

Department of Sociology
College of Liberal Arts

Tenure Policy

Policy Adopted: Fall, 2001

Amended: December, 2002 with Pre-Tenure Review Policy

Amended: September, 2004 with Tenure Expectations Statement

Additional Information: Tenure Packet Information; last updated--October 26, 2004

Amended 5/1/2008 by adding note about study abroad courses, online publication

Tenure

The department will observe university policies (E-50A) and college policies regarding the evaluation of candidates for tenure. Required and recommended items to be included in the application for tenure as evidence of teaching, research, and service activity are listed in appendix A.

The department will observe our Pre-Tenure Review Policy.

Promotion

The department will observe university policies (E-3A) regarding the evaluation of candidates for academic promotion. Required and recommended items to be included in the application for promotion as evidence of teaching, research, and service activity are listed in appendix A.

Peer Review

For those faculty seeking feedback about their teaching, research, and service activities from department colleagues other than the department chairperson, a peer review process will be available. This voluntary peer review process will take place after the annual evaluation of faculty by the chairperson has been conducted.

Tenure Expectations Statement (Adopted: September, 2004)

For a candidate to receive the department's recommendation for tenure, he or she will have

- Evaluations of teaching that are typically close to or better than the department average; or comparable evidence of successful teaching
- Presentations at professional meetings on an average of once a year and articles published in refereed professional journals on an average of every other year; or comparable evidence of successful scholarship
- Satisfactory service on committees to which one was appointed; or comparable evidence of successful professional service

The burden is on the candidate to show that her or his “comparable” accomplishments are equal to or greater than those specified by the department. If the candidate meets all of the above specified criteria but the department fails to recommend tenure, the burden is on the department to show why other circumstances were of sufficient gravity not to recommend tenure.

Appendix A Required and Recommended Evidence of Teaching, Research, and Service Activity

Required Evidence of Teaching Activity

Applicants for merit are required to submit the following for either the fall or the spring semester of the year being evaluated: (1) a list of courses taught, (2) enrollment totals for each course, (3) a syllabus for each course taught, (4) a summary of student evaluations for each course taught, and (5) a complete set of student evaluation comments from one course taught. Student evaluation results are only one component of the total set of indicators on teaching outcomes. The department chairperson shall use multiple indicators of teaching effectiveness in the evaluation process.

Applicants for tenure are required to submit the following: (1) a statement of teaching philosophy, (2) a list of all courses taught during the previous five years at SFA, (3) enrollment totals for each course taught at SFA during the previous five years, (4) a syllabus for each different course taught at SFA during the previous five years, (5) a summary of student evaluations for each course taught at SFA during the previous five years, and (6) one complete set of student evaluation comments from each different course taught at SFA during the previous five years.

Applicants for academic promotion are required to submit the following: (1) a list of all courses taught during the previous five years at SFA, (2) enrollment totals for each course taught at SFA during the previous five years, (3) a syllabus for each different course taught at SFA during the previous five years, (4) a summary of student evaluations for each course taught at SFA during the previous five years, and (5) one complete set of student evaluation comments from each different course taught at SFA during the previous five years.

Recommended Documentation of Teaching Activity

The following items are recommended as evidence of teaching activity. They are recommended for applicants for merit, promotion, or tenure. Additional documentation may be stipulated for tenure or promotion by university guidelines. (See the department chairperson for copies of university guidelines for tenure and promotion.) In compiling both the required and recommended evidence of teaching activities, the intent is to provide a set of information that allows the department chairperson to conduct an holistic assessment of teaching accomplishments. The actual importance of any piece of evidence must be judged in the context of the faculty applicant's overall teaching efforts. The exclusion of a specific recommended item by an applicant is not meant to imply a weakness in that area. The recommended items are:

