PREAMBLE: The faculty of Sociology (hereinafter referred to as the faculty) understands that, upon the acceptance of these Guidelines for Tenure and Promotion by this faculty and the Department Head and by the University Administration, these criteria shall, in fact, be used to recommend tenure and promotion in the department.

The faculty recognizes that the decision to grant tenure and/or promote is holistic and that the contributions of any particular candidate should be judged primarily in terms of his or her contributions in departmental components and programs for which he or she was hired or in which he or she has chosen to specialize.

The faculty is committed to effective teaching. Therefore, decisions to grant tenure and/or to promote shall be based upon continuing evidence of teaching effectiveness as well as on Research/Creative Activity and University/Public Service. Adequacy in all three areas is essential, but excellence in teaching is expected for promotion and/or tenure.

The faculty believes that evaluative decisions in any of the three areas - Teaching, Scholarly Activity, Service - are primarily qualitative decisions rather than quantitative decisions. We believe that an overall pattern of evidence in each area throughout the evaluation period is desirable, not merely the number of times a particular activity or cluster of activities has occurred. It is further recognized that the pattern of evidence presented by a candidate also will depend upon and may vary according to program or specialization within the department. The faculty will not use a "formula" when the totality or a sub-component of a candidate's evaluation is assessed.

The faculty affirms that evaluations of the general patterns of activity outlined below shall not be based upon differences in area of specialization, research methods, theoretical orientation, or ideology. Furthermore, the faculty affirms that tenure and promotion decisions shall be made without reference to a candidate's personal lifestyle. However, the candidate will be judged on willingness to cooperate to accomplish programmatic goals. The department is concerned with the on-going performance of the candidate as well as particular outcomes.
The candidate is responsible for providing complete and accurate materials in support of his or her application for promotion or tenure.

TEACHING EFFECTIVENESS

Preamble: The faculty affirms that we are concerned about and committed to the varying needs of our students. The faculty considers effective teaching to be the presentation of current material within the classroom in a clear and understandable manner and continuing concern with the components of the teaching role that occur outside the classroom: advisement, supervision of theses and internships, and the like. While systematic student evaluations are one criterion for evaluating the pattern of activity required for effective teaching, student evaluations should never be the sole or primary evidence by which effective teaching is evaluated.

Minimal criteria for continuance include

1. Being "academically responsible" by meeting classes as scheduled, holding office hours, returning student work in a timely fashion, keeping appointments, & using class time well (i.e., using time in a way necessary to meet class goals);

2. Distributing and following clear and current course syllabi;

3. Using currently appropriate instructional materials;

4. Advising students regularly and accurately; and

5. Performing adequately in the classroom as indicated by the scores and comments on the university-wide student evaluations.

Additional criteria considered

In addition to meeting minimal expectations of teaching the department will give notice to teaching modes and applications that are "beyond the standard or norm."

1. Involvement in special programs like the Honors program, engaging in interdisciplinary team teaching, or promoting the internationalization of WKU by teaching classes through a "Study Abroad" experience;
2. Teaching through “alternative delivery” such as distance and web-based learning or regional campus instruction;

3. Developing courses that offer significant “service learning” or “experiential learning” opportunities, thereby contributing to the University’s Mission of “student engagement”;

4. Contributions made to the department’s “core” (Introductory Sociology, Sociological Theory, Strategies of Research Methods, & Social Statistics); and

5. Teaching classes in the M.A. degree program.

**Quality of teaching**

For tenure and promotion consideration, the department expects high quality, effective teaching. A general pattern of continuous evidence of effective teaching includes meeting the minimal criteria for continuance and may include, but is not limited to, the following:

1. Using a variety of teaching techniques such as: creative class projects, simulations, applied exercises and the like;

2. Participating in ongoing or newly developed programs and courses for which the candidate’s training and professional expertise prepare him or her, in course revision/development, and in retraining or continuing education; and

3. Supervising students: including direction/supervision of Honors theses, direction/supervision of M.A. theses, serving on Honors and M.A. theses in a role other than that of the primary supervisor, engaging in directed studies, internships, practicum and the like.

**Evidence of teaching quality**

For tenure and promotion consideration, the department expects high quality, effective teaching. In evaluation of teaching excellence, the department will give consideration to a general pattern of continuous evidence throughout the evaluation period.

