

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT EVALUATION GUIDELINES

For Retention, Tenure, Promotion to Associate and Full Professor, and Post Tenure Review

Effective August 2012

MISSION STATEMENT

The Sociology and Anthropology Department (SOAN) provides the support and maintenance of two separate majors: Sociology and Anthropology. The mission of the department is to provide a cooperative working and learning environment for faculty and students from a diverse urban environment. This environment will enable faculty to pursue teaching excellence, provide appropriate academic advising, develop professionally, and serve the college and surrounding community. At the same time, it will give students the opportunity to acquire a thorough understanding of the theories and practices of each discipline, and enable them to prepare for successful careers, post-graduate education and lifelong learning.

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the *Handbook for Professional Personnel*, set forth by the Board of Trustees, and revised June 2011. With regard to tenure and/or promotion, faculty will be evaluated on criterion within each of the three required areas (teaching, scholarly activities, and service) based on a two-tiered rating system: Meets Expectations, and Needs Improvement for Retention, Tenure and Promotion (RTP). Post-tenure review of faculty will be based upon a two-tiered rating system: Meets Expectations and Needs Improvement. Criteria are specified in this document for RTP and PTR.

Submissions of Portfolio: Faculty members have the option to submit portfolios either through electronic or hard copy submission. Under the Department Guidelines electronic and hard copy submissions are considered to be equivalent and judged as such.

RTP and PTR Guidelines for Faculty: Description of Content Areas

Teaching

Content Expertise:

To demonstrate knowledge and/or relevant experience: Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education. Course materials are reviewed and updated as appropriate, every three years at minimum.

SOAN Department Guidelines accept, but does not limit evaluation to, the following demonstrations of “content expertise”:

- Course syllabi are thorough in outlining the scope of content with major topics and subtopics
- Course texts are appropriate for the content of the course
- Course texts are appropriate for level of course
- Supplemental materials contribute to scope and thoroughness of coverage
- Supplemental materials are relevant to the course content
- Courses materials are reviewed and updated, at minimum, every three years as appropriate

Instructional Design:

To re-order and re-organize this knowledge / experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. If faculty members teach General Studies and/or Multicultural courses, those courses will conform to University General Studies and Multicultural requirements.

SOAN Department Guidelines accept, but does not limit evaluation to the following demonstrations of “instructional design”:

- Providing catalogue description of course
- Listing course learning objectives
- Linking examinations and assignments to learning objectives
- Organization of course by topic and sub-topic headings
- Calendar of events and due dates
- Policies on grading, academic misconduct, late work, absences, safety
- Announces accommodations for special needs
- Announces availability

Instructional Delivery:

To communicate and “translate” this knowledge/ experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

SOAN Department Guidelines accept, but does not limit evaluation to the following demonstrations of “Instructional Delivery”:

- Lecture
- Interactive teaching
- Lab sessions
- Recitation sessions
- Small group exercises
- Field trips
- Service learning
- Guest speakers
- Independent study courses
- Supplemental instructor assistance
- Tutoring
- Use of technologically assisted media

Instructional Assessment:

To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

SOAN Department Guidelines accept, but does not limit evaluation to the following demonstrations of “Instructional Assessment”

- Multiple choice exams
- Problemsets
- In-class exercises
- Research Papers
- Response Papers
- Other Writing assignments
- Individual Student Oral Presentations
- Group Presentation
- In-class exercises
- Research related quantitative analysis
- Research related qualitative analysis

Evaluation of Instruction

Quality of instruction will be assessed using two distinct methods: Student Ratings of Instruction (SRIs) and Peer Observations.

Student Rating of Instruction

All performance reviews shall include Student Ratings of Instruction for each class assigned during the evaluation period. Faculty is required to use the approved “Student Rating of Instruction” form.

Teaching performance will be evaluated based on the teaching done by a faculty member during the review period; faculty, who teach less than 12 credit hours each semester, will not be penalized for performing other critical duties needed by the Department, School, or College. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations.

The Chair retains the discretion to interpret the meaning of the numbers, particularly in situations where new courses are being offered, online classes are being taught, or a faculty member consistently teaches required core courses for the major.

