

Approved Spring 2017

## **DEPARTMENT OF SOCIOLOGY CRITERIA FOR TENURE AND PROMOTION**

The Department of Sociology affirms the “General Criteria” for faculty evaluation as set forth in Article VIII:

*The education of students is the primary mission of Rollins College. To that end the role of the faculty involves teaching, research and scholarship, and service as interrelated components that serve this mission. Rollins values teaching excellence above all. We see scholarship and service as concomitant to good teaching. We expect candidates for tenure and promotion to demonstrate scholarly interests and give evidence of an active scholarly life. We expect candidates for tenure and promotion to engage in service within the College and to demonstrate how service outside the College is connected to the mission of the College.*

The standards below represent a set of minimum achievements necessary for review for tenure and/or promotion.

### **TEACHING**

The Sociology Department’s criteria for assessing teaching are in accordance with the standards stated in the Faculty By-Laws. In evaluating teaching, the Sociology Department will employ the following means: (1) the candidate’s self-assessment statement; (2) course syllabi, study guides, handouts, examinations, writing assignments, and any other relevant documents supplied by the candidate; (3) classroom visits; (4) conversations and interviews with students; (5) student evaluations, and (6) additional means suggested by the candidate.

Candidates for tenure and promotion to Associate Professor must demonstrate a consistent record of excellence in teaching. Their courses must be well-organized, rigorous, and challenging; they must incorporate up-to-date readings and research findings; they must include clear and effective means for evaluating student performance; course material and assessment should align with a clear set of course objectives; and they must serve the mission of the department and the college.

We see high quality teaching as both a result and a process. In addition to the goals above, candidates should establish an acute awareness of one’s strengths and weaknesses, proactively addressing both over time (through improving weaknesses and/or maximizing strengths). Candidates should formulate a clear narrative of this development, which includes both reflection and measures of assessment (of their choosing) to demonstrate one’s ability to become a stronger teacher.

Candidates should also demonstrate a commitment to “pitching in” to fulfill department and college needs by regularly developing and teaching core courses in the major/minor as well as service courses for the General Education Program (e.g., RCC, rFLA, and Honors).

We also encourage candidates to demonstrate their commitment to pedagogical development by participating in internal and external professional development opportunities, which could include programs and services offered by the CAJ Institute for Effective Teaching, pedagogy book clubs, ACS trainings, and other opportunities suggested by the candidate.

Candidates for promotion to Professor, who are subject to a higher level of expectations, must continue to meet the criteria above for excellence in teaching. In addition, they should show continued growth as a teacher beyond that achieved for tenure. This continued development of their own practices might include: substantial revision of courses, development of new courses, exploration of new pedagogical strategies, incorporation of high impact practices, and/or participation in professional development opportunities around teaching.

In addition, we encourage candidates for promotion to Professor to consider ways that they can expand their engagement with teaching beyond their own courses to efforts within the department, College-at-large, or in the wider community. These efforts could include serving as mentors to evaluate others' teaching, presenting pedagogical workshops at the College, publishing in the scholarship of teaching and learning, presenting at conferences on pedagogy, grant proposals on teaching initiatives, engaging in community-based teaching and learning, or other means proposed by the candidate.

## **RESEARCH AND SCHOLARSHIP**

Candidates for tenure and promotion must demonstrate a record of active and ongoing scholarly activity. Candidates should present a clear narrative of their scholarly record, noting past achievements and an agenda for future work. The core of this record should be scholarly publications within the social science literature.

Candidates for tenure and promotion to Associate Professor are expected to produce, as a benchmark, either a) the equivalent of one scholarly book (not self-published) published, or with the full manuscript formally accepted, by an academic press or publisher of academic material, or (b) two scholarly articles (e.g., peer-reviewed journal articles or scholarly book chapters) published or with a full manuscript formally accepted for publication. While we recognize the importance and effort involved in collaborative work, we also expect to see the candidate as lead or sole author in at least one of these publications. In addition, sociological research is frequently published in interdisciplinary outlets. We expect candidates to show their commitment to the discipline by demonstrating that at least one of these publications has a substantial audience of social scientists. The scholarship of teaching and learning increasingly requires that authors employ social science methodology to demonstrate the effectiveness of teaching interventions. As such, candidates may count one publication in the pedagogical literature if the CEC judges the work to be based in social science research.

Candidates for promotion to Professor, subsequent to the attainment of tenure, are expected to produce, as a benchmark, either a) the equivalent of one scholarly book (not self-published) published or with the full manuscript formally accepted by an academic press or publisher of academic material, or (b) four scholarly articles (e.g., peer-reviewed journal articles or scholarly book chapters) published or with a full manuscript formally accepted for publication.

The caveats listed above regarding jointly-authored work, interdisciplinary outlets, and pedagogical literature will be applied to candidates for promotion to Professor.

What counts as “equivalent” in evaluating scholarship will inevitably be a matter of *judgment* made by the Candidate Evaluation Committee in consultation with the candidate but may include, for example, quality scholarship in the form of translations, documentary films, or online publications.

In addition to the criteria for scholarly publications above, candidates for tenure and promotion to Associate Professor AND candidates for promotion to Professor must also provide evidence of active and ongoing scholarly activity. This may take a variety of forms, including: attendance at professional meetings, presentations of scholarly work, book reviews, editing of books and journals, refereeing of book and journal submissions, grants and fellowships, awards and commendations, publications of non-peer reviewed scholarly works (e.g., conference proceedings, book reviews, encyclopedia entries, blogs), and/or additional evidence of ongoing research projects and work in progress.

## **COLLEGE SERVICE**

Candidates for tenure or promotion to Associate Professor are expected to demonstrate a pattern of consistent commitment to college service. This may involve a range of activities including, but not limited to: advising, participation in departmental business and activities, serving on all-college committees and in college governance, involvement in student activities, participation in interdisciplinary programs, service to the larger community outside the college and, more generally, active participation in the college’s intellectual and cultural life.

Candidates for promotion to Professor, who are subject to a higher level of expectations, must show evidence of continued commitment to college service beyond that achieved for tenure. Service obligations for candidates for promotion to Professor should accordingly show a higher level of commitment to the department and college, as appropriate for one’s experience, including: serving as committee chairs, serving as Department Chair or as a program coordinator, or other positions or committee participation as justified by the candidate as carrying advanced responsibility.