

**Department of Sociology**  
**DEPARTMENTAL STANDARDS FOR TENURED FACULTY REVIEW**  
**January 2012**  
**Approved by CLAS June 29, 2012**

Under the College's Standards for Tenured Faculty Review, faculty members are expected throughout their careers to continue to teach, advise, and mentor students at the undergraduate and graduate levels; to produce and disseminate scholarly or creative work; and to contribute service to the department, the College, the University, and the profession.

**I. ASSOCIATE PROFESSOR**

**A. Teaching**

The dossiers of associate professors are expected to reflect, in annual reviews and in five-year peer reviews, (1) evidence that the faculty member is an effective teacher at both the undergraduate and graduate levels; and (2) evidence that the faculty member is contributing to the Department's initiatives to enrich and enhance its undergraduate and graduate curricula. **Indications of a faculty member's adherence to these standards must be evident in evaluations of teaching, course content, and the faculty member's record of advising and mentoring.** Indicators that a faculty member has met these standards of teaching include:

*Evaluations*

- Student evaluations that, on average, reflect a positive assessment of enhancement of sociological knowledge, ability to communicate, and fairness in the administration of courses; and
- Peer evaluations of classroom performance that reflect a positive assessment of communication skills, organization, and delivery of content.

*Course Content and Enrollments*

- Syllabi that reflect that the content of courses, seminars, and workshops represents the current state of sociological knowledge;
- The preparation and offering of new courses in accord with departmental needs; and
- Facilitating the Department's teaching mission by maintaining enrollments in graduate and undergraduate courses at all levels, which, on average, are consistent with (or exceed) enrollments in the Department for the content (e.g., substantive, theoretical, methodological), type (e.g., survey, seminar, workshop), and level (e.g., introductory, intermediate, advanced) that the courses represent.

*Advising and Mentoring*

- Record of mentoring and informal advising of students or serving as a formal Departmental Undergraduate Advisor;
- Record of service as an undergraduate honors thesis advisor or committee member;
- Record of service serve on graduate thesis and dissertation committees; and
- Record of service as chair of graduate thesis and dissertation committees, as appropriate.

**B. Scholarship**

The dossiers of associate professors are expected to reflect trends in their scholarly accomplishments that are indicative of their promise for promotion to full professor. **Indications that a faculty member's record of scholarship reflects this promise must be evident in the faculty member's publication record and record of public presentations of scholarship. For faculty working on longer-term scholarly projects, clear indications of progress on the projects must be evident, as a reflection of this promise. In addition,** published reviews of the faculty member's work may contribute to the assessment. Consistent with the CLAS Standards for Tenured Faculty Review, faculty are expected to apply for funding to support their research. Indicators that a faculty member has met these standards of scholarship include:

*Publication Record*

- Development of a publication record that clearly identifies the faculty member's area of sociological expertise and growing influence in that area (e.g., a book or series of refereed articles/chapters in a particular theoretical and/or methodological domain of sociological research); and
- A record of citations of the faculty member's scholarly work that reflects the growing influence of that work on the discipline of sociology.

*Public Presentations of Scholarship*

- Multiple occasions of participation in refereed sessions at national and/or international conferences; and/or
- Invited presentations of scholarship at other colleges, universities, and/or learned societies.

*Indicators of Progress on Longer-Term Projects*

- Completion of a book/monograph prospectus;
- Completion of chapters for a book/monograph; and/or
- Securing a contract for publication of a book/monograph.

*Published Reviews of Scholarship*

- Published reviews of a faculty member's scholarly work that reflect a positive assessment of the faculty member's contributions to and/or impact on sociology,

*Applications for Resources to Support Scholarly Work*

- Applications to internal, extra-departmental funding programs to support the faculty member's scholarly work; and/or
- Applications to extra-university funding programs to support the faculty member's scholarly work.

### C. Service

The dossiers of associate professors are expected to reflect an increasing role in service-related work within the Department and College. A faculty member's record of service is expected to provide evidence of (1) the faculty member's participation in activities that support the day-to-day operations of the Department of Sociology and College of Liberal Arts and Sciences; (2) the faculty member's participation in activities related to special programs and initiatives being advanced by the Department and College, and (3) the faculty member's service to the profession. **Indications that a faculty member's service record reflects these criteria must be evident in the faculty member's record of departmental and collegiate service. In addition, these criteria may be reflected in the faculty member's record of service to the university and/or profession.** Indicators that a faculty member has met these standards in each domain include:

*Departmental Service*

- Consistent service on departmental committees; and
- Assumption of leadership roles on departmental committees.

*Collegiate Service*

- Service on collegiate committees, councils, and task forces; and/or
- Service as the department's Faculty Assembly Representative or as an at-large Faculty Assembly Representative.

*University Service*

- Record of participation in or contributions to the University's Student Life programs; and/or
- Record of service as a Faculty Senator; and/or
- Record of service on university committees, councils, and task forces.

*Service to the Profession*

- Record of service as an editor, co-editor, deputy editor, editorial board member, and/or reviewer for scholarly publications.
- Record of service on regional, national, and/or international professional association committees.

## II. FULL PROFESSOR

### A. Teaching

The dossiers of full professors are expected to reflect, in annual reviews and in five-year peer reviews, (1) evidence that the faculty member is an effective teacher at both the undergraduate and graduate levels; (2) evidence that the faculty member is contributing to the Department's initiatives to enrich and enhance its undergraduate and graduate curricula; and (3) evidence that the faculty member is participating in advising and mentoring activities. Since opportunities for advising undergraduate honors students vary, the key criteria in this domain is the faculty member's willingness to serve as an honors advisor, as indicated by the acceptance of this role when called upon. **Indications of a faculty member's adherence to these standards must be evident in evaluations of teaching, course content, and the faculty member's record of advising and mentoring.** Indicators that a faculty member has met these standards of teaching in each of these domains include:

#### *Evaluations*

- Student evaluations that, on average, reflect a positive assessment of enhancement of sociological knowledge, ability to communicate, and fairness in the administration of courses; and
- Peer evaluations of classroom performance that reflect a positive assessment of communication skills, organization, and delivery of content.