1. description of teaching in relation to the Learning Goals for Sociology Majors (copy available from the department chairperson), or an overview of instructional goals in each course;
2. innovative teaching efforts, such as the use of technology, strategies for encouraging writing, and substantial updating of course content;
3. recognitions or awards for teaching;
4. development of a new course;
5. participation in university-wide teaching initiatives, such as the Connections Program and SFA101;
6. student advising activities (e.g., number of students advised and types of advising activities);
7. documented improvement of teaching over time (recommended for tenure applications);
8. peer teaching reviews (recommended for tenure applications);
9. supervision of internships, service-learning activities, or other experiential teaching activities that involve major time commitments beyond usual class preparation;
10. supervision of SOC475 and SOC575 courses;
11. membership on thesis and dissertation committees;
12. attendance at workshops designed to enhance teaching skills;
13. feedback from others that reflects learning outcomes, including former students, alumni, and department majors pursuing advanced degrees; and
14. other information deemed appropriate for consideration (by the faculty member).
15. average GPA data for all courses taught
16. organization of and teaching study abroad courses

Recommended Evidence of Research Activity

The following items are recommended as evidence of research activity. They are recommended for applicants for merit, tenure, or promotion.

1. Books
 - a. scholarly, single-authored, recognized publisher
 - b. scholarly, single-authored, locally published
 - c. non-edited book, dual or multiple-authored
 - d. edited book (single-authored/multiple-authored)
 - e. training manual / test bank / teaching manual
 - f. book in progress
2. refereed journal articles including online journals
 - a. Reviewer should consider originality and/or extension of previous work. The author has a responsibility to make this known. Empirical / non-empirical research have equal value.
 - b. Articles accepted for publication (e.g., forthcoming or in press) may be included for consideration. Such material, however, may only be counted once in the evaluation process.
3. book chapters
4. invited articles
5. editor of journal (provide copy of journal)
6. funded grant applications (size of grant should be considered)
7. papers read at national meetings
8. non-funded grants (size and difficulty of obtaining funding should be considered)
9. papers read at other professional meetings (includes proceedings)
10. panelist at a professional meeting
11. scholarly articles not in journals but refereed
12. articles in non-refereed journals
13. book reviews
14. reviewer activities
15. other (selection of article in data base; reprint of article; positive review of applicant's work)

Recommended Evidence of Service Activity

The following items are recommended as evidence of service activity. They are recommended for applicants for merit, tenure, or promotion.

1. committee service on the university, college, or department level -- include position held, the number of times met and approximate number of hours spent working on each committee
2. service as graduate school representative on thesis and dissertation committees
3. office in professional organization (what position? how much time and energy spent on position)
4. committee member in professional organization (specify which organization and how much time and energy was required)
5. specific university assignments by president, vice-president, or dean -- note time required and nature of task
6. papers, presentations, or speeches on topics relevant to your profession delivered for education, civic, service, or church groups
7. consulting/committee service to community
8. other pertinent university service
9. organizing session at a professional meeting (if this activity involves considerable evaluation of papers, it should be placed under research activities, lowest priority)

Guidelines for Preparation of a Tenure Portfolio

A faculty member's application and supporting materials for tenure are contained in a portfolio. The contents of this portfolio should reflect the criteria for tenure established by the individual's academic department and College. Each portfolio needs to include supporting materials regarding teaching, research, and service and should argue persuasively that the individual meets or exceeds expectations in each of the three areas.

The revised tenure policy provides general guidelines for preparing a tenure review portfolio:

(I.A.4) "Tenure Review Portfolio" (referred to hereafter as portfolio) as used in this policy shall be defined as a set of verifiable materials showing evidence of the candidate's fitness for tenure. The portfolio should contain a succinct, substantive, and cumulative record of the candidate's performance during the probationary review period (see IV.A.2, of this policy). Any material generated during the review process will become an integral part of the portfolio.

(IV.A.2) The candidate, in consultation with the department chair, shall develop a portfolio consisting of supporting materials, including a current vita, annual reports, pre-tenure reviews, all administrative evaluations and other written evaluations that may be required by the department. An inventory of all contents must be attached to the portfolio.

(IV.A.3) The portfolio must address the criteria for tenure established by departmental tenured faculty. Such criteria must include details of departmental expectations in each of the following areas:

- a. Evidence of teaching effectiveness.*
- b. Research and/or creative accomplishments.*
- c. Service.*

The following guidelines are intended to assist in assembling and organizing supporting materials for the portfolio.

Overall Format

Portfolio materials should be organized into **one** three-ring binder. Use tabs to identify the main sections for easy reference. Put your name and department/College on the spine of the binder so it is easily identifiable. If you use plastic “sleeves,” put only one sheet of paper in a sleeve.

