

Department of Sociology, Anthropology and Social Welfare

Guidelines for Tenure and Promotion **Adopted May 2, 2014 – REVISED August 2015**

SECTION ONE: TEACHING

Teaching is a central role of faculty members at Augustana College, and the Department of Sociology, Anthropology & Social Welfare seeks to attract, retain, and promote faculty who achieve excellence in teaching. There are a number of concrete areas that the department looks at to assess the quality of a faculty member's teaching.

- **Pedagogy and teaching methods**
 - ❖ The candidate is able to articulate why the particular teaching methods used in each course are the ones that most effectively engage students with the content and encourage student learning.
 - ❖ The candidate uses diverse delivery methods, and demonstrates the willingness to adopt new pedagogies if they have the potential to increase student learning.
 - ❖ The candidate's courses are well organized, both in terms of the course design before the term begins and also in terms of course management during the term. The candidate clearly and regularly communicates the organizational logic of the course to students.
 - ❖ Feedback on assignments is thorough and individualized, and is given to students in a timely manner.
 - ❖ Grading policies are made clear to students, and the grading will be fair.
 - ❖ The candidate's syllabi thoroughly outline the course's learning objectives, required textbooks, relevant departmental and campus-wide policies, class schedule, and assignments.
- **Course content**
 - ❖ The content of the candidate's courses accurately reflect the course objectives as written in the syllabus and on the IDEA Center forms.
 - ❖ The candidate is able to demonstrate that each course is tied to the departmental learning outcomes.
 - ❖ Because we are a small department housed in a liberal arts college, the candidate's knowledge of the discipline exhibits breadth, but because we expect candidates to have disciplinary expertise, the candidate's knowledge of the specialty areas within their discipline also exhibits depth and sophistication. The candidate remains apprised of the cutting-edge debates and content in their discipline in general and in their specialty areas in particular.
- **Adapting to assessment**
 - ❖ When the course design, content, delivery, or any other aspect of the candidate's teaching proves ineffective, they independently demonstrate the willingness and ability to alter and improve.
 - ❖ Quantitative student feedback from course evaluations (IDEA Center forms or the like) demonstrates the candidate's ability to achieve excellence in teaching. For example, quantitative data from the current IDEA form regularly places the candidate close to the 4.0 mark or higher.
 - ❖ The candidate takes student feedback into account in future iterations of a course.
- **Advising Expectations for Faculty Members**

Advising is a critical element in the work of faculty. Following the first year of employment, the Department expects our faculty members to actively participate in advising opportunities and structured advising sessions, particularly:

 - ❖ Prospective majors and minors
 - ❖ Declared majors and minors
 - ❖ First-year student advising program
 - ❖ Internship selection, coordination and supervision
 - ❖ Senior inquiry
 - ❖ Career and vocational choice

- ❖ Graduate studies
- ❖ Admissions recruitment events and visiting students and families

These teaching criteria will be assessed using diverse forms of data including but not limited to –

- The candidate's teaching statement
- The candidate's syllabi, course materials and assignments, and examples of student work
- Quantitative data from the IDEA forms
- Interviews with current and former students
- Discussions with the tenured members of the department
- Teaching observations

SECTION TWO: SCHOLARSHIP

- **Departmental Philosophy on Faculty Scholarship**

The Department of Sociology, Anthropology, and Social Welfare is committed to the proposition that an active agenda of research and scholarship ought to be an essential component of the professional lives of faculty members at Augustana College. We think it appropriate that the college calls upon its faculty to be both excellent teachers and productive scholars. Moreover, we believe that these two expectations are not antithetical, but rather reinforce each other. To be more specific, we believe that scholarly activities have a salutary impact on teaching. Finally, the following policy applies to both tenure and promotion to full professor.

In general terms, the ideal faculty member is someone who provides compelling evidence of a commitment to research, scholarly independence, and mastery of the field. The question becomes: how do we translate these elements into specific criteria that can be used in tenure and promotion decisions? While there are a number of ways that evaluators can obtain evidence about these elements, such as the evaluations of outside peers who are expert in a faculty member's particular field, we address herein the matter of scholarly publication. What ought we to require of candidates coming up for tenure and for promotion to full professor?

The three disciplines represented within the confines of our joint department place high value on peer reviewed journals. Below are listed some of the more prestigious journals in our fields. In sociology, some of the top tier journals include *American Journal of Sociology*, *American Sociological Review*, and *Social Forces*. Other highly regarded generalist journals include *Social Problems*, *The Sociological Quarterly*, *Sociological Perspectives*, *The Sociological Forum*, and *Sociological Spectrum*. Some of the top tier journals in anthropology include *American Anthropologist*, *American Ethnologist*, *Cultural Anthropology*, *Current Anthropology*, *Annual Review of Anthropology*, *Medical Anthropology Quarterly*, *Public Culture*, and *the Journal of the Royal Anthropological Institute*. Again, there are a range of journals in the second and third tier. In social work among the most important journals are *Social Work*, *Social Work Research*, *British Journal of Social Work*, *Family Relations*, *Child and Youth Services Review*, *Research on Social Work Practice*, *International Journal of Social Welfare*, *Journal of Sociology & Social Welfare*, and *Social Service Review*. As with the other two fields, below these flagship journals is an extensive range of quality publishing venues.