Peer Observations

There are two distinct types of peer observations: summative and formative. All faculty members seeking tenure and/or promotion are required by the Handbook for Professional Personnel to obtain at least one summative peer observation. In addition to the requisite summative observation, SOAN also requires a minimum of five formative evaluations for faculty seeking tenure and/or promotion to associate professor (see attached tables for details on timeline for formative observations).

- **Summative Peer Observations:** The Handbook for Professional Personnel requires faculty members to obtain at least one summative peer evaluation before s/he applies for tenure and/or promotion. A colleague trained in the peer observation process will conduct this summative evaluation. The results of the peer observation must be included in the sixth-year portfolio. Arrangements for summative evaluations should be made through the Division of Academic and Student Affairs.
- **Formative Peer Observations** provide an opportunity for the faculty member to receive teaching feedback on an informal basis. Faculty member should record the name of the peer observer and date of observation. A formative evaluation does not require a written document nor are the results required to be in the portfolio. Candidates should however, submit documentation that the evaluations took place to the department chair and/or department review committee.

Note: During the 2011/2012 academic year changes in the evaluation process mandated by the Handbook for Professional Development, created a gap in departmental guidelines; therefore, SOAN did NOT REQUIRE any formative peer observations for the academic year of 2011/2012. Impacted faculty members have been advised to “double up” on their requisite reviews during the 2012/2013 academic year; however, reviewers should also adjust accordingly.

Advising in and Beyond the Classroom:

To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

SOAN Department Guidelines accept, but does not limit evaluation to the following demonstrations of “advising”:

- Maintain regular office hours as outlined by Handbook for Professional Personnel
- Meeting with students during office hours
- Meeting with students outside of office hours
- Communicating with students through email
- Analyzing CAPP reports
- Making CAPP adjustment
- Developmental advising (e.g. providing career or graduate school information)
- Mentoring students
- Serving as professor of record for independent study students or field experiences
- Working with students seeking an IDP degree
- Individualized curricular advising
- Writing letters of recommendation to assist students in obtaining employment, college scholarships, student awards or admittance to graduate school when appropriate.
- Serving as ongoing advisor for curricular student group

Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations. In addition to these scholarly activities this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member’s discipline or assigned responsibilities.

Note on conference participation and funding: conference participation is contingent on adequate funding; if adequate funding is not available, faculty members do not have to fulfill this requirement.

Note in regard to scholarly writing: scholarly writing should be evaluated on its merits with no distinction made between single or multiple authorship nor between first authorship or junior authorship. Furthermore, no distinction is made in the field of anthropology or sociology between print and online journals.

SOAN Department Guidelines accept, but does not limit evaluation to the following demonstrations of “Scholarly Activities”

Scholarly Writing

- Peer reviewed publications
- Publications in other types of journals
- Book chapters
- Textbooks technical reports written for grants and/or project supervisors
- Applied research reports (e.g. research reports written for community organizations)
- Submission of, but not limited to, any of the items listed above under scholarly writing

Conference participation (regional/ national/international meetings; regional/ national/international symposia)

- Conference presentation
- Conference poster
- Panel discussant
- Roundtable discussant
- Participating in conference workshops

Discipline-oriented research activities

- On-going research, which may result in publication
- Field projects
- Archival document analyses
- Laboratory analyses
- Professional consultation
- Seed development for research feasibility and start-up
- Establishing community relations that lead to future field involvement
- Creating new research capabilities and facilities
- Reviewing grant proposals and scholarly publications
- Writing grant proposals
- Receiving a research grant
- Receiving a grant that enhances pedagogy
- Engaging in and completing a new degree or certification program
- Activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member’s discipline or area of instruction,
- Continued education and professional development activities appropriate to professional assignments
- Engaging in active scholarly or creative activities that show specific evidence of supporting teaching activities
- Demonstrating the use of specific pedagogical activities that evidence enhanced delivery of content obtained in workshops or professional meetings consulting and applied research reports that enhance teaching

- Serving as refereed journal reviewer
- Consulting at the community, regional or national level providing research information that will benefit community activities
- Text reviewer
- Consulting and applied research reports
- Engaging in and completing a new degree or certification program
- Engaging in self-study, courses, or programs that result in enabling the individual to provide significant additional information to courses or discipline
- Pedagogical research/activities, such as scholarly writing on pedagogical topics, attending pedagogical workshops, attending presentations that update pedagogical knowledge or techniques etc.
- Creating new research capabilities and facilities
- Reviewing grant proposals and scholarly publications
- Engaging in a research capacity for associated professional organizations serving as officers in professional organizations
- Any other relevant activities specific to the faculty member's discipline and/or assigned responsibilities
- Primary/secondary data collection and analysis
- Archival document analyses

Service

Faculty engages in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

Three distinct types of service are recognized by SOAN: Service to the Department, Service to the School or College, and Service to the Community or Professional Organization.

