Office of the Provost
DIVISION OF ACADEMIC AFFAIRS
SAM HOUSTON STATE UNIVERSITY

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)

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Approved By:

Jason Konefal
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College Dean

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Provost & Sr. VP for Academic Affairs

DEPARTMENT OF SOCIOLOGY
PROMOTION AND TENURE GUIDELINES

This policy is to establish the criteria of the Department of Sociology for tenure and promotion together with the policies and procedures for their application. These guidelines are supplementary to University (APS **900417**, Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty) and College of Humanities and Social Science policies governing tenure and promotion.

EVALUATION PROCESS

It is the candidate's responsibility to supply appropriate, ample, and well-organized documentation attesting to all aspects of their sustained and high-quality academic activities as well as their professional competence and effectiveness. Candidates must document effective teaching, research, and service. The DPTAC bases its assessment exclusively on the contents of dossiers (faculty review portfolios), which constitute the only materials available to the committee.

It is the obligation of the DPTAC and each of its members, as well as the departmental chair, to review dossiers thoughtfully and with professional rigor. Official DPTAC evaluations and recommendations—in the form of written reports addressed to the departmental chair and copied to the CHSS dean—are prepared by the DPTAC chair in consultation with the committee.

TEACHING

The teaching of each faculty member in the Department of Sociology is evaluated by the DPTAC and Department Chair on the basis of scholarly preparation, dedication, peer evaluation through classroom visits, and a review of teaching materials. Evidence of teaching effectiveness includes 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 improvement.

The faculty member should show potential for continued growth and development as a teacher. Candidates should demonstrate that their courses are coherently organized and thoughtfully presented, and a commitment to teaching, as evidenced by student engagement and mentoring. Furthermore, candidates should contribute to program support as evidenced by innovation in teaching methods, participation in peer mentoring, curriculum development, and contributions to the department's instructional programs. Candidates are expected to engage in professional development related to strengthening teaching effectiveness.

Promotion to Associate Professor with Tenure

Excellent teaching of undergraduate and graduate students is expected of tenure-track faculty members. Three criteria will be used to measure teaching quality.

Student Evaluations: Each tenure-track faculty member is expected to obtain excellent teaching evaluations in each of the classes instructed. Faculty should meet or exceed expectations in Students' Rating of Teaching Effectiveness as indicated by an IDEA form Adjusted Summary Evaluation Score of 3.8 or greater. 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.[i]

Peer Evaluations: Each tenure-track faculty member's teaching performance will be evaluated by members of the DPTAC in accordance with the policies and procedures outlined in Appendix A: Peer Review of Faculty in accordance with departmental guidelines. By the end of the probationary period, the expectation is that the tenure-track faculty member will receive good peer evaluations and, if applicable, will have addressed the concerns regarding their teaching performance.

Chair Evaluation: Each tenure-track faculty member's teaching performance will be evaluated by the Department Chair using the Chair's Evaluation of Teaching Effectiveness rubric (See Appendix B). The candidate should meet or exceed expectations on the Chair's Evaluation of Teaching Effectiveness. Specific indicators used to measure meeting expectations to be promoted to Associate Professor include:

Expected

- 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
- Meet expectations in Students' Rating of Teaching Effectiveness as indicated by the IDEA form Adjusted Summary Evaluation. 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 and this expectation.
- 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

Supplementary Activities

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

Promotion to Professor

Excellent teaching of undergraduate and graduate students is expected of faculty members being considered for promotion to Professor. Three criteria are used to measure teaching quality.

Student Evaluations: Each faculty member is expected to obtain excellent teaching evaluations in each of the classes instructed. Faculty should meet or exceed expectations in Students' Rating of Teaching Effectiveness as indicated by an IDEA form Adjusted Summary Evaluation Score of 3.8 or greater. Course content, difficulty, risk, level, size, number of courses taught, the 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 and this expectation.

Periodic Peer Evaluations: Each associate faculty member's teaching performance will be periodically evaluated by members of the DPTAC in accordance with the policies and

procedures outlined in Appendix A: Peer Review of Faculty in accordance with departmental guidelines. The expectation is that the faculty member being considered for promotion to full professor will receive good peer evaluations and, if applicable, will have addressed any concerns regarding their teaching performance.

Chair Evaluation: Each associate faculty member's teaching performance will be evaluated by the Department Chair using the Chair's Evaluation of Teaching Effectiveness rubric (See Appendix B). The candidate should meet or exceed expectations on the Chair's Evaluation of Teaching Effectiveness.

In addition to the expectations listed for promotion to Associate Professor with tenure, faculty members seeking promotion to Professor are expected to demonstrate leadership in teaching and program support. Leadership in teaching and program support may include but is 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
- Leading and/or organizing teaching-related workshops or trainings
- Being nominated for a teaching excellence award
- Receiving a teaching award outside the department
- Receiving a competitive pedagogy-related grant
- Mentoring faculty members
- Serving on college, university, and/or professional committees on teaching and curriculum
- Leading collaborative pedological projects and/or the development of department teaching resources.

