

**SOC Tenure-System Faculty Annual Review Criteria and Evaluation Rubric**

<b>Teaching &amp; Advising/Mentoring</b> (relative to rank, appointment, & workload distribution)				
Faculty are evaluated only on their performance and demonstrated impact within the <b>most recent calendar year</b> . This rubric is calibrated to a tenured Associate Professor who is appointed 100% in Sociology with a 40% teaching workload. The criteria (A, B, & C) are arranged vertically in order of descending importance.				
<b>Criterion</b>	<b>Doesn't Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
A. Teaching in Undergraduate &/or Graduate Courses <sup>1</sup>	<p>didn't fulfill SOC teaching obligation</p> <p>course syllabi lacked specific, measurable learning outcomes</p> <p>didn't regularly use scholarly teaching methods<sup>2</sup></p> <p>didn't provide &amp;/or reflect upon course evaluation data</p> <p>provided no evidence of student learning gains</p>	<p>fulfilled SOC teaching obligation</p> <p>course syllabi had specific, measurable learning outcomes</p> <p>regularly used scholarly teaching methods</p> <p>consistently had "moderate help/gains" SALG scores/comments</p> <p>provided indirect evidence of learning gains</p>	<p>fulfilled SOC teaching obligation</p> <p>course syllabi had specific, measurable learning outcomes linked to assessments</p> <p>regularly used scholarly teaching methods with occasional innovation</p> <p>consistently had "much help/gains" SALG scores/comments</p> <p>provided direct evidence of student learning gains</p>	<p>fulfilled SOC teaching obligations</p> <p>course syllabi had specific, measurable learning outcomes linked to assessments</p> <p>regularly used innovative scholarly teaching methods</p> <p>consistently had at least "much help/gains" SALG scores/comments</p> <p>provided strong direct evidence of student learning gains</p>
B. Graduate Student Advising &/or Mentoring	<p>served on no SOC guidance committee</p> <p>chaired no SOC guidance committee</p> <p>funded no SOC PhD student</p> <p>didn't co-author any manuscript with any SOC PhD student</p>	<p>served on 1-3 SOC guidance committees</p> <p>chaired 1 SOC guidance committee</p> <p>funded a SOC PhD student as 1/4-time GRA or via hourly wage work</p> <p>co-authored 1 manuscript under review with a SOC PhD student</p>	<p>served on 4-6 SOC guidance committees</p> <p>chaired 2-3 SOC guidance committees</p> <p>externally funded a SOC PhD student as 1/2-time GRA for 1 semester</p> <p>co-authored 1 peer-reviewed publication with a SOC PhD student</p> <p>major advisee earned PhD &amp; secured postdoc or tenure-system position as initial placement</p>	<p>served on 7+ SOC guidance committees</p> <p>chaired 4+ SOC guidance committees</p> <p>externally funded a SOC PhD student as 1/2-time GRA for 2 semesters</p> <p>co-authored 2+ peer-reviewed publications with a SOC PhD students</p> <p>major advisee earned PhD &amp; secured tenure-system position in AAU institution as initial placement</p>
C. Pedagogical or Curricular Development, Contributions, and/or Recognition		<p>delivered no guest lecture in a course</p> <p>oversaw no Honors Options</p> <p>mentored no student in undergraduate research (SOC 497)</p> <p>guided no student in independent study (SOC 496)</p> <p>participated in 1 teaching &amp; learning workshop, institute, or program</p> <p>had 1 teaching &amp; learning grant proposal &amp;/or manuscript under review</p>	<p>delivered guest lecture in a course</p> <p>oversaw 1-2 Honors Options</p> <p>mentored 1 student in undergraduate research (SOC 497)</p> <p>guided 1 student in independent study (SOC 496)</p> <p>participated in 2+ teaching &amp; learning workshops, institutes, or programs</p> <p>had 1 teaching &amp; learning funded grant &amp;/or publication</p> <p>received departmental or college teaching, advising, or mentoring award or honor</p>	<p>delivered guest lectures in several courses</p> <p>oversaw 3+ Honors Options</p> <p>mentored 2+ students in undergraduate research (SOC 497)</p> <p>guided 2+ students in independent study (SOC 496)</p> <p>organized &amp;/or led a teaching &amp; learning workshop, institute, or program</p> <p>had 2+ teaching &amp; learning funded grants &amp;/or publications</p> <p>received prestigious university or professional teaching, advising, or mentoring award or honor</p>

<sup>1</sup> Faculty **meet** their departmental teaching obligation for an academic year by teaching the full number of courses required by their teaching workload percentage OR a lesser number of courses that is reduced due to department-approved releases, buyouts, or leaves. Faculty who teach no courses in and/or for the department during the reporting period (due to department-approved releases, buyouts, or leaves) will not be evaluated on this criterion.

