L S O L Q H D Q G X Q L W   6 X V W D L Q H G

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- V X S H U Y L V L Q J R U V H U Y L Q J R Q F R P P L W W H H V I R U X Q G H U J U dissertations
- organizing community/civic engagement, leadership, or study abroad programs; teaching/working with students engaged in such programs
- submitting grant proposals focused on instruction
- S X E O L V K L Q J V F K R O D U O \ D U W L F O H V U H O D W H G W R H G X F D

Highly effective classroom teaching consists of teaching that effectively guides students in the acquisition of disF L S O L Q D U \ N Q R Z O H G J H I R V W H U V V W X G H Q W V ¶ F U helps students to develop proficiency in oral and written communication. It includes but is not limited to:
- effective course design (including the selection of relevant and appropriately current course materials)
- rigorous readings and assignments
- fair evaluation of, and instructional feedback on, student work

Guidelines for ³Exceed Expectations´ in Teaching:
SIGS considers ³H [F H H G¶ expectations in teaching to consist of highly effective classroom teaching combined with evidence of a commitment to teaching through at least one of the following additional activities:
- Teaching enhancement and innovation
- Curriculum and program development
- Effective mentoring
- Contributing to departmental teaching needs

Faculty are not required to participate in all teaching activities identified above to exceed expectations. In particular, given the significant disparity in specialties of graduate students in SIGS as well as potential disparities in access to graduate teaching depending on campus location, expectations for the rating of ³H [F H H G¶ expectations in teaching will vary accordingly. ³([F H H G¶ expectations in teaching for faculty in subject areas with significant numbers of graduate students and access to graduate teaching will include active participation in the graduate program, including teaching graduate courses and sections, participating in the comprehensive exam process, and/or serving on thesis and/or dissertation committees. ³([F H H G¶ expectations in teaching for faculty in subject areas with few numbers of graduate students will be focused on their active participation in the undergraduate program.

Guidelines for ³Meets Expectations´ in Teaching:

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<u>Research</u>

Research activities include but are not limited to:
- publishing scholarly books
- publishing articles in refereed professional journals
- publishing chapters in edited book collections
- publishing textbooks
- publishing scholarly encyclopedia entries
- publishing edited book collections
- engaging in the scholarly activity of editing professional journals
- writing and/or performing creative work that draws on research
- participating in applied or community-engaged research projects
- submitting internal and external grant proposals in support of research projects
- presenting research at conferences, symposia, colloquia, etc.

Guidelines for "Exceeds Expectations" in Research:

SIGS considers "exceed expectations" a substantial contribution through research to the peer-reviewed scholarship in a faculty member's discipline. Faculty are not required to participate in all research activities identified above to exceed expectations. For the purposes of Post-Tenure Review, the quality and impact of scholarship should hold greater significance than quantitative output alone. Since faculty in SIGS span a variety of disciplines in both Humanities and Social Science fields, evaluations must also bear in mind the significant differences in research expectations across these different disciplines, especially as they account for variation in (among other things) the standard length of journal articles, norms around co-authorship, and requirements for substantial fieldwork, archival research, and/or

6,*6 FRQVLGHUV ³GRHV QRW PHHW H[limited evidence ofQV´ LQ UHV engagement with the research activities described above.

Guidelines for ³Unsatisfactory´ in Research

6,*6 FRQVLGHUV ³XQVDWLVIDFWNo evidence of research activity\ RU WR FRQV publications over the five-year period under review.

Assessing Research

- The SIGS Director will use the criteria above as a general guide to evaluating research but will also consider various circumstances as explained and documented in the faculty PHPEHU¶V QDUUDWLYH ZKHQ GHWHUPLQLQJ WKH ILQDO H
- The SIGS Director will take into consideration the effort involved in successfully developing a new line of research; successfully completing research that requires unusual effort, expenditure of time, or technical skills; and/or substantial involvement in activities that include elements of teaching or service but also require a significant amount of current scholarly knowledge, such as editing a journal or making substantive decisions about a conference program.
- The post-tenure review of research will be predicated on the cumulation of reported research activities from the past five annual reviews and research assignments. It must be noted that there is considerable variety in research formats and publications, including between research in Humanities fields and in Social Sciences fields, with the result that there must be flexibility in assessing research, and the narration of the candidate is important in understanding research activity.

Service

Service activities include but are not limited to:

University Service
- serving on and/or chairing committees in the school, college, or university
- writing proposals and documents for the school, college, or university
- reviewing proposals for university awards
- giving presentations at university events
- serving in a leadership position in the school (as associate, undergraduate, or graduate director) or serving as a director of an Institute or Center

Professional Service
- chairing or serving as a discussant for a panel at a conference
- reviewing a manuscript for a refereed journal or academic book publisher
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- handling the administrative components of editing or co-editing a journal
- serving as a book series editor for a publisher
- reviewing paper proposals for a section of a professional conference
- organizing conferences or workshops
- serving on scholarly awards committees
- reviewing grant proposals
- reviewing tenure and promotion applications for candidates at other universities
- reviewing academic programs at other universities
- holding office in a professional association

Public/Community Service (must draw on academic background)
- offering interviews with the media
- serving as an unpaid consultant for governments/organizations
- organizing community events