Artifacts

Candidates must provide artifacts to demonstrate teaching effectiveness appropriate to rank.

Required artifacts are:

- IDEA evaluations from each course taught
- Peer evaluation of 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

Sustained scholarly accomplishment is expected of all tenured and tenure track faculty and may take the form of peer-reviewed research/publications or other scholarly work such as community-engaged or applied research. Evidence of effectiveness in research entails an organized intellectual agenda that is subjected to peer review, publicly disseminated, and sustained.

Generally, the types of peer-reviewed research/publications that will be used for assessment include refereed journal articles, books, book chapters, and grants. Community-engaged scholarship and applied research that the department values and recognizes include a diverse array of outputs defined in the "Community-Engaged Scholarship" and "Applied Research" sections (see below). In assessing the candidate's scholarship and research performance, the department will consider the quantity, quality and sustained character of the scholarship.

The department recognizes that both collaborative and multi-disciplinary work are common in sociology. The department encourages faculty to engage in such work, and the candidate's contribution in this work will be evaluated as part of the tenure and promotion process. Assessment of multi-disciplinary work will consider the attention given to the sociological dimensions of the work.

Promotion to Associate Professor with Tenure

A candidate for promotion to associate professor with tenure must demonstrate sufficient quantity and growth in the quality of original, significant, peer-reviewed, publicly disseminated, recognized, and sustained scholarship. The department defines the quality of scholarship on p. 6 in this document. Growth in the quality of scholarship can be demonstrated through increasing quality in any of these components (e.g., journal impact factor, authorship, grantsmanship, publication with students, scholarly reputation, etc.).

The normal department expectation is that an assistant professor will have published the equivalent of approximately one refereed article per year, which should translate to approximately five article-length publications for a candidate coming up for consideration in the sixth year. Candidates must be aware that there is no one quantitative measure that determines a decision on tenure and promotion. In evaluating research performance, quality, originality, and significance are all factored into the decision. We recognize that there are many ways to demonstrate scholarly contributions, and therefore candidates are expected to develop a narrative to address the quality and impacts of their research (see below the section "Quality of Scholarship" for reference). Candidates are expected to have at least one publication where they

are the sole or primary author. Candidates must also demonstrate consistent and sustained engagement in scholarly activity throughout the probationary period.

Promotion to Full Professor

A candidate for promotion to full professor with tenure must demonstrate sufficient quantity and quality of original, significant, peer-reviewed, publicly disseminated, recognized, and sustained scholarship. The department defines the quality of scholarship on p. 7-8 in this document.

The usual expectations for promotion to professor include a record of sustained research. A candidate needs to have a robust publication record since having been promoted to associate professor. A robust record is one that exceeds in quantity and quality the record that the Department expects one to compile for promotion to associate professor. The candidate is expected to have at least one publication where they are the sole or primary author. Publications should be recognized as making contributions to the subfield(s) of sociology in which the faculty member is engaged.

The candidate's research record should demonstrate leadership in scholarly activities. This can be reflected in peer-reviewed research/publication, grantsmanship, or other scholarly work. Leadership in scholarship may be demonstrated by recognition of contributions to the field. This recognition may take a variety of forms including:
- Invited speaker
- Edited volumes
- Awards
- Lead roles in research groups
- Editor positions
- Panel or conference organizer
- PI on grants funding multiple researchers
- Lead authorship
- Publication in higher-ranking venues

Furthermore, the candidate should make a sustained contribution to the intellectual culture of the University. Evidence of this would be contributions to departmental/college/university events, talks, workshops, seminars, speaker series, or conferences. A sustained record of mentorship of student research would also be considered.

Quantity of Scholarship

In assessing scholarship, the DPTAC 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

candidate'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 conditionally 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 Promotion & Tenure Committee considers:
- Role in authorship
- Publication requiring primary data collection
- Funding in support of scholarly activities
- Publication involving students as co-authors
- The Promotion and Tenure Committee's independent evaluation is based on a careful reading of the candidate's publications.
- 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

Other scholarly venues will be evaluated when presented. For example, being requested to write a government or think tank publication that goes through an in-house review before publication can be considered.

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

Sustained Scholarship

Candidates 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
- Grantsmanship
- Conference presentations

Community-Engaged Scholarship

For faculty who engage in community-engaged scholarship, their scholarship will be evaluated as part of the tenure and promotion process.

Elements of community-engaged scholarship:
- Focus on community-based problems
- Shared decision-making with community partner(s) throughout the scholarly process
- Involvement of community stakeholders in the co-production of knowledge
- Peer review
- Collaboration with community(s) to translate and implement findings
- Dissemination of findings to relevant publics
- Creation of applied solutions to public issues

With respect to tenure and promotion, the Sociology Department utilizes the following standards of evaluation, which are derived from those established by The ASA Council.

Community-engaged scholarship in sociology:
- Draws on a body of sociological literature
- Is research-based
- Upholds rigorous methodological standards
- Is subject to peer review

Evaluation of community-engaged scholarship will be based upon review of research outcomes/products and impacts. 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.)

