

Statement of Promotion Policy for Teaching Career Track Faculty
Department of Sociology
March 3, 2020

Statement of Intent and Principles

What follows is intended to supplement the guidelines pertaining to University (and College of Arts and Sciences) procedures for promotion of career track faculty. The criteria and procedures discussed below relate to the means used by the department and its faculty for arriving at recommendations for promotion. It is understood that the department, through its faculty, will make every effort to sample adequately the relevant sources of information and to review and consider that information carefully and objectively, without regard to personal or non-professional considerations. Indeed, the latter are explicitly rejected by the Department as criteria relevant to professional advancement. In the final analysis, the integrity and professionalism of the faculty and the individual's right of appeal are the best safeguards against gross inequities.

Contracts and role statements for faculty members in this track vary considerably and all promotion reviews should therefore be informed by the specific workload expectations of the candidate as specified in such documents.

Criteria for Promotion

1. Primary emphasis in evaluating candidates for promotion is a demonstrated effectiveness and achievement in classroom and individual instruction and mentoring.
2. Given that percentage of work load allocated to a secondary area is usually limited, demonstrated effectiveness in secondary area(s) including one or more of: advising, educational leadership (e.g., program coordination), administration, research, outreach, and service, as set out in the letter of offer or role statement may be considered if applicable. Expectations in this area are notably limited.

Procedures

1. It is the responsibility of the faculty member seeking promotion to keep his/her file up to date, and to demonstrate evidence of effectiveness and contributions in areas of evaluation. Faculty members seeking promotion should describe the percentages of time allocated to instruction and secondary area(s) and any changes to that allocation since last promotion.
2. Career track faculty who wish to be considered for promotion should notify the Chair either verbally or in writing in the winter of the year before they wish to be reviewed.
3. The following faculty submit recommendations on promotion from Teaching Assistant Professor to Teaching Associate Professor: Career Track Associate Professors, Career Track Professors, Associate Professors, and Professors. The following faculty submit recommendations on promotion to Teaching Professor: Career Track Professors and Professors.
4. The Chair will obtain at least five review letters; these may be internal or external to WSU, but must be external to the Department of Sociology.

5. Candidate portfolios should list all formally approved leaves (e.g., FML), and may also provide context and descriptions regarding other impediments in productivity, such as assumption of substantial administrative tasks.
6. Faculty at all regional campuses will be evaluated by the same criteria. The only difference in evaluation will be recognition of the somewhat different demands and opportunities provided across campuses. Such differences may vary by campus and over time, but may include, for example, differences in student composition, class sizes, grading or other instructional supports.

Teaching Evaluation

Candidates for promotion are expected to demonstrate that their teaching effectively supports course and unit learning outcomes and that it reflects the current state of knowledge in the discipline. Teaching effectiveness is very difficult to evaluate, and any such evaluation should therefore consider distinct dimensions and multiple indicators of effectiveness. It must also consider various contingencies that impinge upon teaching effectiveness.

1. Indicators of Teaching Effectiveness

Candidates for promotion should submit several indicators of their teaching effectiveness. Multiple indicators are desirable in view of the fallibility of individual indicators and the various dimensions of teaching effectiveness.

At a minimum, candidates should submit the summaries of several recent course evaluations by students.

Candidates must submit a minimum of two peer evaluations of teaching conducted by senior colleagues in or outside the department witnessing the teaching performance of the candidate in the classroom.

Additional indicators may include, but are not limited to: course material such as syllabi and exercises demonstrating particular innovations, breadth, and/or rigor; letters of evaluation from current and/or former students; evidence of participating or leading teaching-related trainings or presentations; and publication in teaching-focused outlets (journals such as *Teaching Sociology*, ASA teaching blogs, TRAILS).

It must be recognized that teaching effectiveness is not synonymous with popularity as a teacher. Although popularity as a teacher may contribute to teaching effectiveness, it should not be considered as the only dimension of teaching effectiveness.

2. Contingencies Influencing Teaching Effectiveness

Finally, it must be recognized that the teaching effectiveness of any candidate is often influenced by certain contingencies which are at times beyond his or her control. Although it may be desirable to attempt to minimize the impact of these contingencies, they must be taken into account whenever they are present. These include, but are not limited to: number of preparations, the teaching of required courses, and the mix of lower-division and upper-division courses. Innovation may also at times lead to lower evaluations or reduced effectiveness and this tendency must be taken into consideration. Innovation and versatility in teaching is valued.

