STANDING POLICY II:

PERFORMANCE INDICATORS FOR REVIEW OF FACULTY

The general philosophy and overall spirit that inform Standing Policy I also inform this listing of indicators of achievement and performance. These listings identify more specifically those aspects of research, teaching and service which create a strong and improving HISP program. Their independent use by the Head is meant to determine levels of "excellent," "effective," and "unsatisfactory" performance by faculty. Collegiality and openness in the review process will best lead to constructive orientation, useful mentoring and continued development of the faculty. The assessment of three consecutive unsatisfactory annual reviews leads to the initiation of a post-tenure review process.

A. Research

1: **Shorter-term indicators** include the quality of research as demonstrated by the venues of publication and quantity of research over a three-year period; receipt of a prize or award for a specific publication; reviews of published work; receipt of research-related awards;

2: **Longer-term indicators** include impact in the profession of the research as demonstrated by, among other things, documented frequency of citation; invitations to edit special numbers of journals or thematically focused volumes of essays by diverse hands; invitations to give plenary-type lectures; receipt of multiple research awards and fellowships; demonstrated and documented development and participation in interdisciplinary or synergistic research projects; subsequent editions, reprints, translations of previously published work.

B. Teaching. Indicators include, among other things, quality of teaching as reflected by student and peer evaluations and teaching materials; maintenance of high standards for student performance and evaluations; receipt of teaching-related grants from external funding agencies; a thorough and up-to-date knowledge of fields(s) of specialization; effective planning, organization, and presentation of course material; stimulation of participation, thought and inquiry by students; effective advisement and direction of students in their academic work and in their research (e.g. including students in research projects, co-authoring papers with students, directing theses and dissertations, participating on M.A. advisory and Ph.D. dissertation committees); contributions to the mentoring of students, which is especially expected from faculty at the level of Associate Professor and Professor; well-conceived teaching outside of HISP that advances the mission of HISP, the College and the University; receipt of teaching-related awards.

C. Service. Indicators include effective chairing or participation on standing and ad hoc committees in the Department, College and University; receipt of service- or administrative-related awards; serving as editor of a journal or series, as editorial board member, as officer or program or committee chair of a national or international professional organization or meeting; serving on external peer committees for tenure and promotion cases or as proposal reviewer for scholarly awards or on a governmental task force, commission, or board; leadership role(s) in the community; evaluation of manuscripts or
STANDING POLICY III:

PROCEDURES FOR REVIEW OF FACULTY

Procedures for annual review of faculty are governed by these guidelines, which in turn are governed by policies of Texas A&M and the College of Liberal Arts. University policy regarding faculty evaluation is outlined in University Rule 12.01.99.M2 and by the Task Force for faculty Performance Evaluation (2010). The Annual Review evaluates faculty performance for the past calendar year even though, in accordance with College bylaws, annual reviews of the previous three years must be taken into account for merit raises. In cases of conflict between the procedures that follow and University or College policies, this document is superseded.

A. Annual Reports and Annual Merit Reviews. The Department Head shall conduct annually a review of each T-TT faculty member's performance in the areas of teaching, research or creative work, and service. Non T-TT faculty will be evaluated on teaching effectiveness and, as relevant, on service. Faculty undergoing a probationary review or review for tenure and/or promotion will be peer-reviewed by the appropriate committee (See B below), the materials for which shall form the basis for the Head's annual review.

In preparation for each year's review, faculty will submit an annual report consisting of a current vita, a report of faculty accomplishments for the year of review, along with copies of publications and supporting materials deemed appropriate. The Head, in view and full consideration of reports by the Annual Review Committee, will write and convey an evaluation of the annual report consistent with performance indicators mentioned provided in Standing Policy II. The Head's evaluation shall serve as the basis for recommendation for merit salary increases.

The relative merits for evaluating T-TT faculty performance across the three areas of concern normally shall be: 1) 50% Research or Creative Work); 2) 30% Teaching and 3) 20% Service, excepting probationary TT faculty, who will follow the formula: 1) 55% Research or Creative Work, 2) 35% Teaching, 3) 10% Service. HISP officers carrying especially heavy service loads, for example, or faculty on teaching leave or who elect to teach heavier loads throughout the year, may have this general formula adjusted by the Head. The Head will determine any individual variation from the general formula in consultation with individual faculty members and document that variation in advance of the review.

