

**STATEMENT OF PROMOTION AND TENURE POLICY
DEPARTMENT OF SOCIOLOGY (APPROVED BY FACULTY 4/3/13)**

Statement of Intent and Principles

The information in this statement describes the criteria and procedures used by the Sociology Department for arriving at recommendations for promotion and tenure. It is intended as a supplement to University and College of Arts and Sciences procedures. 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. The latter are explicitly rejected by the Department as criteria relevant to professional advancement. We recognize that evidence is never entirely complete or reliable, and hold that the integrity and professionalism of the faculty and the individual's right of appeal are needed safeguards against inequities.

Procedures and Criteria for Tenure and Promotion in Rank

A. General Procedures

1. It is the responsibility of the faculty member seeking promotion and/or tenure to keep his/her file up to date. Recommendations to the Dean are generally required in the fall semester.
2. Faculty who would not automatically be reviewed in a given year, but 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. Our department expects all voting members (specified below) of the faculty to review the materials of a candidate for promotion and make their recommendations to the Chair. All tenured faculty must complete ballots on the granting of tenure. All tenured associate, full, and regents professors must complete ballots on the appointment or promotion to associate professor. All tenured full and regents professors should complete ballots on the appointment or promotion to full professor. The Chair will analyze, synthesize, and consolidate the faculty's recommendations and shall prepare a report based on the faculty's collective recommendations as well as his or her own recommendation.
4. Evaluations of non-tenured faculty members will be conducted annually. These will involve all tenured faculty members. The department Chair will meet individually with each non-tenured faculty member to discuss the results and implications of the evaluation. With the exception of the year in which a formal tenure progress review occurs (see #5), a dated written summary of the discussion of these results and their implications will be signed by the non-tenured faculty member and the department Chair. If so desired, the faculty member can have a statement concerning his or her summary permanently attached to the Chair's summary. A copy of the signed summary will be provided to the faculty member. The summary also will be made available, upon request, to any tenured member of the department.
5. A formal tenure progress review will be conducted for all tenure-track non-tenured faculty members initially appointed full time at the level of assistant professor three years prior to tenure. This review shall proceed as if this were the last year of the probationary period (except for external professional evaluations) and materials and information will be sent forward to the Dean of the College of Arts and Sciences.

6. During the first year of his or her appointment, each non-tenured, tenure-track assistant professor, in consultation with the Chair, will select a mentoring committee of three tenured faculty members (unless exigencies exist and a smaller committee is agreed upon). The non-tenured faculty member will meet with this committee at least once each year. Mentors are expected to review the work of their untenured colleague and provide counsel and advice as necessary. Mentoring committee members are expected to be major contributors at the annual meeting of faculty called to discuss the candidate's progress towards tenure.

7. The department encourages all associate professors to seek promotion to full professor. Associate professors who are working toward promotion to full professor are encouraged to seek feedback individually from full and regents professors in the department regarding major career decisions and their progress toward promotion. Associate professors who are working toward promotion to full professor will be evaluated at least every two years for progress toward promotion by the department's full and regents professors. Evaluations may occur more frequently at the request of the associate professor. Associate professors should assemble materials deemed appropriate for this review. All full and regents professors are expected to review these materials and meet as a group with the associate professor to discuss progress toward promotion. The Department Chair is responsible for ensuring these meetings occur, and will provide a written summary of the evaluation to the associate professor (or will appoint a tenured full or regents professor to do so).

B. Evaluation of Research, Scholarship, and Professional Impact

Candidates for tenure and/or promotion to associate professor will demonstrate a record of high quality research with potential for strong impact in sociology. Candidates for promotion to full professor are expected to have established a record since promotion to associate professor that demonstrates a sustained program of high impact scholarship that has merited national or international recognition.