However, the department would like to emphasize that it is the responsibility of individual faculty to make a case for their teaching effectiveness. To this end, the faculty recommend that if a faculty receives a “marginal” or “deficient” rating in a yearly evaluation of his
or her teaching within the evaluation period, that the faculty rely on an observation of his/her classes by another faculty in the department (with presumed recommendations to accompany from that faculty member) in an effort to improve teaching effectiveness. Evidence to be used in the evaluation of effective teaching may include, but is not limited to, the following:

1. Student course evaluations, as an indication of student perceptions of teaching effectiveness. Not only will university and department core items be examined but also written comments from students;

2. The following materials will be considered in evaluating the "course content": course syllabus, clearly stated course objectives, challenging student assignments, relevant & current readings, method(s) used to assess student performance (ie; tests, papers, class involvement);

3. Number of courses taught and new courses developed and offered;

4. Evaluation of rigor and consistency in instructor assessment procedures as seen in grade distributions of the instructor as well as a comparison of the instructor's grade distributions with those of the department and the college;

5. Evidence of efforts to improve teaching effectiveness through participation in seminars, workshops, classes, etc., in the form of certificates of completion, participation, or attendance;

6. Contributions made to the teaching of sociology through publications of teaching related materials, such as texts, workbooks, and articles;

7. Classroom observations, when requested by the instructor, to assess command of the subject matter, ability to communicate effectively, and responsiveness to students;

8. Examples of student work such as theses, portfolios etc.; and

9. Teaching awards or acknowledgements from the department, college, university, or professional organization.
RESEARCH/CREATIVE ACTIVITY

Preamble: The faculty defines research/creative activity as the process by which scholarly activity is undertaken, completed and published in a peer-reviewed forum such as journals, private or university presses, or monograph series. The faculty recognizes both single and co-authored publications. The faculty recognizes that research reports prepared for university-funded projects, governmental, or private agencies represent research activity. Nevertheless, for purposes of tenure and promotion evaluation, such research also must appear in a peer-reviewed forum. The faculty takes as prima facie evidence of the material's relevance and contribution to the literature that the material was reviewed and, after review, was accepted for publication.

While emphasis is placed upon publication in a peer-review forum (as stated above) research activity and attempts to publish will be considered as evidence of a desirable pattern of research/creative activity. These patterns of research activity may include, but are not limited to, the following:

1. Publications in a peer-reviewed forum. Publications are defined to include articles, books, monographs, chapters or sections of books, or other peer-reviewed material. As evidence of such scholarship, the department will accept a letter of acceptance or a "proof" of the manuscript at the time it is accepted;

2. Presentation of papers at international, national, regional, or state professional meetings. As evidence of such scholarship, the department will accept a copy of a printed program indicating such involvement;

3. Preparation of research reports for federal, state, and local public agencies, for private corporations and agencies, and for universities as evidence of research performed for these organizations. As evidence of such scholarship, the department will accept a copy of these reports as they occur in print;

4. Applying for grants for external funding. As evidence of such scholarship, the department will accept a copy of the grant proposal.
PROFESSIONAL/PUBLIC SERVICE

Preamble: The faculty defines service to include a wide range of activity within and outside the University that is undertaken by the candidate in his or her role as a professional sociologist.

Service to the Department is defined to include participation on departmental committees (such as search committees & others within the department) as well as the compilation of reports and other work that advances the interests and the recognition of the department.

Service to the University is defined to include participation on committees, task forces, or other groups within the College, or University.

Service to the profession is defined to include participation as an officer or committee member in national, regional or state associations, as a discussant, panelist or session organizer, as reviewer for professional publications, as editors of journals, or author of book reviews. Special note will be taken of chairs.

Service to the community is defined to include appearances and speeches before public/private organizations, interviews and/or appearances in various media such as newspapers and television, the preparation and presentation of workshops and conferences to public or professional groups, the development of training materials to be utilized by public/private agencies, consultation with public/private organizations, and activity as expert witnesses or official spokespersons for academic disciplines. The faculty makes no distinction between whether or not the candidate is paid for such activities, in either case, the candidate’s activity will be considered.

