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: Sociology

College/Unit:
☐ CAM   ☐ COCJ   ☑ CHSS   ☐ COM   ☐ NGL
☐ COBA   ☐ COE   ☐ COHS   ☐ COSET

Standard:
◯ Promotion and Tenure   ◯ Post-Tenure Review   ⦿ Faculty Evaluation System (FES)

Contact:
Name (first & last): Jason Konefal

SHSU Email: jason.konefal@shsu.edu

Phone: 936-294-1511

Approved By:

Jason Konefal
Jason Konefal (Nov 28, 2022 16:17 CST)
Department Chair

Leif French
Leif French (Nov 28, 2022 16:19 CST)
College Dean

_____
Provost & Sr. VP for Academic Affairs

FACULTY EVALUATION SYSTEM OF TENURED AND TENURE-TRACK FACULTY DEPARTMENT OF SOCIOLOGY GUIDELINES

These guidelines establish the criteria of the Department of Sociology for the annual review of tenured and tenure-track faculty as part of the Faculty Evaluation System (FES). These guidelines are supplementary to University (APS 820317 Faculty Evaluation System of Tenured and Tenure-Track Faculty) and College of Humanities and Social Science policies governing FES. These guidelines are congruent with the standards of performance in the Department of Sociology Promotion and Tenure Guidelines.

ANNUAL REVIEW PROCESS

1. The Department Chair will notify faculty of FES timeline and provide relevant forms. Forms will be located on the Sociology Department's Team's folder and also provided via email.
2. Faculty will submit the FES form, supporting documentation, and completed instruments.
3. The Department Chair will meet with each faculty member individually. At the meeting, the Department Chair will discuss with the faculty member their annual performance. At the conclusion of the meeting, the Department Chair will provide the faculty member a copy of their summary rating and review letter.

STANDARDS OF PERFORMANCE

Teaching

The teaching of each faculty member in the Department of Sociology is evaluated on the basis of scholarly preparation, dedication, peer evaluation through classroom visits, student evaluations, and program support. Teaching effectiveness is understood to include not only classroom performance, but also other factors such as preparation, syllabi, and other course materials, assignments, staying current in the discipline, student mentoring, and curriculum development.

Two components will be used in the annual evaluation of teaching: Student evaluations and the Chair evaluation.

Student Evaluations: Each faculty member will submit IDEA Adjusted Summary Evaluation scores for each class taught. Course content, difficulty, risk, level, size, number of courses taught, potential impact of teaching online, student response rates, and faculty characteristics (e.g., race and gender) that may impact ratings will be considered in interpreting student evaluations.[1]

Chair Evaluation: Each faculty member's teaching performance will be evaluated by the Department Chair using the Chair's Evaluation of Teaching Effectiveness rubric (See Appendix). Peer teaching evaluations will be included in the chair's evaluation. Per the Department's peer review of teaching policy, assistant professors will undergo peer reviews during their second, third, and sixth years. All other faculty will undergo peer review, at least, once every three years. Specific criteria used to evaluate teaching effectiveness include:

<u>Expected</u>
- Develops well organized, comprehensive syllabi for all assigned courses
- Adheres to syllabi
- Teaches appropriate and relevant materials pertaining to subject matter(s) of the course
- Updates/redesigns/substantially improves assigned courses
- Adheres to scheduled class meeting times
- Maintains a campus presence and holds appropriate office hours
- Regularly prepares for teaching
- Maintains appropriate professional demeanor in teaching situations
- Maintains high ethical standards of honesty and objectivity
- Uses fair and appropriate grading practices
- Makes reasonable accommodations for individual students requiring the same
- Adheres to department/college/university timelines, policies, and procedures
- Completes Federal Aid Eligibility Validation (FAEV), submits textbook orders, and posts final grades by stated deadlines
- Meets expectations in Students' Rating of Teaching Effectiveness as indicated by the IDEA form Adjusted Summary Evaluation (See endnote)
- Assists graduate students with the development of theses and/or capstone projects
- Participates in peer-review of teaching process
- Evaluates and improves own teaching
- Engages in professional development aimed at improving teaching effectiveness
- This can include participation in the following: SHSU's Teaching and Learning Conference, SHSU Digital Education Summit, PACE Center workshops and activities, SHSU Online workshops and trainings, and Sociology and CHSS workshops
- Demonstrates program support through pedological innovations and/or curriculum development. This can entail the contributions to course and/or program curriculum, participation in collaborative pedological projects, sharing of innovative teaching practices, and the development of department teaching resources