<sup>2</sup> "Scholarly teaching" means that instructional practices are based on and explicitly tied to best practices as described in peer-reviewed literatures on pedagogical practices and student learning.

**SOC Tenure-System Faculty Annual Review Criteria and Evaluation Rubric**

**Research & Grants** (relative to rank, appointment, & workload distribution)

Faculty are evaluated on their performance and demonstrated impact within the **three most recent calendar years**. This rubric is calibrated to a tenured Associate Professor who is appointed 100% in Sociology with a 40% research workload. The criteria (A, B, & C) are arranged vertically in order of descending importance.

Criterion	Doesn't Meet Expectations	Meets Expectations	Exceeds Expectations	Exceptional
A. Publications <sup>3</sup>				
A1. Productivity	<6 journal article equivalents (<2 per year)	6 journal article equivalents (2 per year)	9-12 journal article equivalents (3-4 per year)	15+ journal article equivalents (5+ per year)
<p><i>Conversion Rates for Different Types of Peer-Reviewed Publications</i></p> <p>1 peer-reviewed journal article = 1.0 journal article equivalent                      1 sole-authored book = 4-8 journal article equivalents                      1 co-authored book = 2-4 journal article equivalents                      1 sole-edited book = 2-3 journal article equivalents                      1 co-edited book = 1-2 journal article equivalents                      1 book chapter = 0.5 journal article equivalents</p>				
A2. Quality	<p>The next two sub-criteria (Quality and Authorship) are valuable contextual characteristics for evaluating the publications counted in the Productivity sub-criterion above. See the Publications Criterion Appendix for additional clarifying details. While it is hard to assess, we believe quality is more important than sheer quantity.</p> <p>Since scholarship quality may not be accurately assessed until several years after publication, we evaluate newly published works by their <i>placement quality</i>.</p> <p>We use two criteria (listed in descending order of importance) to judge the <i>placement quality</i> of newly published peer-reviewed journal articles:</p> <ul style="list-style-type: none"> <li>• whether or not the article is published in:                             <ul style="list-style-type: none"> <li>◦ a prestigious journal within the sociological discipline,</li> <li>◦ a leading journal within a sociological sub-discipline or field, or</li> <li>◦ a leading journal across the social sciences; and/or</li> </ul> </li> <li>• the journal's 1-year Journal Impact Factor</li> </ul> <p>We judge the <i>placement quality</i> of newly published authored or edited books based upon the publisher (in order of descending quality):</p> <ul style="list-style-type: none"> <li>• a prestigious university press,</li> <li>• a highly regarded trade press,</li> <li>• a respectable (but not prestigious) university press, and</li> <li>• all other presses.</li> </ul>			
A3. Authorship	<p>We expect a mix of sole-, lead-, and co-authored publications over the reporting period. We judge the value of authorship patterns (in order of descending value) as such:</p> <ul style="list-style-type: none"> <li>• sole-authored publication,</li> <li>• lead-authored publication,</li> <li>• co-authored publication with current MSU PhD student as lead-author,</li> <li>• co-authored publication with recently graduated (within 3 years) MSU PhD student as lead-author, and</li> <li>• all other co-authored publications.</li> </ul>			
B. Grants	submitted (as PI, Co-PI/I, or Other Senior Personnel) 0 proposals to an external or internal grant competition	submitted (as PI, Co-PI/I, or Other Senior Personnel) 1+ proposal to external grant competition  OR managed (as PI, Co-PI/I, or Other Senior Personnel) 1 already funded competitive external grant  OR received (as PI, Co-PI/I, or Other Senior Personnel) 1+ newly funded competitive internal grant(s)	managed (as PI, Co-PI/I, or Other Senior Personnel) 2+ already funded competitive external grants  OR received (as Co-PI/I, or Other Senior Personnel) 1+ newly funded competitive external grant(s)	OR received (as PI) 1+ newly funded competitive external grant(s)
C. Awards			received a competitive internal research award	received a competitive national or international research award

Earning an "exceptional" rating requires some articles in prestigious sociological disciplinary journals, leading sociological sub-disciplinary journals, &/or leading social science journals.