At the same time, we value books, including research monographs and edited volumes, and also book chapters. There are a wide range of available venues to scholars, including but not limited to those listed below. The following academic publishers constitute the most prestigious University presses: the University of California Press Cambridge University Press, the University of Chicago Press, Harvard University Press, Oxford University Press, Princeton University Press, Stanford University Press, and Yale University Press. There are a range of solid university presses in the second tier, including Columbia University Press, Duke University, the University of Michigan Press, the University of Minnesota Press, the University of Wisconsin Press, the University of Nebraska Press, the University of Oklahoma Press, the University of Colorado Press, the University of Toronto Press, the University of Illinois Press, the University of North Carolina Press, and the University of Virginia Press. In addition, a number of for-profit publishers can be included in this tier, including Blackwell Publishing, Palgrave, Polity Press, Routledge, Berghahn, Bloomsbury, Left Coast, Waveland, and Sage.

It is our sense that in order to establish publishing expectations that are clear and reasonable, we need to consider two things. First, how much publishing is appropriate at a high caliber liberal arts college and how to we evaluate publications based on the venues in which they appear?

- **Departmental Requirements for faculty Scholarship**

Candidates for tenure should be expected to publish at least *three articles* in peer-reviewed journals. These need not be flagship journals, but if any of the publications do appear in such venues, the faculty member ought to be appropriately rewarded in the merit score for scholarship (indeed, we think such an individual ought to receive the highest score available). Flagship or not, these publications do need to appear in what are considered to be quality peer-reviewed journals, many of which are listed above.

Given that our fields also value books and book chapters, we think that such publications can be appropriate alternatives to journal articles. Thus, a monograph published by a reputable university press or academic publisher ought to count as the *equivalent of three peer-reviewed journal articles*, while a *book chapter* in a similar venue as part of an edited volume can count as the *equivalent of one peer-reviewed article*. If the faculty member coming up for tenure or promotion acts as the editor or co-editor of a volume that also makes a substantial theoretical contribution in the introduction (as opposed to a brief summary of the chapters), then this can count as the *equivalent of two peer-reviewed articles*. As with journal articles, anyone who has published a book or book chapter in a first-tier press ought to be appropriately rewarded with the highest possible merit score for scholarship.

We recognize that scholars in our disciplines occasionally collaborate with colleagues on research projects and therefore co-author publications. However, given that our department expects every faculty member to demonstrate independent mastery of and contribution to the field, the candidate for tenure or promotion needs to be the sole author or the first author for at least one of the publications described above.

Some junior faculty come to Augustana with publications, either produced during graduate school or in faculty appointments elsewhere. These publications can count toward the requirements. However, at least one publication must have been accepted for publication while on Augustana's faculty.

Paper presentations at professional conferences are an important part of being professionally engaged, and we both expect and encourage faculty members to present papers at regional, national, and international conferences regularly. Such presentations ought to be supported by the college by providing travel funding, and they ought to be recognized when allocating merit scores. However, we have concluded that *conference papers are not a legitimate substitute for publications*. Indeed, most published articles were once conference presentations, with the latter serving as early drafts of a work in progress. The reason they are presented at conferences is that they are not ready for publication.

We want to encourage faculty members to involve students in their work whenever possible and again would press for the college to financially support such student/faculty partnerships. We also think that such collaborations ought to be rewarded in merit scores, both in the teaching and scholarship areas. However, we do not think that such collaborations ought to be factored into the fairly simple criteria we have laid out for decisions concerning tenure and promotion to full professor.

One of the virtues of such a simple, straightforward set of criteria for tenure and promotion is that faculty members know exactly what the expectations are and where they stand in relation to them. We consider such clarity to be a virtue, simultaneously benefiting faculty members and promoting both the department's objectives and the college's mission.

SECTION THREE: SERVICE

- **Service to the Department**

Departmental faculty members are expected to help develop and support the department's mission and academic programs, as well as contribute to governance activities within the department. As representatives of the department, faculty members should contribute their time and talents to the needs of the College. Such contributions may include representing the department at admissions events, meeting with prospective students, advising departmental student organizations, and accompanying students to conferences.

- **Service to the College**

The department expects its members to be involved in no more than one high commitment committee or activity per year (e.g., EPC, General Education Committee, Faculty Welfare), which might be complemented by no more than a couple of committees that have a smaller time commitment (e.g., Humanities Committee, Faculty Research Committee, etc.). Any request which exceeds – these recommended caps must be approved by the department chair. First-year faculty members will not be asked nor encouraged to take on committee work.

- **Service to the Community**

We respect and encourage our faculty members' service to local, national and international communities, including professional or scholarly communities. Faculty members who use their expertise to serve such communities model the values of leadership and service we hope to cultivate in our students. However, we do not require that our colleagues engage in community service.