

## DEPARTMENTAL STANDARDS AND PROCEDURES FOR FACULTY EVALUATIONS

ACADEMIC YEAR: 2009-2010  
DEPARTMENT: Sociology and Anthropology  
TODAY'S DATE: April 28, 2009

The following are guidelines developed by the Sociology and Anthropology department to assist the candidate in meeting the tenure and promotion standards set forth in the University Handbook, Section XII. Candidates are also expected to consult the University EVAL-4 (<http://provost.cnu.edu/faculty.html>) for guidance. The University Handbook is the final authority on matters of tenure and promotion.

### Criteria and Procedures:

The Department of Sociology and Anthropology evaluates faculty in three areas: teaching, research, and service. Teaching effectiveness is weighted at 50%, and research & scholarship and service receive a combined weight of 50%, allowing for variation from period to period.

## TEACHING EFFECTIVENESS

The department is committed to outstanding teaching. The department recognizes that excellence in teaching may be achieved in different ways: what works best for one instructor may differ from what works best for another; what works best for one type of course may differ from what works best for another. Although there is no single best approach to teaching, there are certain core guiding principles that are indicative of teaching effectiveness:

### AREA ONE: Teaching Development & Enhancement

#### Highest Valued Activities and/or Measures

- Classroom skills as measured by IDEA surveys
  - A successful candidate will have a preponderance of scores in the “gray band” or above in the areas of excellence of instructor and progress on relevant objectives.
  - Actual class GPA and type of class should be factored into the interpretation of the IDEA results
- History of positive or improving IDEA reports.
- Teaching courses and/or interdisciplinary courses in the Liberal Learning Core
- Teaching Writing Intensive Courses
- Attention to teaching improvement
- Service Learning
- Facilitating internship opportunities for students

#### Highly Valued Activities and/or Measures

- New course design/redesign for the department and/or interdisciplinary programs
- New course design/redesign for the Liberal Learning Core
- Number of preps per semester
- New preps required

- Development and introduction of new courses, including courses for the Liberal Learning core
- Teaching core courses in our department or teaching cross-disciplinary courses that fulfill requirements for other majors, minors or programs.
- Course rigor
- Teaching Classes that are Core to the discipline curriculum
- Instructional design that enhances student responsibility for learning
- Independent study and/or Readings courses
- Facilitating student research inside the classroom
- Creative and innovative teaching methods

**Valued Activities and/or Measures**

- Classroom skills as evidence by teaching awards
- Creation of well-designed syllabus
- Number of courses and preps taught
- Incorporates assessment/data measure of student learning into teaching
- Peer review of classroom skills
- Attendance at teaching conferences

**AREA TWO: Research and Creative Activity with Students**

**Highest Valued Activities and/or Measures**

- Published products with students

**Highly Valued Activities and/or Measures**

- Unpublished products with students
- Student recognition for research or creative work
- Facilitating student presentations at a conference or other venue

**Valued Activities and/or Measures**

- Taking students to attend a conference
- Mentoring students who conduct research beyond the classroom

**AREA THREE: Mentoring and Advising**

**Highest Valued Activities and/or Measures**

- Mentoring
- Supervising graduate student theses to completion

**Highly Valued Activities and/or Measures**

- Advising
- Graduate and professional program mentoring and advising

### **Valued Activities and/or Measures**

- Writing letters of recommendation for students
- Becoming a Master Adviser

Faculty should include a self-reflection and analysis of these areas of teaching on EVAL 6 and develop an appropriate restructuring of teaching and learning outcomes based on this analysis. The following are among acceptable evidence of teaching effectiveness: Instructor's EVAL 6; self-description of teaching methods; sample teaching materials, including syllabi, assignments, activities, handouts and exams; student evaluations; and peer descriptions of classroom visits.

### **RESEARCH AND SCHOLARSHIP**

The department recognizes the importance of ongoing research and scholarship of our faculty. This includes the discovery of knowledge, dissemination of knowledge, integration of knowledge and/or application of knowledge in chosen fields of expertise through original research and scholarly activity. Our department also values and rewards scholarship that supports new innovations in teaching, or which integrates sociological and anthropological perspectives with other disciplines, and thereby contributes to the task of general education and support of the broader liberal arts curriculum.

The department acknowledges that the diverse nature of what is being evaluated does not easily lend itself to quantification in the assessment process. Therefore no fixed minimum of products will be an absolute condition of receiving tenure and/or promotion. At the same time, concrete evidence of progress and an ongoing body of research is required. Peer-reviewed work is expected for tenure and promotion. Candidates seeking promotion or who are scheduled for a probationary period review, especially the tenure and promotion one, must provide concrete evidence of a significant level of scholarly productivity that represents a clear research agenda and new initiatives undertaken during the research career. Candidates should also demonstrate that such scholarly productivity results in products that intellectually connect their research to the discipline of sociology and/or anthropology. Research activity that extends beyond the disciplines of sociology and anthropology is appreciated as supplemental in nature. The DRC will examine the dossier for this evidence.