#### *Course Content and Enrollments*

- Syllabi that reflect that the content of courses, seminars, and workshops represents the current state of sociological knowledge;
- The preparation and offering of new courses in accord with departmental needs; and
- Facilitating the Department's teaching mission by maintaining enrollments in graduate and undergraduate courses at all levels, which, on average, are consistent with (or exceed) enrollments in the Department for the content (e.g., substantive, theoretical, methodological), type (e.g., survey, seminar, workshop), and level (e.g., introductory, intermediate, advanced) that the courses represent.

#### *Advising and Mentoring*

- Record of mentoring and informal advising of students or serving as a formal Departmental Undergraduate Advisor; and
- Willingness to serve as an undergraduate honors thesis advisor or committee member; and
- Record of service on graduate thesis and dissertation committees; and
- Record of service as chair of graduate thesis and dissertation committees, as appropriate.

### B. Scholarship

The dossiers of full professors are expected to reflect high quality scholarship accompanied by evidence of the national and/or international visibility of their scholarship. **Indications that a faculty member's record of scholarship reflects this level of achievement must be evident in the faculty member's publication record and record of public presentations of scholarship. For faculty working on longer-term scholarly projects, clear indication of progress on the projects must be evident. In addition, this level of achievement may be reflected in published reviews of the faculty member's work, the faculty member's record of obtaining funding to support the faculty member's scholarly work, and/or honors, awards, and recognition of the faculty member's scholarly contributions.** Indicators that a faculty member has met these standards include:

#### *Publication Record*

- Maintenance of a publication record that clearly reflects the faculty member's ongoing contributions to and impact on sociological theory and/or research (e.g., a book or series of refereed articles/chapters); and
- A record of citations of the faculty member's scholarly work that reflects a clear ongoing impact of that work on the discipline of sociology.

*Public Presentations of Scholarship*

- Multiple occasions of participation in refereed sessions at national and/or international conferences; and/or
- Invited presentations of scholarship at other colleges, universities, and/or learned societies.

*Indicators of Progress on Longer-Term Projects*

- Completion of a book/monograph prospectus;
- Completion of chapters for a book/monograph; and/or
- Securing a contract for publication of a book/monograph.

*Published Reviews of Scholarship*

- Published reviews of a faculty member's scholarly work that reflect a positive assessment of the faculty member's contributions to and/or impact on sociology.

*Acquisition of Resources to Support Scholarly Work*

- Acquisition of internal, extra-departmental funding to support the faculty member's scholarly work; and/or
- Acquisition of extra-university funding to support the faculty member's scholarly work.

*Honors, Awards, and Recognition*

- National and/or international awards for scholarly contributions; and/or
- Designation as "fellow" in learned societies; and/or
- Appointment to prestigious research centers during sabbaticals.

**C. Service**

The dossiers of full professors are expected to reflect (1) continue service-related work within the Department, College, University, and profession; (2) assumption of leadership positions in service activities in the department, College, and University; and (3) visibility in professional service and activities that contribute to society and/or the community. Since opportunities for society- and/or community-related service activities vary, a key criterion in these domains will be the faculty person's willingness to engage in society- and/or community-service related to the profession, as indicated by (a) acceptance of speaking engagements; (b) service on local, state, regional, national, and/or international advisory boards, committees, councils, and/or task forces; (c) extension of offers to speak to local, regional, national, and/or international groups; and/or (d) offers to serve on advisory boards, committees, councils, and/or task forces at the local, state, regional, national, and/or international level. **Indications that a faculty member's service record reflects this standard must be evident in the faculty member's record of departmental, collegiate, and university service. In addition, these standards may be reflected in the faculty member's record professional service and/or service to society and the community.** Indicators that a faculty member has met these standards in each domain include:

*Departmental Service*

- Consistent service on departmental committees; and
- Assumption of leadership roles on departmental committees and/or as Department Executive Officer.

*Collegiate Service*

- Record of service on collegiate committees, councils, and task forces; and/or
- Assumption of a leadership role on collegiate committees, councils, and task forces; and/or
- Record of service as the Department's Faculty Assemblyperson or as an at-large Faculty Assemblyperson; and/or
- Assumption of an elected office in the Faculty Assembly.

*University Service*

- Record of service as a Faculty Senator; and/or
- Record of service on university committees, councils, and task forces; and/or

- Record of participation in or contributions to the University's Student Life programs; and/or
- Assumption of an elected office in the Faculty Senate; and/or
- Assumption of a leadership role on university committees, councils, and task forces.

*Service to the Profession*

- Record of service on committees of regional, national, and/or international professional associations;

and/or

- Record of service as an elected officer in regional, national, and/or international professional associations and their committees; and/or
- Record of service as an editor, co-editor, deputy editor, editorial board member, and/or reviewer for scholarly publications.

*Service to Society and the Community*

- Record of participation in the University's Speakers Bureau; and/or
- Record of public speaking engagements related to the profession; and/or
- Record of providing advisory or consulting services to community or governmental organizations;

and/or

- Record of appointments to local, state, regional, national, and/or international advisory boards, committees, councils, and/or task forces.