<u>Additional Activities</u>

Teaching quality and development may be further demonstrated through a variety of activities that may include, but are not limited to:
- Developing a new course at the undergraduate or graduate level
- Serving as academic advisor for undergraduate or graduate research project
- Assisting undergraduate or graduate students with presenting at a professional conference
- Incorporating Academic Community Engagement (ACE), EWCAT, and/or other community-based initiatives into course curriculum
- Incorporating active-learning exercises into course curriculum
- Teaching Writing Enhanced course(s)
- Supervising honors contract project(s)
- Teaching honors course(s)
- Writing letters of recommendation for current students and alumni
- Participating in or leads teaching-related workshops or trainings
- Being nominated for a teaching excellence award
- Teaching a study-abroad course
- Receiving a teaching award outside the department

- Receiving a competitive pedagogy-related grant
- Off-campus professional development aimed at improving teaching effectiveness.

Artifacts

Faculty must provide artifacts to demonstrate teaching effectiveness. Required artifacts are:

- A self-evaluation statement summarizing teaching goals and achievements
- IDEA evaluations from each course taught
- Peer evaluation teaching letters

Other supporting artifacts may include, but are not limited to:

- Unsolicited feedback from students (ex. emails or other correspondence related to teaching effectiveness)
- Evidence of student mentoring (ex. honor's contracts, student conference presentations, graduate committee membership/chair/co-chair, letters of recommendation)
- Documentation of other achievements relevant to teaching, such as nominations for teaching awards, completion certificates for professional development courses related to teaching, grants received for teaching innovations or curriculum development
- Artifacts attesting to program support. This may include documentation related to curriculum development, teaching resources, pedological innovations, and peer mentoring.
- Artifacts documenting professional development. This can include certificates of completion as well as documentation of pedagogical and/or curriculum innovations resulting from professional development activities.

Scholarship and Research

The annual service performance of each faculty member in the Department of Sociology is evaluated by the Department Chair using the using the Chair's Evaluation of Research and Scholarly Activities rubric (Appendix). The department expectation is that all faculty members demonstrate consistent and sustained scholarly activities annually. As there are many ways to demonstrate scholarly contributions, faculty are expected to develop a narrative to address the quality and impacts of their research.

Quantity of Scholarship

In assessing scholarship, the FES process takes the following into account:
- Published books tend to carry more weight than journal articles.
- Edited books tend to carry more weight than journal articles but less weight than monographs.
- Chapters in edited volumes tend to count less than refereed journal articles.
- External research grants count as scholarly activity, as does the preparation of major grant applications. The availability of grants varies greatly in sociology, depending on the

faculty's area of study. All faculty are encouraged but not required to apply for external funding.
- Internal grants count as scholarly activity but carry less weight than external grants.
- Pedagogical works (such as textbooks) may count as publications toward tenure, provided they have a demonstrable influence on the discipline.
- An article, book, or book chapter that is unconditionally accepted or "in press" is given as much weight as one that is published. If the work is "under review" or at the stage of "revise and resubmit," it counts merely as evidence of work in progress.
- Book reviews and conference presentations do not count towards tenure and promotion but do count as a valuable indicator of sustained intellectual activity.

Quality of Scholarship

In assessing the quality of scholarship, the FES process considers:
- Role in authorship
- Publication requiring primary data collection
- Funding in support of scholarly activities
- Publication involving students as co-authors
- Recognition by experts in the faculty member's field.

