

DEPARTMENT OF SOCIOLOGY
DEFINITIONS AND STANDARDS FOR REAPPOINTMENT, PROMOTION, AND TENURE

3/1/13

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

Faculty under review of the RTP (tenure and tenure track) process will be expected to show good performance in the area of teaching. Faculty will also be expected to show evidence of contributions in the areas of scholarship and/or service to the department and university as an institution and/or community organization or governmental bodies, which may benefit from university faculty activity.

TEACHING

The teaching philosophy of the Department of Sociology espouses a high quality, innovative sociological quest for knowledge and application of that knowledge. To this end, teaching should include imaginative programs and pedagogies, which stimulate creative, facts-based argumentation, and critical thinking, critical writing, and teaching techniques that build problem solving competencies. Teaching should also include development of sociological concepts, methods, and specialties and promote awareness of sociological expertise and applications utilized for the betterment of present and future societies. The mission of the Department's instructional programs is to encourage a sociological understanding that instills a multicultural and global perspective, and promotes a sensitivity to all peoples including understandings of race, ethnicity, citizenship, disability, gender, age, sexuality, sexual orientation and reinforces the University's mission of service and dedication to communities and the world at large.

A central mission of the faculty is to enable students to comprehend and to utilize knowledge through scholarly intellectual activity. Toward that end faculty are expected to continually learn about pedagogy to carefully consider how to teach as well as what to teach. They are expected to set clear expectations of success and to instruct with strategies that are responsive to diverse learning styles. Faculty should involve students actively in the learning process and employ various instructional techniques including teaching writing, critical thinking, cooperative learning, active learning strategies and approaches that engage students in community issues.

Teaching activities include, but are not limited to:

- Classroom teaching (e.g. face-to-face, hybrid and on-line)
- Curriculum and/or course development
- Program development
- Development of innovative pedagogy
- Supervision of fieldwork, independent research, and library research
- Field studies and community research activities with student internships

The evaluations of instructional performance should consider the scholarly content and currency of courses, classroom performance, the incorporation of critical thinking, efforts undertaken to improve instruction, interdisciplinary and multidisciplinary activities, participation in course or curriculum

development, pedagogical innovations i.e. community organization and outreach activities that help students make a difference in the lives of the people they are studying and effective use of advanced educational technology, if appropriate.

Evidence of instructional performance should include: peer evaluations, student evaluations, a list of courses taught, syllabi, samples of instructional materials, examinations and other assessment tools, documentation of outcomes of innovative instructional strategies, and description of new courses and/or curriculum materials.

SCHOLARSHIP

The mission of the Sociology Department encourages scholarships that makes a contribution to the discipline of sociology and/ or applies sociological knowledge to other related disciplines that are enhanced by the sociological imagination. It is essential to the Department's Mission that each faculty member demonstrates continued commitment, dedication, and growth as a scholar. In all cases, scholarship results in an original contribution to knowledge or understanding in the field through research and includes the dissemination of that knowledge beyond the classroom.

Although we consider peer-reviewed publications of any type to be of high importance, a definition of scholarship for the Sociology Department should not be restricted to only these publications. For our definition of scholarship to reflect current and future trends in sociology, diversity and creativity in the forms of scholarship are important. Scholarship and evidence of scholarly activities include the following works:

Applied research papers

Community- based research projects

Papers published or accepted for publication in peer-refereed journals

Books or manuscripts which are peer reviewed and are positively recognized by a highly reputable publisher (for example a university press)

Published book chapters of original material and original monographs

Papers published in high quality practitioner journals

Papers published in refereed proceedings

Refereed paper presentations at professional meetings including abstracts

Invited papers presented at professional meetings

Working papers

Work in progress

Grant or contract research (an externally funded grant is equivalent to one journal article)

Reports to commissions and other professional bodies

Special recognition and awards for research

Published book reviews

Service on editorial boards

Research papers for non- academic audiences

Original productions of visual documentaries (film or video) with accompanying peer reviews

Evaluation of the quality of scholarship will be based on an assessment of whether or not the scholarship results in an original contribution to knowledge or understanding in the field through research and includes the dissemination of that knowledge beyond the classroom.