SOAN Department Guidelines accept, but does not limit evaluation to the following demonstrations of "service".

Department Service

- Participates in department committees
- Chairs a department committee
- Participates in special project for committee
- Leads special project for committee
- Guest lecture for department colleague
- Develops a new course (not offered previously in the department) that is going to be taught by another faculty member
- Creates or modifies a department web site
- Develops, implements and documents program modification
- Writes program review narrative

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- Participates in program curriculum committee work such as review of omnibus courses; updates Academic Affairs official syllabus that faculty member is not teaching
- Modifies an existing course so that it can be taught in a new format (e.g. online, part-of-term courses, winterim, honors)
- Initiates catalog changes for course faculty member does not teach
- Updates Academic Affairs official syllabus for course faculty member does not teach
- Completes extensive modification of materials in course faculty member does not teach

School or College Service

- Participates in LAS committees
- Participates as LAS representative on other committees
- Guest lecture for school (LAS) colleague
- Participates in college-wide committees
- Guest lecture for colleague outside department and school

Unpaid service to community and/or professional organizations

- Providing pro bono consulting
- Serving as a community board member with responsibilities
- Developing and carrying forward community projects with ongoing heavy involvement
- Serving as volunteer to community agency
- Serving as volunteer to government agency
- Serving as volunteer to professional organization (e.g., conference coordinator or organizer)
- Receiving awards or formal recognition from a community, government, or professional agency or organization
- Serving as officer in a regional or national professional organization
- Serving as ongoing advisor for curricular student group
- Serving as ongoing advisor for local chapter of regional/national/international student organization
- Service learning courses

**Teaching Requirements for Tenure-Track (includes Promotion to Associate),
Promotion to Full Professor, and Post-Tenure Review**

Content Expertise

Content Expertise	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline.	Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. --Course has been reviewed and updated every three years at minimum, as appropriate.	Same as beginning of 6th year, tenure-track	Same as Beginning of 6 th year, tenure-track
Needs Improvement	Course work shows deficiencies in content and instructional activities during the evaluation period	Courses lack currency and/or relevance to the discipline. Course have not been reviewed and updated every three years at minimum, as appropriate.	Same as beginning of 6th year, tenure-track	Same as beginning of 6th year, tenure-track

Instructional Design

Instructional design	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design	Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design.	Same as Beginning of 6th year, tenure-track	Same as Beginning of 6 th year, tenure-track
Needs Improvement	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.	Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback.

Instructional Delivery

Instructional delivery	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development.	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development	Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development.
Needs Improvement	Does not vary from lecture format and does not adapt to different student learning styles.	Does not vary from lecture format and does not adapt to different learning styles	Does not vary from lecture format and does not adapt to different learning styles	Does not vary from lecture format and does not adapt to different learning styles.

Instructional Assessment

Instructional assessment	Beginning of 3 rd year, tenure-track	Beginning of 6 th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses.	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses.	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses.	Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses.
Needs Improvement	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.	No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance.

Evaluation of Instructor

Evaluation of Instruction— student rating of instruction (SRIs)	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	Pattern of“ Student Ratings of Instruction” is within one standard deviation of the department average.	Pattern of“ Student Ratings of Instruction” is within one standard deviation of the department average.	Pattern of“ Student Ratings of Instruction” is within one standard deviation of the department average.	Pattern of“ Student Ratings of Instruction” is within one standard deviation of the department average.
Needs Improvement	Pattern of“ Student Ratings of Instruction” falls outside of one standard deviation around department mean.	Same as Beginning of 3rd year, tenure-track	Same as Beginning of 3rd year, tenure-track	Same as Beginning of 3rd year, tenure-track

Instructional Peer Observations

Evaluation of Instruction – peer observations ++ Refer to note in bold on Page 4 of document	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	1 formative every semester (a summative can substitute for a formative)	1 formative per year in years 3 and 4. 1 summative must be completed by submission of tenure portfolio - at least 6 observations (5 formative and 1 summative) are required between date of hire and submission of tenure portfolio	1 summative prior to the submission of the portfolio	None required
Needs Improvement	Less than 1 formative every semester	Less than the required number of observations as stated in Meets Expectations	Less than 1 summative by submission of the portfolio	None required

Advising

Advising	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements.	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements.	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements.	Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements.
Needs Improvement	Does not fulfill office hours requirements and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.	Does not fulfill office hours requirements and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.	Does not fulfill office hours requirements and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.	Does not fulfill office hours requirements and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner.

