

## 7.2 Performance Standards – Department of Sociology

This standard is excerpted from the Sociology Department Policy Manual, which provides further detail on policies and procedures.

Consideration for reappointment, tenure, promotion, post-tenure review, and performance adjustment (merit) shall be based on *instruction, scholarship and service*. The performance of candidates under review shall be appropriately weighed with respect to their involvement in these three areas of work.

- **Good teaching** is expected of faculty of all ranks. The faculty member is expected to pursue that ideal relationship between the teacher and the student where each learns from each other, where the student is led outward to her/his highest level of motivation and understanding, and where the teacher is bound by her/his own growing knowledge to a continuous revision of the content of instruction.
- **Scholarship** shall be used in the broadest sense to include all creativity of the faculty member as a scholar and member of the faculty of Central Washington University. Basic to membership in the Sociology Department and CWU faculty should be a commitment to the communication and advancement of human knowledge through scholarship. These are essential parts of the same process since scholarship has little utility unless it is communicated to others. It is generally recognized that those who are best able to guide and stimulate others to learn are those who are themselves engaged in the learning process via scholarship for the purpose of adding to the storehouse of knowledge.
- **Service** includes but is not limited to contributions toward the growth, development of the academic community at Central Washington University and participation in community and national affairs are factors to be considered for tenure. A capacity for cooperation and responsible participation in department and university activities will be given consideration as a factor in granting of tenure, promotion, and performance adjustment for all sociology faculty members. Service encompasses many diverse activities such as public service, administration, and professional service.

### 7.2.3.4 Instruction: Standard and Evaluation

Teaching effectiveness will be assessed through quantitative and qualitative indicators generated from CWU's (SEOI) Student Evaluation of Instruction survey, and through peer evaluation of instruction based on syllabus review and direct observation in the classroom setting, and informal discussion with peers.

When making personnel decisions (annual review, tenure, promotion, and performance adjustment), the department personnel committee and the

department chair will base their recommendations upon these sources of information along with any other data the candidate wishes to submit to judge whether he/she has:

- a) successfully demonstrated one's ability to be sensitive, motivating and supportive of students in a non-threatening and collaborative manner;
- b) stimulated critical thinking about social issues;
- c) supported the mission and goals of the department and institution by mentoring student research, internship supervision, and individual study;
- d) contributed to the overall quality and character of the sociology program by proposing new courses and redeveloping current ones;
- e) offered courses that coincide with the broad objectives of the department's mission. Therefore, one's cumulative workload should reflect a willingness to offer both lower and upper division courses in sociology and/or ethnic studies, and/or a combination of major and service coursework (sociology courses which are commonly taken by students pursuing majors outside of the department). Faculty members should also strive to continually update their courses and be willing to take on new courses as curricular demands and needs change. In addition to evidencing a willingness to offer a wide breadth of current classroom-based instruction, department members are expected to supervise field placements (cooperative educational experiences), serve as faculty mentors in undergraduate research and independent study projects, and to act as advisors when students request their service in these capacities; and
- f) engaged in effective instruction which includes meeting all organizational expectations with regard to instruction and student advising (e.g., maintaining office hours, meeting deadlines for the submission of grades, etc.). All faculty members are expected to abide by all Central Washington University codes of policy and procedure (including those of the department), and to share equally in the collective responsibilities of the department. One is to be honest and direct in communicating with faculty and staff, and to collaborate with members of the department and works towards consensus. Faculty (either by individual initiative or through the formation of coalitions within the department or with others outside the department) may not engage in activities that are detrimental to department goals or interests. One is expected to respect differences among faculty instructional and research interest areas and teaching styles and strive to support others' professional development and to treat all departmental faculty and staff with dignity and fairness.

#### **7.2.3.5 Research and Scholarly Activity: Standard and Evaluation**

Research and scholarly activity are essential duties of university faculty, and are valued for their contribution to instruction, service, professional development, and the advancement of knowledge. Scholarship takes many

forms and is characterized by validation of rigor and dissemination outside the university. Scholarship in this broad sense plays an important role in the intellectual life of the faculty. Sociology as a discipline is characterized by a distinctive combination of theoretical and applied foci that must take into account constantly changing social institutions, social process and activism. Consequently, its associated forms of scholarship include not only traditional academic scholarship, but also applied research activities, and scholarship to enhance instruction. The department expects that the faculty will engage in scholarly activity commensurate with a department lacking a graduate program.