SERVICE

The mission of the Department of Sociology encourages service that supports the development of the department and reflects a commitment to serve the department, college and university. Furthermore, as part of the department's mission of sociology in service to community, service to communities, organizations and civic entities is valued. Evaluation of the quality of service includes specific significant accomplishments and quality of such service, (i.e., authorship of reports, ideas and programs implemented, duties as an officer that were carried out, Chairpersonships.)

For purpose of retention, tenure and promotion, service work is defined as follows:

1. University Service:
 - a. Service on a department of Sociology Committee
 - b. Service on a college committee
 - c. Service on University Committee
 - d. Service to recognized student organization
2. Community Service
 - a. Service to local, regional, state, national, and international communities
 - b. Service to community based organizations
3. Professional Service
 - a. Service to a professional organizations or committee
 - b. Organizing scholarly meetings

Evaluation of the quality of community service includes specific significant accomplishments to local, regional, state, national, and international communities, and community based groups, including serving in an advisory capacity, conducting research on behalf of community groups (particularly those that are marginalized from traditional sources of resources).

Evaluation of Service may also include presentations to non-academic organizations where the expertise of the candidate helped in carrying out the goals of the individual presentation, project, or service and the Service fit into the overall mission of the goals of the Department.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures, which states that a written Professional Plan must be developed in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revisions is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

TEACHING

Evidence of satisfactory progress in teaching will be indicated by participation in sociology department led instructional and curricular development directly tied to the teaching philosophy of the Department of Sociology and positive assessment of: courses taught; samples of instructional materials, such as syllabi, examinations and other assessment tools; graded assignments; documentation of outcomes of innovative instructional strategies; and description of new courses and/or curriculum materials. Student evaluations should be in the range of 80 to 100 percent agree to strongly agree categories for at least 60% of the categories. PTE's will be utilized only if there is a 60% response rate for each course evaluation. If PTE scores are lower than 80% agree to strongly agree categories for at least 60% of the categories then an explanation can be made for acceptance of response rates ranging from 70% to 80% since PTE scores can be a reflection of student bias and may vary based on the instructor's identity, class size and topic taught.

SCHOLARSHIP

Satisfactory progress in research will be indicated by completed works, works published, works in progress, works under review or works forthcoming. The department chair and department RTP committee will determine if scholarship represents a reasonable trajectory toward tenure completion standards by the end of the probationary period.

SERVICE

Satisfactory progress in service will be indicated by yearly completion of engaged service and demonstrated leadership in two departmental committees or one departmental committee and one activity as listed in the definition of service. The department chair and department RTP committee will determine if service represents a reasonable trajectory toward tenure completion standards by the end of the probationary period.

STANDARDS FOR TENURE

INTRODUCTION

For tenure, faculty member must demonstrate a genuine desire and ability to be a fully

functioning member of the academy, the department and the university.

TEACHING

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SCHOLARSHIP

At the end of the probationary period, the faculty member will have demonstrated a satisfactory track record of scholarly contributions. A faculty member must have a minimum of two peer-reviewed publications or equivalent and one other scholarly publication as indicated in the definition of scholarship. In addition, two peer reviewed scholarly presentations at an academic or professional conference are required, provided the department, college or university offered sufficient funding.

SERVICE

At the end of the probationary period, satisfactory progress in service will be indicated by yearly, engaged service and demonstrated leadership in two departmental committees or one departmental committee and one college, university committee or other service activity as stated in the definitions of service. Yearly service activities should equal 12, of which at least 6 should have been completed in the department.

STANDARDS FOR PROMOTION

INTRODUCTION

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Department Chair

3/24/13


Date



Dean

3/24/13

Date



Provost and Vice President of Academic Affairs

3/21/13

Date