Journals and book publishers in sociology vary in quality, and some are generally recognized as being of very high quality. The prestige and selectivity of the venue may be established using accepted indicators such as:
- Impact ratings
- Citation indexes
- Acceptance rates
- Audience base
- Reputation of editors/authors

Recognition by experts in the faculty member's field can include the following:
- Citations
- Media coverage
- Awards

Community-engaged and applied scholarship

Evaluation of community-engaged scholarship will be based upon review of research outcomes/products. These may include:
- Level of faculty's involvement in the project: Roles and responsibilities, and the amount of time and effort involved
- Research reports completed for, and used by, non-academic organizations
- Evaluation research instruments and outcomes
- Type of funding source: local, state and federal agencies, or private foundations
- Total amount of funding
- Transcripts of public testimony at government policy hearings
- Visual media substantially utilizing a candidate's research

- Number of people educated or served by the project
- Recognition by local, state, and/or national media outlets
- Other evidence of impact of the candidate's community engaged scholarship activity (e.g., documentation that a report was used to expand an organization's services to more clients or community members or evidence that a report improved the quality of life in a specific community. In the cases of participatory research, non-academic participants should be invited to provide input as to the effectiveness of the candidate's contributions to their organization or community; these documents should be as detailed and precise as possible in communicating the quantitative and qualitative indicators of research impact.)

Sustained Scholarship

Faculty must demonstrate consistent engagement in scholarly activity throughout the evaluation period. As a general rule, this entails clear evidence of engagement in the research process during each year of evaluation. Factors that indicate sustained research effort can include the following:
- Proposal development
- Data collection
- Data management and analyses
- Manuscript submission
- Manuscript publication
- Conference presentations
- Grantsmanship
- Professional development for research
- Plans for upcoming year(s)

Artifacts

Required artifacts are:
- Curriculum Vitae
- Statement describing scholarly activities and research contributions
- Publications
- Grant applications and funded grants

Faculty may provide additional supporting artifacts to demonstrate their scholarly activities.

Service

The annual service performance of each faculty member in the Department of Sociology is evaluated by the Department Chair using the Chair's Evaluation of Service Activities rubric (See Appendix). The department expectation is that all faculty members demonstrate consistent and sustained service activities annually and contribute to the accomplishment of department goals.
Service Categories

There are five categories of faculty service: Department, College, University, Professional, and Community. Examples of service include, but are not limited to:

Department

- Attends faculty meetings
- Attend department events
- Organize department events
- Member of standing committee
- Member of ad-hoc committee
- Chair of standing committee
- Chair of ad-hoc committee
- Advisor for student organization/club
- Peer teaching evaluator.
- Department officer: Chair, Vice-Chair, Director of Graduate Studies, Director of Undergraduate Studies, etc.
- Represents department at college and/or university special event
- Student recruitment/mentoring
- Honor's Contract Advisor
- McNair Scholars Advisor
- Professional Development
- Other: _____

College

- Organize college events
- Member of standing committee
- Member of ad-hoc committee
- Chair of standing committee
- Chair of ad-hoc committee
- Faculty Senate member
- Thesis/Dissertation member to other CHSS Departments
- Honor's Contract Advisor to other CHSS Departments
- McNair Scholars Advisor to other CHSS Departments
- Other: _____

University

- Attends graduation
- Attends other university events.
- Organize university events
- Advisor for student organization/club
- Member of standing committee
- Member of ad-hoc committee
- Chair of standing committee
- Chair of ad-hoc committee
- Chair of Faculty Senate
- Thesis/Dissertation member to other colleges

- Honor's Contract Advisor to other colleges
- McNair Scholars Advisor to other colleges
- Service awards
- Other: _____

Professional (regional, national, international)

- Member of professional organization
- Member of professional organization committee
- Chair of professional organization committee
- Appointed officer in professional organization
- Elected officer in professional organization
- Member of editorial board of professional journal
- Editor of professional journal
- Editor/co-editor for special issue of a professional journal
- Journal paper reviewer
- Book proposal reviewer
- Grant reviewer
- Grant review panel member
- Grant review panel Chair
- Thesis/Dissertation member to other universities
- Profession conference activities: program committee chair/member, local arrangements committee chair/member
- Professional conference session organizer, chair, discussant, and/or moderator
- Member/Chair of education-related organization and/or university besides SHSU
- Organizing workshops/panels to think tanks and other academic organizations like the US National Academy of Sciences
- Participating in workshops/panels organized by think tanks and other academic organizations like the US National Academy of Sciences
- Other: _____