Whether or not a candidate for promotion and/or tenure includes community-engaged research in their research package, that candidate would be expected to have produced some traditional scholarly works. These traditional scholarly publications might be directly related to or part of the individual's community-engaged research, but they might be in a different research area.

<u>Applied Research</u>

For faculty that engage in applied scholarship, their scholarly activities in this area will be evaluated as part of the tenure and promotion process. While applied research involves less ongoing collaboration with members of the community than does community-engaged research, the two often share many features. We regard applied research as a legitimate form of research, and we would apply similar standards to applied research that we would apply to community-engaged scholarship. Thus, the criteria outlined above for the evaluation of community-engaged scholarship will apply equally to applied research.

Artifacts

Candidates must provide artifacts to demonstrate scholarship productivity appropriate to rank. Required artifacts are:
- Publications
- Grant applications and funded grants

Other supporting artifacts may include the artifacts listed under community-engaged scholarship.

<u>SERVICE</u>

Service includes service to students, colleagues, Department, College, and the University; administrative and committee service; and unpaid service beyond the University to the profession, locally, regionally, nationally, and internationally, including academic or professionally-related public service to the community. Evidence of effectiveness in service entails active participation in service and contribution to organizational goals. In evaluating service, both the quality and quantity of activities and contributions will be considered.

Service to the institution involves activities that help generate new, or sustain, build, and/or promote existing, academic endeavors. Some activities may appear to align with both teaching and service, or research and service in the dossier. In these instances, it is imperative that the faculty member justifies what makes the most sense for the individual dossier.

Promotion and Tenure from Assistant to Associate Professor:

A candidate for promotion to associate professor with tenure must contribute to the operation and goals of the department and, as appropriate, the college and university. They are to meet expectations in their service activities at the Department, College, and/or University levels, in professional associations at regional, state, and/or national levels. Service expectations for promotion to associate professor include the following:

- Attendance at department events and meetings
- Serving as a committee member on department committees
- Attendance at CHSS and university events and activities (e.g., CHSS kick-off meeting, commencement).
- Engagement with professional communities and/or organizations.

While not required, the department values additional service activity at the college, university, and community level and such activity will be taken into consideration in promotion to associate professor with tenure.

Promotion to Full Professor:

A candidate for promotion to full professor with tenure must demonstrate leadership in accomplishing the goals of the department, college, and university. They are to meet expectations and demonstrate leadership in their service activities at the Department, College, and/or University levels, in professional associations at regional, state, and/or national levels. In addition to the requirements for promotion to the associate professor, expectations and leadership in service for promotion to associate professor include the following:

- Chairing department committees and/or serving as a director
- Serving on CHSS Committees
- Active participation in university service
- Active participation in professional service, including editorial activity, and/or elected or appointed positions in professional associations.

Although not required, the department highly values and encourages community service. Community service will be taken into consideration in promotion to associate professor with tenure.

Service Categories
Sustained service is expected of all tenured and tenure-track faculty. There are three categories of faculty service: Institution, Academy, and Community. Examples of service include, but are not limited to:

Institution/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
- McNair Scholars Advisor
- Professional Development
- Other: _____

Institution/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
- McNair Scholars Advisor to other CHSS Departments
- Other: _____

Institution/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
- McNair Scholars Advisor to other colleges
- Service awards
- Other: _____

Academy (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: _____

Artifacts

Candidates must provide artifacts attesting to service. This can include documentation related to department, college, university, professional, and community service.

PRIOR SERVICE CREDIT

A faculty member may have up to three years of prior service from a tenure-track/tenured position at another university counted toward fulfillment of the required probationary period for tenure and promotion. The amount of prior service to be counted is to be decided prior to the

faculty member starting their position at SHSU, and the agreement will be included in their offer letter and initial contract. Prior service will be evaluated using the Department of Sociology's standards of performance.

FACULTY REVIEW PORTFOLIO

Dossier for Promotion to Associate Professor and Tenure, Promotion to Full Professor, Third-year Review

The faculty dossier is to include (1) a curriculum vitae, (2) the artifacts designated in each of the standards of performance sections, (3) copies of all DPTAC and FES reviews during the review cycle, and (4) a narrative statement. The curriculum vitae should chronologically document scholarly activities in teaching, research, and service. The narrative statement should consist of three parts: teaching, research and scholarship, and service. Using the standards of performance outlined in this document, candidates are to document their performance and contributions in teaching, research, and service across the span of the entire review cycle. The narrative statement should include a discussion of teaching effectiveness and program support, the quantity, quality and impact of research and scholarly activities, and service activities and contribution to the goals of the university. For candidates going up for promotion to full professor, the narrative statement needs to also include a discussion of leadership activities in each of the three areas. Each section of the narrative is to be approximately 500 words.

Dossier for Annual Reviews

The faculty dossier for annual reviews is to include (1) a curriculum vitae, (2) the artifacts designated in each of the standards of performance sections, and (3) a short summary of teaching, research and scholarship, and service activities. The curriculum vitae should chronologically document scholarly activities in teaching, research, and service. The summary for each area should be a maximum of 200 words.

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[i] "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

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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.

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