As you organize your materials, remember that they will be reviewed by people from a variety of academic disciplines. Provide explanations and context whenever necessary. Include in your portfolio the materials that you deem pertinent for consideration. Some items listed below are required; others are recommended; yet others are suggestions for you to consider. As the portfolio continues through the levels of review, any materials you include will not be removed; however, materials from the reviewers will be added to the front of the binder.

Introductory Materials

- ❖ Table of Contents (required)
- ❖ Copy of your initial appointment letter and any changes to that initial appointment (required)
- ❖ Copy of tenure criteria/elaborations for your department (required)
- ❖ Narrative highlighting your accomplishments and explaining persuasively why you meet expectations for tenure (highly recommended).
- ❖ Curriculum Vitae (required)
- ❖ Annual Faculty Reports and reviews from your department chair (required)

Teaching Effectiveness

- ❖ Brief narrative outlining your teaching philosophy and approaches to helping students learn (recommended)
- ❖ Sample syllabi for courses taught regularly (required)
- ❖ Sample instructional materials you have developed (recommended)
- ❖ Student evaluations (required; you may put these in an Appendix at the back of the binder if you wish.)
- ❖ Reports of class visits by faculty colleagues, the department chair, and/or others who have the expertise to evaluate effective teaching
- ❖ Materials used in advising

- ❖ Sample student assignments with your grades or comments
- ❖ Information regarding your work with thesis committees, student supervision, curriculum development, innovative teaching strategies, and participation in teaching-related workshops and conferences

Research and/or Creative Accomplishments

- ❖ Brief narrative outlining your achievements and goals in terms of scholarly/ creative work. It is helpful if you describe the significance of your work within your discipline and how your research/creative agenda intersects with your teaching (recommended).
- ❖ Scholarly publications: book chapters, articles in professional journals, book editorships, textbooks, monographs. Provide bibliographic information and differentiate among international/national, regional/state/local, and refereed/non-refereed publications (required). You may include a copy of the full text of published articles or chapters if you wish.
- ❖ Scholarly presentations. Differentiate among solo papers, poster presentations, panels, international/national, regional/state/local conferences, and refereed/non-refereed presentations.
- ❖ Concerts, theatrical performances, art exhibits, or other creative presentations. Differentiate among international/national, regional/state/local, and refereed/non-refereed events.
- ❖ Book and manuscript reviews, abstracts, proceedings
- ❖ Grant proposals. Indicate funded or not funded, your role [i.e. principle investigator], funding source, and period of funding.
- ❖ Self-published works such as instructional CDs or workbooks
- ❖ Conferences attended: work as moderator, convener, and so on
- ❖ Participation in scholarly societies: include positions held, meetings attended, and so on
- ❖ Awards, fellowships, honors received
- ❖ Support for student research

Note: In this section of your portfolio, it is helpful if you provide descriptive headings such as **Scholarly Articles** and **Conference Presentations** to differentiate among the different categories of scholarly work.

Service

- ❖ Brief narrative outlining how your service to your department/College, the university, and/or community supports the university mission and your own professional development (recommended)
- ❖ Evaluation of the work you have done on department, College, or university committees
- ❖ Involvement with student organizations
- ❖ Leadership roles you have taken in regional, statewide, or national activities/committees
- ❖ Activities related to accreditation
- ❖ Student recruiting or retention efforts
- ❖ Liaison work with schools or community colleges
- ❖ Work representing the university in the community or statewide

❖ Speaking engagements

The tenure policy notes that your portfolio should be succinct and substantive. There is no need to include a book in its entirety; *do* include reviews or abstracts of your book, if available. You do not need to include full texts of items such as articles in newsletters or newspapers although you may list the bibliographic information if you wish. If you presented at a conference, include the program page on which you are listed; do not include the entire conference program. Focus on your accomplishments since coming to SFA; these are of far greater importance than achievements at another institution.

In short, consider your portfolio to be a *persuasive narrative* about your professional development and your qualifications to be a tenured faculty member in your discipline at SFA. Put your portfolio together with a variety of readers in mind.

MC 6.16-05