Community

- Presentation to community social service/social advocacy group
- Unpaid consultation/public service
- Member of social service/social advocacy group
- Board member social service/social advocacy group
- Officer/Chair of social service/social advocacy group
- Service awards/recognition
- Faculty-community collaboration for scholarly research
- Faculty-community projects for leadership, economic, and/or service development
- Interviews with or research quoted by local, national, or international media outlets
- Other: _____

<u>Artifacts</u>

- Candidates must provide artifacts attesting to service. This can include documentation related to department, college, university, professional, and community service.
- Statement describing service activities and contributions to the department, college, and university.

Instrument Review

Following the completion of the FES review cycle, the department chair will determine whether to convene a committee to review the FES instruments. If a review committee is convened, it will consist of the department chair and two faculty members at each rank (assistant, associate and full). The committee will review the instruments and recommend any revisions. Revisions to the instruments will need to be approved by a majority of tenured and tenure-track faculty members to take effect.

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[1] "Statement on Student Evaluations of Teaching." American Sociological Association: https://www.asanet.org/sites/default/files/asa_statement_on_student_evaluations_of_teaching_feb132020.pdf

Ogier, John. "Evaluating the effect of a lecturer's language background on a student rating of teaching form," *Assessment & Evaluation in Higher Education."* 30, no 5, (2005): 477-488.

Reid, Landon D. "The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors. Com." *Journal of Diversity in higher Education* 3, no. 3 (2010): 137.

Reisenwitz, Timothy H. "Student evaluation of teaching: An investigation of nonresponse bias in an online context." *Journal of Marketing education* 38, no. 1 (2016): 7-17.

TEACHING RUBRIC AND SCORING

INSTRUMENT

Unsatisfactory 1	Below Expectations 2	Meeting Expectations 3	Exceeding Expectations 4	Exemplary Performance 5
Absence of evidence that faculty member is fulfilling teaching responsibilities in a satisfactory manner.	Inconsistent or minimal evidence that faculty member is fulfilling teaching responsibilities in a satisfactory manner.	Fulfills teaching responsibilities and demonstrates teaching effectiveness	Demonstrates excellence in teaching and a high-level of student engagement.	Demonstrates exemplary teaching performance, high-level of student engagement, and leadership in teaching activities.

SCORING

1.0: Under 10 points
1.5: 10-19 points
2:0: 20-39 points
2:5: 40-59 points
3:0: 60-79 points
3.5: 80-109 points
4.0: 110-149 points
4.5: 150-199 points
5.0: Over 200 points

- 60 points   Fulfills teaching responsibilities (develops and adheres to syllabi, teaches appropriate and relevant materials, adheres to scheduled class meeting times, holds office hours, uses fair and appropriate grading practices, makes reasonable accommodations for students needing accommodations, adheres to department/college/university timelines, policies, and procedures, completes the Federal Aid Eligibility Validation (FAEV), submits textbook orders, and posts final grades by stated deadlines)

5	Minor revision of class
15	Major revision of class
30	Preparation and teaching of a new course
10	ACE a course
10	Teaches a EWCAT course
5	Teaches a writing enhanced course
20	Serves as a graduate thesis advisor (per student per semester)
10	Serves on a graduate thesis committee (per student per semester)
15	Serves as an undergraduate thesis advisor (per student per semester)
15	Serves as a graduate capstone advisor (per student per semester)
5	Serves as a graduate reviewer for a capstone
7	Supervises an honors contract (per contract)
7	Incorporates active learning curriculum into course(s) (per semester)
7	Incorporates community-based learning/involvement, separate from ACE (per semester)
15	Publishes an article on teaching (credit in addition to research publication credit)
10	Participates in a one-day or less professional development related to teaching
25	Participates in a multi-day workshop or workshop series related to teaching
40	Participates in a year-long workshop related to teaching
10	Co-presents a paper at a professional conference with a student
5	Writes letters of recommendation for students for scholarships, graduate school and/or careers (per semester)
5	Receives recognition from Student Affairs (per semester)
5	Nominated for university teaching awards
7	Apply for an internal pedagogy-related grant
25	Receives an internal pedagogy-related grant
Variable	Serving as academic advisor for undergraduate or graduate research project
Variable	Teaches an honor's course