The faculty excludes any form of private or public activity by the candidate that is outside his or her role as a professional sociologist. For example, activity for any organization in which the candidate is in the role of a concerned citizen, a church or club member, or a civic leader is excluded.
Evidence of professional and public service

The pattern of evidence on professional/public service includes, but is not limited to, the following activities:

1. Consultation;

2. Professional activity on committees, councils, boards, task forces, or self-studies in which the candidate represents the department or his/her discipline or area of expertise;

3. Professional activity in which expertise is communicated in the media or in other forums;

4. Activity in professional associations;

5. Official advisement of university clubs or organizations or advisement of outside groups for which one’s professional expertise is needed;

6. Preparation of and presentations at workshops, training sessions, or other similar activities; and

7. Review of manuscripts for journals and/or publishers, review of proposals for granting agencies, and book reviews.

The following is a statement of the guidelines for Tenure and Promotion to the various statuses within the Department of Sociology.

1. A person hired at the Instructor level may be considered for promotion to Assistant Professor, tenure-track, upon completion of the earned doctorate. Progress evaluations will be provided to the candidate by the Department Head with input from the Departmental Tenure Committee each year prior to the promotion evaluation. To be granted promotion to Assistant Professor, the candidate must have demonstrated effective teaching.

2. A candidate for tenure and promotion to Associate Professor will be evaluated in the fifth or sixth year of service (see page 3 of the Potter College Promotion and Tenure Policies). Progress evaluations will occur in the second through the fifth years, if the fifth year is still part of the probationary period. Junior faculty will be asked to compile a continuance package during their
second semester that reflects on their accomplishments of their first semester in the Department. For years two through five, continuance materials should be turned in to the Departmental office by the first Wednesday of the fall semester. After review of these materials by the department head with additional input from the Departmental Tenure Committee, the Department Head will provide evaluations to the candidate. To be recommended by the department for promotion to Associate Professor, the candidate must demonstrate patterns of effective teaching and service and have two peer reviewed publications while at the rank of Assistant Professor (See Appendix A for “Continuance Review Policy”).

NOTE: The following policy will serve until a formal policy is reflected in the Faculty Handbook. The faculty in the Sociology Department adopts the following language passed by the University Senate regarding “stopping the clock” for tenure:

"The tenure clock will be stopped for one year upon the written request of the faculty member to the department head each time he or she experiences one of the following:

The birth of a child;
The adoption or foster placement of a child;
Substantial caregiver responsibility for someone with whom the tenure track faculty member has an important relationship, including family and household.

Requests should be made within one year of the event.

The clock will be extended whether or not the faculty member takes a leave of absence for such events.

A maximum of a two year extension will be allowed, one year for each qualifying event.

Should the faculty member desire to undergo tenure and promotion review prior to the end of the extended probationary period, he or she may do so.”
3. A candidate will be evaluated for promotion to Full Professor after a minimum of five years service as an Associate Professor and upon the request of the candidate. The Department Head, prior to the promotion evaluation, will provide annual evaluations to the candidate. In the period since receiving a promotion to Associate Professor, the candidate must present evidence of patterns of effective teaching, and service that demonstrate expertise outside the University and involvement in the affairs of the University. In addition, the candidate must have three peer-reviewed publications since promotion to Associate Professor.

Approved by unanimous vote (15 – 0) of the faculty of the Department of Sociology

March 7, 2007
APPENDIX A

Western Kentucky University
Department of Sociology

Continuance Review Policy

In accordance with policies and procedures adopted by Potter College and the Office of the Provost and Vice-President for Academic Affairs, continuance reviews of untenured probationary faculty in the second through fifth year in the department are conducted each September.

Faculty members to be reviewed are asked to prepare a packet of materials containing the Annual Activity Report, S.I.T.E. appraisals or other evidence of teaching effectiveness, course syllabi, copies of papers and publications, and other information and documents relevant to their teaching, research, and service activities. The tenured faculty members in the department are given a period of time to review the materials; and then the tenured faculty members meet with the department head for discussion and a vote on continuance. The department head chairs the meeting but does not vote. Absentee ballots are not allowed. Only those tenured faculty members who are present at the meeting cast votes. The department head then makes a separate written evaluation and a recommendation concerning continuance.

The report of the faculty vote and the department head’s evaluation and recommendation are submitted to the Dean. The report of the vote and a copy of the Head’s continuance recommendation also are provided to the faculty member under review. Faculty members have the opportunity to submit a written response regarding the continuance review; and the response will be forwarded along with the department head’s continuance recommendation to the Dean.

Date: March 7, 2007