**Scholarly Activities Requirements for Tenure-Track (includes Promotion to Associate) --
Promotion to Full Professor, and Post-Tenure Review**

Scholarly Activity

Scholarly Activity	Beginning of 3rd year, tenure-track	Beginning of 6th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	<p>a) Conference Presentations: One conference presentation or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND</p> <p>b) Scholarly Writing: evidence of progress in producing scholarly writing. AND</p> <p>(c) Discipline-oriented research activities: evidence of discipline-related research activities.</p>	<p>a) Scholarly Writing: 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). AND</p> <p>b) Conference Participation: Two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND</p> <p>(c) Discipline-oriented research activities: Evidence of consistent involvement in discipline-oriented research activities</p>	<p>a) Scholarly Writing: 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). AND</p> <p>b) Conference Participation: Two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND</p> <p>(c) Discipline-oriented research activities: Evidence of consistent involvement in discipline-oriented research activities</p>	<p>Conference Presentations: One conference presentation or equivalent.</p>

Need Improvement: continues on next page

<p>Needs Improvement</p>	<p>a) Conference Presentation: No evidence of conference presentations or equivalent OR</p> <p>(b) Scholarly Writing: no evidence of progress in producing scholarly writing. OR</p> <p>c) Discipline-oriented research activities: No evidence of engagement in discipline-oriented activities.</p>	<p>a) Scholarly Writing: Did not complete 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). OR</p> <p>b) Conference Participation: Fewer than two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). OR</p> <p>c) Discipline-oriented research activities: No evidence of consistent involvement in discipline-oriented research activities.</p>	<p>a) Scholarly Writing: Did not complete 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). OR</p> <p>b) Conference Participation: Fewer than two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). OR</p> <p>c) Discipline-oriented research activities: No evidence of consistent involvement in discipline-oriented research activities.</p>	<p>Conference Presentation: No evidence of conference presentations or equivalent.</p>
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**Service Requirements for Tenure-Track (includes Promotion to Associate)--
Promotion to Full Professor, and Post-Tenure Review**

Service

Service	Beginning of 3 rd year, tenure-track	Beginning of 6 th year, tenure-track – includes promotion to Associate Professor	Promotion to Full Professor	Post Tenure Review
Meets Expectations	<p>Participates in both department service and activities related to program major and minor.</p> <p>Provides evidence of service activities beyond the department and program (can include running for committee positions).</p>	<p>Participates in both department service and activities related to program major and minor.</p> <p>In addition: Has served within the following levels of service:</p> <p>a) School or University b) Professional organizations or to the larger community, related to disciplinary expertise</p>	<p>Participates in both department service and activities related to program major and minor.</p> <p>In addition: Has served within the following levels of service:</p> <p>a) School or University b) Professional organizations or to the larger community, related to disciplinary expertise</p>	<p>Participates in both department service and activities related to program major and minor.</p> <p>In addition: Has served within the following levels of service:</p> <p>a) School or University b) Professional organizations or to the larger community, related to disciplinary expertise.</p>
Needs Improvement	<p>Little or no evidence of involvement with department and program service.</p> <p>No effort to perform service outside the department.</p>	<p>Little or no evidence of involvement within the department and program</p> <p>Little or no involvement in the</p> <p>a) School or University b) Professional organizations or to the larger community, related to disciplinary expertise</p>	<p>Little or no evidence of involvement within the department and program</p> <p>Little or no involvement in the</p> <p>a) School or University b) Professional organizations or to the larger community, related to disciplinary expertise</p>	<p>Little or no evidence of involvement within the department and program</p> <p>Little or no involvement in the</p> <p>a) School or University b) Professional organizations or to the larger community, related to disciplinary expertise</p>