Variable   Receives an external pedagogy-related grant

Variable   Receives a teaching award

Variable   Other

RESEARCH AND SCHOLARSHIP RUBRIC AND SCORING

INSTRUMENT

Unsatisfactory 1	Below Expectations 2	Meeting Expectations 3	Exceeding Expectations 4	Exemplary Performance 5
Absence of evidence that faculty member is performing in a satisfactory manner in research and scholarship.	Inconsistent or minimal evidence that faculty member is performing in a satisfactory manner in scholarship.	Demonstrates sustained research productivity and output.	Demonstrates sustained, high-quality research output and leadership in research activities.	Demonstrates exemplary research performance and leadership in research activities.

SCORING

1.0: Under 10 points
1.5: 10-19 points
2:0: 20-39 points
2:5: 40-59 points
3:0: 60-79 points
3.5: 80-109 points
4.0: 110-149 points
4.5: 150-199 points
5.0: Over 200 points

Quantity of Publications

150 points	Book or monograph
100	Edited book
60	Journal article
35	Book chapter in peer-reviewed edited volume
10	Encyclopedia entry
7	Book review

Variable   Research Report

Variable   Other: _____

Quality (percent of publication points)

.40   Single authorship

.15   First author

.20   Use of primary data (First time use only)

.20   Publishing with a student

.30   High quality publication (for example: high impact rating; top journal in discipline/subdiscipline; selective acceptance rate; citations).

Variable (Not to exceed .4)   Other impact indicators: _____

Sustained Research

5   Book, article or book chapter <u>submitted</u> for publication or revised and resubmitted (same manuscript can only be counted once for submission and resubmission)

5   Paper presented at regional meeting (up to 2)

7   Paper presented at national or international meeting (up to 2)

5   Invited non-course-related presentation **on** campus (excludes presentations as guest lecturer in another faculty member's course which are included under teaching; professional presentations to the community are included under service)

10   Invited non-course-related presentation **off** campus (excludes presentations as guest lecturer in another faculty member's course which are included under teaching; professional presentations to the community are included under service)

25/20   External grant or fellowship ($100,000+) <u>submitted</u>, 25 points for PI and 20 points for Co-PI

- Sub-contract: points based on amount of subcontract

20/15   External grant or fellowship ($50,000 - under $100,000) <u>submitted</u>, 20 points for PI and 15 points for Co-PI

- Sub-contract: points based on amount of subcontract

15/10	External grant or fellowship ($10,000 - under $50,000) <u>submitted</u>, 15 points for PI and 10 points for Co-PI

- Sub-contract: points based on amount of subcontract

10	PI or CO-PI of external grant or fellowship <u>submitted</u> (under $10,000)
5	PI or Co-PI of internal grant proposal <u>submitted</u>
Variable:	Other:_____

Grants

100/75	External grant or fellowship ($100,000+) <u>awarded</u>, 100 points for PI and 75 points for Co-PI for first year; 50 points for PI and 30 points for Co-PI each year thereafter for multi-year grants

- Sub-contract: points based on amount of subcontract

75/50	External grant or fellowship ($50,000 - under $100,000) <u>awarded</u>, 75 points for PI and 50 points for Co-PI for first year; 38 points for PI and 25 points for Co-PI each year thereafter for multi-year grants

- Sub-contract: points based on amount of subcontract

50/30	External grant or fellowship ($10,000 - under $50,000) <u>awarded</u>, 50 points for PI and 30 points for Co-PI for first year; 25 points for PI and 15 points for Co-PI each year thereafter for multi-year grants

- Sub-contract: points based on amount of subcontract

25/20	External grant or fellowship (under $10,000) <u>awarded</u>, 25 points for PI and 20 points for Co-PI for first year; 15 points for PI and 10 points for Co-PI each year thereafter for multi-year grants
25	PI or Co-PI of internal Grant <u>awarded</u>: Interdisciplinary Collaboration Program
20	PI or Co-PI of internal Grant <u>awarded</u>: Pilot Studies for Future Funding
10	Internal Grant: New Faculty <u>awarded</u>
10	Internal Grant: Individual Scholarship <u>awarded</u>
5	Sociology Research Stipend <u>awarded</u>

Community-Engaged and Applied Research

Variable: Examples include: Monographs, research and technical reports, white papers, exhibits, multimedia presentations, programs and events, policy briefs, court briefings, and legislation.