<sup>3</sup> The number of publications expected for each performance level is multiplied by 1.25 for faculty with a 50% research workload and is multiplied by 0.625 for faculty with a 25% research workload. Publication date is based on DOI. In the case of unavailable DOI, publication date is based on the date in print.

**SOC Tenure-System Faculty Annual Review Criteria and Evaluation Rubric**

<b>Service, Outreach, &amp; Engagement</b> (relative to rank, appointment, & workload distribution)				
Faculty are evaluated only on their performance and demonstrated impact within the <b>most recent calendar year</b> . This rubric is calibrated to a tenured Associate Professor who is appointed 100% in Sociology with a 20% service workload. The criteria (A, B, & C)—and sub-criteria (A1, A2, & A3)—are arranged vertically in order of descending importance.				
<b>Criterion</b>	<b>Doesn't Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>
A. Service within MSU	didn't attend all departmental meetings <sup>5</sup>	attended all departmental meetings	actively participated in all departmental meetings	actively participated in all departmental meetings
A1. Department <sup>4</sup>	didn't fully engage with members of assigned departmental committee(s)	fully engaged with members of assigned departmental committee(s)	exhibited leadership via engaging with members of assigned departmental committee(s)	provided evidence of leadership when engaging with members of assigned departmental committee(s)
A2. College	didn't consistently participate in tasks of assigned departmental committee(s)	consistently participated in tasks of assigned departmental committee(s)	demonstrated initiative via participating in tasks of assigned committee(s)	provided evidence of personal contribution to completed tasks of assigned committee(s)
A3. University	performed no service that directly engaged with students <sup>6</sup>	performed some service that directly engaged with students	served on a departmental faculty search committee performed much service that directly engaged with students actively served on college &/or university committees, councils, boards, or task forces	chaired a departmental faculty search committee provided evidence of positive impact of service that directly engaged with students provided evidence of leadership via service on college &/or university committees, councils, boards, or task forces
B. Service within Profession	reviewed <5 total journal manuscripts, book proposals or manuscripts, & external agency grant proposals served on 0 journal editorial boards didn't serve as a session organizer, presider, or discussant at any professional conference	reviewed 5-8 total journal manuscripts, book proposals or manuscripts, & external agency grant proposals served on 1 journal editorial board served as a session organizer, presider, or discussant at 1 state or regional professional conference	reviewed 9-12 total journal manuscripts, book proposals or manuscripts, & external agency grant proposals served on 2-3 journal editorial boards served as a session organizer, presider, or discussant at 1 national or international professional conference organized a state or regional conference, symposia, or workshop elected/nominated member of professional association's section, division, or committee member of 1-2 prestigious task forces, advisory boards, or councils received state or regional professional association service award	reviewed 13+ total journal manuscripts, book proposals or manuscripts, & external agency grant proposals served on 4+ journal editorial boards served as a session organizer, presider, or discussant at 2+ national or international professional conferences organized a national or international conference, symposia, or workshop elected leader of a professional association's section, division, or committee leader of 1-2 prestigious task forces, advisory boards, or councils received national or international professional association service award
C. Service to & Engagement with Publics	didn't engage with publics or stakeholder groups	engaged at least some with publics or stakeholder groups	engaged regularly & deeply with publics or stakeholder groups	demonstrated leadership when engaging with publics or stakeholder groups

<sup>4</sup> Faculty **meet** their departmental service obligation for an academic year by performing the following:

- Assistant Professors should serve on at least 1 departmental standing committee, though aren't expected to chair the committee;
- Associate Professors should serve on (and *possibly* chair) at least 1 departmental standing committee and *possibly* represent the department on at least 1 college or university committee;
- Professors should serve on (and *likely* chair) 1 or 2 departmental standing committees and *likely* represent the department on at least 1 college or university committee.

Faculty with no—or a greatly reduced—departmental service obligation during the reporting period (due to department-approved leaves or modified duties) will not be evaluated on this criterion.

<sup>5</sup> We expect that all tenure-system faculty will attend the entirety of all departmental meetings. Exceptions include, but are not limited to, a time conflict with an MSU course, a department-approved leave, and a department-approved trip on university business.

<sup>6</sup> Such service includes, but is not limited to, being a faculty advisor to a registered student organization (RSO); participating in RSO events; & organizing &/or participating in events with/for students (e.g., workshops, panel discussions, debates).