Published creative work by departmental faculty members will be recognized as meritorious and deserving of formal credit for tenure, promotion, annual review evaluation, or award nomination when at least three of the following questions may obtain answers deemed satisfactory by the relevant departmental committees: 1. Has the work been nominated for any prizes? 2. Has it been chosen for any? 3. How many copies has the work sold? 4. Has the work been studied by others in academic settings? How? 5. Has the work been reviewed in any publications? 6. Does the publishing press enjoy a high reputation?
2011 Calendar Year Faculty Accomplishments

Faculty Name: __________________________________________

This evaluation covers the three year window from 2009 - 2011. Please type all information and attach current curriculum vitae.

PART I: TEACHING
(Assistant Professors: 35%
Tenured Professors: 30%)

A. Courses Taught. Please attach copies of student course evaluations.

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<th>Course No. and Title</th>
<th>No. of Students</th>
<th>Instructor Overall (Question 10)</th>
<th>Course overall (Question 15)</th>
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</table>
B. Special Contributions to the Teaching Mission of the Department.

I. Development of new courses or substantial revision of existing courses.

II. Participation in Honors courses and development of Honors courses.

III. List of awards or recognitions for distinguished teaching.

IV. Grants for projects which involve a teaching focus.

V. Special efforts made to improve one’s teaching or to develop new teaching materials; please specify.

VI. Coordination of language classes or special contributions to the teaching mission of the Department.

VII. Class Visitation. List here classes (course number & title, date of visit) during which you were visited and observed by other Faculty; attach copies of the peer visitation evaluations. Do not include visits that you performed for other Faculty’s classes (include those under III-Service).

VIII. Please indicate here anything you have accomplished this year under TEACHING that merits recognition as a contribution to interdisciplinary / multidisciplinary collaboration, diversity, or internationalization.
PART II RESEARCH
(Assistant Professors: 55%
Tenured Professors: 50%)

A. Publications (Books, Articles, Chapters, Book Reviews). Works that were published and appeared in print. Provide copies. Describe your contributions to any co-authored work. These will remain on file for use by next year’s Annual Review Committee, and then returned when they fall out of the three-year window of evaluation.

B. Presentations.
   1. Papers presented. Provide title of paper, name of organization sponsoring the conference, and date.
      • In 2011:
      • In 2009-2010:
   2. Meetings chaired and other publications.
      • In 2011:
      • In 2009-2010:

C. Grants.
   1. Proposals funded. Provide title of project, funding agency or source, and dollar amount. If other authors are involved, describe your role.
      • In 2011:
      • In 2009-2010:
   2. Proposals submitted. Provide title or project, funding agency or source, and dollar amount. If other authors are involved, describe your role.
      • In 2011:
      • In 2009-2010:

D. Editorial and Manuscript/Grant Reviewing Activity.
   1. Editorial activity. Describe your work as editor of scholarly journals, service on editorial boards, etc.
      • In 2011:
• In 2009-2010:

2. Manuscript/grant reviewing. For which journals, publishers, or agencies have you reviewed?
   • In 2011:
   • In 2009-2010:

E. Awards and Honors. List any special recognition you have received for your scholarly work.
   • In 2011:
   • In 2009-2010:

F. Please indicate here anything you have accomplished this year under research that merits recognition as a contribution to interdisciplinary / multidisciplinary collaboration, diversity, or internationalization.

PART III SERVICE
(Assistant Professors: 10%
Tenured Professors: 20%)

I. Departmental service:
   2011:
   2010:
   2009:

II. College service:
   2011:
   2010:
   2009:

III. University Service.
   2011:
   2010:
   2009:
IV. Professional service outside the university (national/internationally)

2011:
2010:
2009:

V. Please indicate here anything you have accomplished this year under SERVICE that merits recognition as a contribution to interdisciplinary / multidisciplinary collaboration, diversity, or internationalization.
PART IV

LONG TERM AND SHORT-TERM PROFESSIONAL GOALS FOR 2012 AND BEYOND

Provide below a written narrative of all long-term and/or short-term professional goals for 2012 and beyond. Please be as explicit as you can. You should separate your goals into (a) research, (b) teaching, and (c) service. Please attach additional sheets as necessary.

Here is the place where you should mention any scholarly or creative work that is currently in press as well as any scholarly or creative work that has been accepted but not in press. Please provide title, journal or publisher, and anticipated publication date (if known). You should indicate whether or not the work underwent a refereeing process. If you have a book contract, have been invited to submit an article to an edited volume, etc., you should mention that too.