Tenure and/or promotion will not be granted without evidence of scholarly activity. This will include a rigorous and thorough examination of faculty scholarship, based on a long-term comprehensive perspective over the faculty member's career. This evaluation will be based in part on the professional service record. In addition, the faculty member will be available at the personnel meeting to present a summary of activities and answer questions on the subject. Collegiality is an important aspect of research and creative endeavor. Faculty members are expected to be honest and direct when communicating with faculty and staff and are to treat each other with dignity and fairness. It is imperative that the individual respect differences in research paradigms and topical concentrations among the faculty and strives to support one's colleagues in their professional development.

In the Department of Sociology, scholarship includes the following two categories:

**Category A**

- 1) publication of authored and co-authored books, edited books;
- 2) publication of articles and essays in peer-reviewed and/or refereed journals, or publication in the proceedings of regional, national and international meetings/conferences (restricted to instances in which the entire paper is subject to peer review prior to presentation and publication in the proceedings);
- 3) funded peer-reviewed external grants (lead PI or substantive co-PI);
- 4) applied research (scholarship of application) such as invited program evaluations or technical reports that involved an extensive amount of time and effort on the part of the researchers;

**Category B**

- 5) presentation of scholarly papers, the organization of sessions, participation in panels, workshops, round tables or other similar activities at regional, national, international professional meetings;
- 6) technical reports, program evaluations, the collection of social and archival data such as: oral history, social documentary, ethnographic data, and other applied research;

- 7) book reviews and research notes in peer-reviewed and/or refereed journals;
- 8) essays and articles published in responsible venues directed toward the academic community or the general public;
- 9) submission of grant proposals, funded grant proposals and participation in activities related to existing grants;
- 10) development and implementation of cross-cultural and/or international projects, exchanges and consultations.
- 11) citation in or expert opinion solicited by recognized media;
- 12) invited addresses, research grants and awards, and other external recognition of achievements which are indicative of a scholar's standing with peers;
- 13) mentoring of students in scholarly activities.

#### **7.2.3.6 Service: Standard and Evaluation**

Service is reflected in sharing one's professional skills with others within and outside the University community, giving evidence of a willingness to provide professional expertise to others. Service serves the functions of providing professional growth to the faculty member, involving the faculty member in delivery/policy issues of agencies/organizations/groups so as to stay current in the classroom regarding these issues, providing benefits to students/the department in terms of connections, information about internships, job market, graduate study, etc.

Faculty participation in service will be formally documented when possible. This documentation (and a review of the quantity and quality of work completed) may be provided by university colleagues or by those for whom service was rendered. Candidates for reappointment, tenure or promotion may submit the following types of documentation to substantiate their service involvements: statements, e-mails and letters by those for whom the service was performed; service awards and certificates; meeting minutes and reports; and other relevant forms of verification pertaining to service contributions.

Tenure and/or promotion will not be granted without evidence of service involvement. This will include a rigorous and thorough examination of service activities, based on a long- term comprehensive perspective over the faculty member's career. Evidence of participation in service involvements should be documented in one's professional service record. This evaluation will be based in part on the professional service record. In addition, the faculty member will be available at the personnel meeting to present a summary of activities and answer questions on the subject. Public service shall be based upon the following activities:

- a) application of professional expertise to the community
  - service on community boards and government agencies related to one's academic specialties;

- providing consulting services to community agencies, organizations, businesses and groups;
  - providing training/evaluation expertise to community groups;
  - public lectures and workshops;
- b) service to the profession
- organizing or serving as discussant for professional meetings;
  - serving as an officer to professional organizations;
  - serving on an editorial board for a journal or publisher;
- c) service to the university
- serving on departmental and campus (standing and *ad hoc*) committees;
  - administrative duties such as department chair or program director;
  - advise and mentor students;
  - sponsorship of student organizations;
  - participating in mentoring new faculty members;
  - participation in Faculty Senate;
  - organizing and participating in on-campus conferences, programs, and presentations

#### **.7.2.3.7. Reappointment/Minimal Expectations for Tenure**

- *First year – minimum expectations*

##### Teaching

1. Develop and teach assigned courses for this first quarter.
2. Course content and teaching is consistent with departmental philosophy.
3. Conducts Peer review of instruction - positive peer review of at least one class.
4. SEOI data reflects positively on candidate's instructional capabilities; scores and comments approximate department means.
5. Makes oneself available for student advising and office hours. Begin to develop advising procedures and files, develop an understanding of departmental programs and general university requirements.
6. Begins to develop a set of goals for future teaching assignments.

##### Scholarship

1. Begins to develop a set of goals for scholarly activity based on the candidate's experience and interests, which are consistent with the goals and missions of the department.
2. Continue work on any projects begun prior to joining our department.