Further, we do recognize, consistent with the guidelines of the American Sociological Association and American Anthropological Association that some publications carry greater weight than others. The following is a list of categories of scholarly research. Candidates scheduled for a tenure and/or promotion review are expected to have produced at least 4 products, including 2 publications in a peer-reviewed venue. Candidates undergoing promotion to full professor are expected to have produced at least 4 products not counted for tenure and promotion that are peer reviewed or are significant contributions to one's field or subfield. Products will be evaluated according to the categories below. Within each category, the products are ranked hierarchically as follows:

## **Books**

### **Highest Valued Activities and/or Measures**

- Publication of research monograph
- Publication of an edited text
- Publication of a textbook

### **Highly Valued Activities and/or Measures**

- Publication of a book chapter or chapters

### **Valued Activities and/or Measures**

- Acceptance of book contract
- Submission of book proposal
- Work in progress

## **Articles**

### **Highest Valued Activities and/or Measures**

- Publication of an article in a major national sociological, anthropological or interdisciplinary journal
- Publication of an article in a major national journal within a sociological or anthropological sub-field (e.g., education, family, criminology)
- Publication of an article in a regional or international sociological, anthropological or interdisciplinary journal
- Publication of an article in a regional or international journal within a sociological or anthropological sub-field
- Publication of an article in a state or local sociological, anthropological or interdisciplinary journal
- Publication of an article in a state or local journal within a sociological or anthropological sub-field

### **Highly Valued Activities and/or Measures**

- Publication of an article in a non-peer reviewed journal
- Publication of work in conference proceedings

### **Valued Activities and/or Measures**

- Submission of article for any of the above journals
- Work in progress

## **Book reviews**

### **Valued Activities and/or Measures**

- Publication of a book review in a national sociological anthropological or interdisciplinary journal
- Publication of a book review in a major national journal within a sociological or anthropological sub-field (e.g., education, family, criminology)
- Publication of a book review in a regional or international sociological, anthropological or interdisciplinary journal
- Publication of a book review in a regional or international journal within a sociological or anthropological sub-field

- Publication of a book review in a state or local sociological, anthropological or interdisciplinary journal
- Publication of a book review in a state or local journal within a sociological or anthropological sub-field
- Publication of a book review in a non-peer reviewed journal

## **Reviewing Scholarly Work**

### **Highly Valued Activities and/or Measures**

- Serving as editor of a journal

### **Valued Activities and/or Measures**

- Serving as a reviewer of a research monograph or textbook
- Serving as a reviewer for journal article
- Serving as organizer/presider of conference sessions(s)

## **Presentations of Scholarly Work**

### **Highly Valued Activities and/or Measures**

- Presentation of research at a major national sociological, anthropological or interdisciplinary conference
- Presentation of research at a major national sociological or anthropological sub-field (e.g., education, family, criminology) conference
- Presentation of research at a regional or international sociological, anthropological or interdisciplinary conference
- Presentation of research at a regional or international sociological or anthropological sub-field conference
- Presentation of research at in a state or local sociological, anthropological or interdisciplinary conference
- Presentation of research at a state or local sociological or anthropological sub-field conference

## **Scholarly Work with Students**

### **Highest Valued Activities and/or Measures**

- Publication of research with student(s)

### **Highly Valued Activities and/or Measures**

- Presentation of research with student(s)

### **Valued Activities and/or Measures**

- Submission for publication of research with student(s)
- Submission for presentation of research with student

## **Grants**

### **Highest Valued Activities and/or Measures**

- Funded external grant

### **Highly Valued Activities and/or Measures**

- Funded internal grant

### **Valued Activities and/or Measures**

- Submitted application for funded external grant
- Submitted application for funded internal grant

### **Honors**

#### **Highly Valued Activities and/or Measures**

- Honors or awards for research by national organizations
- Honors or awards for research by regional or international organizations
- Honors or awards for research by state or local organizations

### **Applied Scholarly Work**

#### **Valued Activities and/or Measures**

- Applied research accepted/used by client groups, consumer organizations, non-profit groups and/or governmental agencies
- Organizing a workshop for other professional groups

### **Scholarly Development**

#### **Valued Activities and/or Measures**

- Attending conferences, special workshops or seminars which are designed to assist the scholar to keep up on and contribute to new scholarship in an area of sociological or anthropological interest (e.g., attending ICPSR statistical workshops)

Faculty should include a self-reflection and analysis statement in the Eval 6 that outlines the quality and promise of their scholarship. Scholarship may focus on new knowledge, ideas, or methods for the discipline, or it may focus on teaching and learning in the discipline. Scholarship may also be community based, addressing the problems and needs of a public beyond the campus. Scholarship may be interdisciplinary, drawing from diverse sources. On-line scholarship that meets these standards may be considered.