3. Promotion Steps

Candidates for promotion to Teaching Associate Professor will demonstrate a record of growth and accomplishment in teaching effectiveness; candidates for promotion to Teaching Professor will demonstrate continued excellence in teaching as well as growth in leadership and/or impact, including that which increases impact through improving others' effectiveness, beyond what would characterize initial promotion.

Evaluation in Secondary Area(s)

1. Indicators of effectiveness

Indicators of accomplishment and impact in secondary area(s) will vary considerably by area. Expectations in this area should be kept proportional to the percentage of time allocated in the letter of offer or role statement. As a general principle, career track faculty should demonstrate a trajectory of increasing effectiveness and contribution in their secondary areas. Documentation may take many forms, including materials produced (e.g., materials promoting Sociology programming, products of outreach efforts, internal manuals and reports prepared), data showing impact of efforts, participation in or leading of professional seminars or trainings, and presentation of research at conferences or as invited talks, as well as publication (both in print and accepted for publication). The narrative detailing achievements in scholarship, if applicable, should include information about the quality of journals and book publishers, and when work is multi-authored, details of the candidate's contribution.

Service includes activities across levels (Departmental, College, WSU, Professional Societies, Community, State, National, International). Outreach includes both on-campus activities as well as working with organizations and populations off-campus (e.g., area children). Scholarship includes that on pedagogy, and the department affirms the value of interdisciplinary and community-engaged scholarship.

2. Promotion Steps

Candidates for promotion to Teaching Associate Professor will demonstrate a record of involvement and effectiveness in their secondary area(s). Candidates for promotion to Teaching Professor will demonstrate increased impact, including that which increases impact through improving others' effectiveness, beyond what would characterize initial promotion.

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Contracts and role statements for faculty members in this track vary considerably and all promotion reviews should therefore be informed by the specific workload expectations of the candidate as specified in such documents.

Criteria for Promotion

1. Demonstrated effectiveness and achievement in classroom and individual instruction and mentoring.
2. Demonstrated effectiveness in secondary area(s) including one or more of: advising, educational leadership (e.g., program coordination), administration, research, outreach, and service, as set out in the letter of offer or role statement.

Procedures

1. It is the responsibility of the faculty member seeking promotion to keep his/her file up to date, and to demonstrate evidence of effectiveness and contributions in areas of evaluation. Faculty members seeking promotion should describe the percentages of time allocated to instruction and secondary area(s) and any changes to that allocation since last promotion.
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3. The following faculty submit recommendations on promotion from Scholarly Assistant Professor to Scholarly Associate Professor: Career Track Associate Professors, Career Track Professors, Associate Professors, Professors and Regents Professors. The following faculty submit recommendations on promotion to Scholarly Professor: Career Track Professors, Professors, and Regents Professors.
4. The Chair will obtain at least five review letters for individuals being considered for promotion; these may be internal or external to WSU, but must be external to the Department of Sociology.
5. Candidate portfolios should list all formally approved leaves (e.g., FML), and may also provide context and descriptions regarding other impediments to productivity, such as performing substantial administrative tasks.
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Candidates for promotion should submit several indicators of their teaching effectiveness. Multiple indicators are desirable in view of the limits of individual indicators and the various dimensions of teaching effectiveness.

At a minimum, candidates should submit the summaries of evaluations by students for recent years. Candidates should also submit a Teaching Portfolio, the contents of which are described in university-level guidelines.

Candidates must submit a minimum of two peer evaluations of teaching conducted by senior colleagues in or outside the department witnessing the teaching performance of the candidate in the classroom.

Additional indicators may include, but are not limited to: course material such as syllabi and exercises demonstrating particular innovations, breadth, and/or rigor; letters of evaluation from current and/or former students; evidence of participating or leading teaching-related trainings or presentations; and publication in teaching-focused outlets (journals such as *Teaching Sociology*, ASA teaching blogs, TRAILS [Teaching Resources and Innovations Library for Sociology]).

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