#### Service

1. Attend department, college and university meetings (i.e., faculty development days, etc.)
2. Participate in the department personnel and curriculum committees.
3. Develop a set of goals for service activities.

#### • *Second and third years – minimum expectations*

#### Teaching

1. Develop and perfect courses that serve the needs of the students and compliment the long-term goals of the department. This may include proposals to add new courses to the curriculum.
2. Conduct peer review of instruction - positive peer review of at least one class.
3. SEOI data reflects positively on candidate's instructional capabilities; scores and comments approximate department means.
4. Makes oneself available for student advising and office hours. Continue to develop advising procedures and files, develop an understanding of departmental programs and general university requirements.
5. Continue to develop a set of goals for future teaching assignments.
6. Review instructional performance and progress toward goals from the prior year, evaluate strengths and weaknesses, redesign courses as necessary and develop goals for the next year based upon this evaluation.

#### Scholarship

1. Implement the proposed program of scholarly activity. By the end of the second year one should have made substantial progress toward a particular outcome; a paper should be about ready for presentation at a professional meeting or a manuscript should be nearing submission status, and begun work on at least one additional paper or manuscript.
2. Review progress toward goals from the prior year, evaluate strengths and weaknesses, and develop goals for the next year based upon this evaluation.
3. During the third year this paper should be presented or this manuscript should be submitted

#### Service

1. Same as 1 and 2 above in first year service.
2. Advising: move take on an average advisee load.
3. Participate in at least one college or university committee.
4. Review progress toward goals from the prior year, evaluate strengths and weaknesses, and develop goals for the next year based upon this evaluation.

#### • *Fourth and fifth years – minimum expectations*

#### Teaching

1. Same as 1 through 6 in second and third years teaching above.
2. By now one should also be able to show instances where you have revised or upgraded instructional content or technology, or participated instructional training and seminars, and either developed new courses or at least given visiting class presentations (in or outside the department).

#### Scholarship

1. By the end of the fifth year one should have authored or co-authored at least one peer reviewed journal article or book chapter, and completed at least three activities included in the following list (the three accomplishments need not span multiple categories):
  - a. Additional authored or co-authored a book chapters or articles in peer reviewed journals or conferences.
  - b. Participated in an applied research project.
  - c. Presented two different papers at conferences.
  - d. Published a review of a book or article.
  - e. Received a grant related to your research.
  - f. Applied for a research-related grant.
  - g. Other specific accomplishments as planned through the candidate's goals.

#### Service

1. Same as 1 – 3 above in second and third years service.
2. In addition to meeting the expectations in #1 above, you should accomplish at least two more of the following by the end of the fifth year.
  - a. Participate in national or regional professional organization.
  - b. Serve as an advisor to a student group or community agency group/organization.
  - c. Review for publications and or granting agencies.
  - d. Serve on an editorial board.
  - e. Other specific accomplishments as planned through the candidate's goals.

### 7.2.3.8 Post-Tenure Review: Expectations

Every three years tenured faculty members will undergo post-tenure review in accordance with the CBA and university and college policy manuals. Other than holding department members being considered for post-tenure review accountable to the same standards of collegiality described earlier in this document, there are no unique expectations or requirements set by the department. All faculty members will continue to exhibit involvement in scholarship and service, and demonstrated competence in instruction, and to continue to meet all department expectations in the three key facets of our professional lives. The department recognizes that over the course of one's career there will be variations in the distribution of teaching, scholarship and service. Thus, while it is expected that all faculty members will be able to demonstrate an ongoing pattern of scholarship, we recognize that publication and grants (Category A activities in the CBA) are not necessarily expected

every three years.

**7.2.3.9 Promotion to the Rank of Full Professor: Expectations**

Minimal expectations and requirements for promotion to full professor status are outlined in the CBA and university and college policy manuals. Other than holding department members being considered for promotion to full professor accountable to the same standards of collegiality described earlier in this document, there are no unique expectations or requirements set by the department. Promotion to the rank of full professor shall not be considered an automatic stage in one's career. As stipulated in the CBA, promotion to full professor will require excellence in instruction, a sustained record of service involvements/activities, and a superior record of scholarship since promotion to the rank of associate professor.

**7.2.x.4.4 Expectations: Performance Adjustment (merit)**

There are no unique expectations or requirements set by the department associated with the performance adjustment process.

Approved:

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Department Chair, Sociology

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Date

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Dean, College of the Sciences

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Date

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Provost

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Date