Evaluation by external, unbiased experts of known merit will add weight to internal evaluation and will be essential for consideration for **promotion to full professor**. Evaluators should be selected for their achievement in the candidate's field or related field, and familiarity with the candidate's work. This includes evaluators both from within the disciplines of sociology or anthropology, as well as interdisciplinary evaluators that have expertise within the candidate's area of research.

## **SERVICE**

The Department recognizes that an essential part of CNU's mission is service to the department, university, local community and professional discipline. Service should draw upon one's professional expertise. This may include, but is not limited to, the following:

## **AREA ONE: CAMPUS CITIZENSHIP**

### **College and Department Service**

#### **Uniquely Valued Activities and/or Measures-**

- Department Chair

#### **Highest Valued Activities and/or Measures**

- Chair of Department Review Committee (DRC)
- Search Committee Chair
- Department service assignment by Chair of commensurate value
- Director of time-intensive academic program

#### **Highly Valued Activities and/or Measures**

- Chair of College or Department Committee or Task Group
- Department service assignment by Chair of commensurate value
- Director of academic program
- Producing departmental reports

#### **Valued Activities and/or Measures**

- Department webmaster
- Member of DRC
- Member of Search Committee
- Member of College or Department Committee or Task Group
- Peer mentoring
- Department service assignment by Chair of commensurate value
- Service on Departmental committees

### **University- Wide Service**

#### **Uniquely Valued**

- Faculty Senate President

#### **Highest Valued Activities and/or Measures**

- Chair of a major University Committee or Task Group
- Director of a major interdisciplinary program
- Member of the SEC
- CNU Official Representative for ICPSR

#### **Highly Valued Activities and/or Measures**

- Member of major University committee (UCC, LLC, FS, FRC) or task group or search committee
- Chair of other-than-major University committee
- Director of work-intensive minor or concentration
- Leadership in student recruitment and Advancement efforts
- Faculty advisor of student group

### **Valued Activities and/or Measures**

- Representative at University event
- Member of other University committees
- Director of smaller minor or concentration
- Member of Advisory Group
- Coordinating Visitor Lectures

## **AREA TWO: PROFESSIONAL SERVICE**

The University benefits from faculty maintaining a presence in relevant professional organizations and engaging in development and career-building activities like peer review of grant proposals and manuscripts. Faculty develop greater appreciation of the dynamics of their discipline, inside and outside the academy, and the University's stature is increased through a faculty member's campus identification in these roles. Faculty who engage in professional service should have these contributions to their disciplines recognized in their reviews.

### **Highest Valued Activities and/ Measures**

- Book manuscript reviewer
- Grant proposal reviewer (outside)
- Administer/coordinate scholarly conference
- Election to professionally significant office
- NGO and other international leadership roles
- International, national or regional level leadership role in an academic organization (e.g., ASA)

### **Highly Valued Activities and/or Measures**

- Jury reviewer of creative product show
- Referee journals, conferences, book proposals
- Manage or serve as consultant for exhibition, performance, display
- Panel reviewer for agency
- Consulting (paid or volunteer) for professional versus community service (the difference is that the productivity of professional consulting can sometimes be incorporated into professional development)
- State level organizational leadership role

### **Valued Activities and/or Measures**

- Book reviews (short)
- Media spokesperson/correspondent
- Instruct peers in workshop, retreat, or seminar
- Professional outreach (e.g., to high school teachers)
- Local level organizational leadership role
- Organizing Conference Panels
- Membership in a professional association

### **AREA THREE: SERVICE TO EXTERNAL COMMUNITIES AS UNIVERSITY REPRESENTATIVES**

The University values faculty involvement and participation with and leadership of community programs, both at the local and state level. (Federal and international program involvement belongs, for the purposes of this schema, in the Area of Professional Service). Such involvement helps to strengthen the University's connections with its immediate public environments and to strengthen those public environments. However, recognition for such service in the formal evaluation system must be limited to those community leadership roles where the faculty member's University status and professional expertise are of primary importance.

The evaluation system supports community service and offers faculty an opportunity for certain types of activities to supplement the dossier. Relevant activities may include:

- Board of Directors/Executive Leadership position in major community organization
- Public lectures
- Community organization leadership position
- Consulting (paid or volunteer)
- Community service (misc.)
- Committees/elected positions
- Judging competitions
- K-12 involvement
- Publishing a newsletter or brochure, or publishing in a newsletter related to the profession
- Writing articles or providing commentary for local publications or media outlets
- Other, related service roles