Other: _____

Professional Development

Variable: Examples include: Participation in professional workshop(s), etc.

Other: _____

Awards & Recognition

15   Receipt of a research/publication award from a regional professional association.

25   Receipt of a research/publication award from a national professional association.

Variable: Examples include: Nominated as a finalist for a research/publication award from a professional association, media coverage of the published work, informing policy, etc.

Other: _____

SERVICE RUBRIC AND SCORING

INSTRUMENT

Unsatisfactory 1	Below Expectations 2	Meeting Expectations 3	Exceeding Expectations 4	Exemplary Performance 5
Absence of evidence that faculty member is fulfilling service responsibilities in a satisfactory manner.	Inconsistent or minimal evidence that faculty member is fulfilling service responsibilities in a satisfactory manner.	Fulfills service responsibilities.	Demonstrates excellence in performance of service.	Demonstrates exemplary performance and leadership in service.

SCORING

1.0: Under 10 points
1.5: 10-19 points
2:0: 20-39 points
2:5: 40-59 points
3:0: 60-79 points
3.5: 80-109 points
4.0: 110-149 points
4.5: 150-199 points
5.0: Over 200 points

60 points   Fulfills expected services responsibilities (attendance at departmental events and meetings [20 points], membership on department committees [20 points], attendance at university and CHSS events [10 points], member of a professional organization [10 points])

Department

20   Department DPTAC Chair

15   Chairs a department committee

20   Sociology Club/AKD advisor

5	Peer teaching evaluator (up to 3 per year at 5 points per)
50	Director of Undergraduate Studies
35	Director of Graduate Studies
20	McNair Scholars Advisor (up to 2 students per year at 20 points per)
Variable	Organize department events, participates in student mentoring and/or recruitment
Variable	Other: _____

CHSS and University

10	Member of CHSS or university committee
20	Chair CHSS or university committee
20	Faculty Senate member
50	Faculty Senate leadership
15	Advisor to a student organization
10	Thesis/Dissertation committee member to non-sociology student (up to 3 per year at 10 points per)
75	University Service Award or David Payne Award
Variable	Organize college or university events
Variable	Other:_____

Professional

50	Elected officer in an international/national organization
35	Appointed officer in an international/national organization
20	Elected officer in a section of an international/national organization
15	Appointed officer in a section of an international/national organization
35	Elected officer in a regional or state organization
20	Appointed officer in a regional or state organization
10	Committee member in a professional organization (up to 2 per year at 10 points per)

20	Member of editorial board of professional journal (up to 2 per year 20 points per)
50	Editor of professional journal
10	Journal or edited chapter paper reviewer (10 points per review, no limit)
5	Book proposal reviewer (5 points per review, no limit)
Variable	Grant reviewer
Variable	Grant review panel member
10	Thesis/Dissertation committee member for another university (up to 3 per year at 10 points per)
10	External reviewer for tenure and promotion (up to 3 per year at 10 points per)
Variable	Professional conference organizer, workshop or panel participant, workshop or panel organizer
Variable	Other:_____

Community

10	Presentation to community social service/social advocacy group (up to 2 per year at 10 points per)
10	Member of social service/social advocacy group (up to 2 per year at 10 points per)
15	Board member social service/social advocacy group (up to 2 per year at 15 points per)
25	Officer/Chair of social service/social advocacy group (up to 2 per year at 25 points per)
Variable	Interviews with or research quoted by local, national, or international media outlets
Variable	Service awards/recognition
Variable	Faculty-community collaboration for scholarly research
Variable	Faculty-community projects for leadership, economic, and/or service development
Variable	Unpaid consultation/public service
Variable	Other: _____