1. Emphasis is placed upon clear evidence of a coherent research and publication strategy that promises continued productivity and growing impact. This strategy may take different forms.
2. Evaluation of performance will include the methodological and/or theoretical contributions of the candidate's work, including the quality of those scholarly contributions already published as well as those accepted for publication, in order to determine their originality, the extent to which they have made significant advances in the field of sociology, and the extent to which they or any part of them comprise a major, sustained body of scholarship. It will also include the assessments of external evaluators.
3. Evaluation of performance will take into consideration the quality of journals and book publishers serving as outlets for the candidate's research. For evaluation of publications outside of sociology, the candidate should include contextual information regarding the outlets of their publications. This may include such information as the journal's a) sponsoring organization, b) home (i.e. editor's location), c) review procedure (i.e. refereed or not), d) acceptance rate, and e) any other information that is useful in evaluating the article or book.
4. For work that is multi-authored, the candidate is evaluated on his or her individual contribution to the work; the candidate should thus make that contribution clear. In addition, scholarship is evaluated on the basis of citations, papers and seminars presented, published reviews of the candidate's work, and other relevant factors.
5. While recognizing that scholars' research programs vary in the extent to which they lend themselves to interdisciplinary and multidisciplinary scholarship, such work is valued and

will be given full consideration in assessing the record of scholarship. Interdisciplinary scholarship to the exclusion of sociological contributions is insufficient, however.

6. While recognizing that scholars' research programs vary in the extent to which they lend themselves to extramural funding, candidates' records will also be evaluated on this as appropriate. Assistant professors are encouraged to apply for extramural funding if it facilitates their research program. Obtaining extramural funding is important to building the resource base of department. Associate and full professors are thus normally expected to receive such funding.

C. Evaluation of Teaching

Candidates for tenure and/or promotion to associate professor, as well as those for promotion to full professor, are expected to contribute to the undergraduate and graduate teaching mission of the department and university. All faculty members are expected to contribute to meeting the curricular needs of the department and teach in their area of research emphasis, as well as mentor individual students. As a department with a strong Ph.D. program, all faculty are expected to mentor graduate students, including chairing and serving as members of advising committees and otherwise supporting graduate student training. Candidates should prepare a teaching portfolio according to the Provost's instructions: http://provost.wsu.edu/teaching_portfolio/101.html

1. Candidates will demonstrate a record of teaching effectiveness at both the undergraduate and graduate level, including mentoring of graduate students.
2. Teaching effectiveness will be evaluated by multiple indicators that may include the development of course materials, evaluations of classroom teaching by students, evaluations of classroom teaching by colleagues, teaching innovation, teaching awards, and other indicators as appropriate. Letters of evaluation from current and former students will also be considered. The candidate should indicate whether these were solicited or not.
3. Mentoring effectiveness will be evaluated by multiple indicators that may include the extent of work with individual undergraduate and graduate students, co-authored publication with students, successful placement of students, leading study groups, and mentoring awards. *Evaluative comments from current and former students will also be considered.* Again, the candidate should indicate whether these were solicited or not.
4. It is recognized that teaching effectiveness is sometimes influenced by certain contingencies which are beyond an individual faculty member's control. Evaluation of teaching effectiveness will take into consideration the following:
 - a. Number of preparations. Some candidates are required to prepare more new courses than others in order to fulfill the teaching needs of the department. The number of new preparations may be inversely related to teaching effectiveness in those classes. Whether this is so or not, faculty members should be given credit for the number of new preparations they have had to develop over the review period.
 - b. Course overload. Faculty members who teach more courses than is usual are contributing significantly to the department's needs and should be given credit for doing so.
 - c. Number of required courses. It is recognized that students in required courses (or that fulfill program requirements) may submit more negative course evaluations than those in courses that are not required.
 - d. Number of students. Faculty members whose courses enroll many more students than typical are contributing to department and university needs; the added work of delivering courses to more numerous students should be credited. This also applies at the graduate

level, with faculty making a relatively larger contribution to mentoring (committee chair or member) graduate students.

- e. Population of students served. It is recognized that the student bodies of the different campuses vary in their degrees of preparation for and willingness to do college-level work. Such variations in student bodies may be reflected in teaching evaluations, whose averages may also vary across campuses.
- f. Meeting special teaching needs of the Department or University.
- g. The level of teaching assistant support received.

D Evaluation of Service

Faculty members are obligated to perform service that supports and benefits the continuing operation and success of the department, university, community and profession. Providing such service is important in strategically positioning the department to achieve its mission. Service in these capacities is also an expression of the professional growth of faculty members. Candidates for tenure and/or promotion are expected to provide a detailed description of the service they perform as described below:

1. Candidates for tenure and/or promotion to associate professor, as well as those for promotion to higher ranks, will be evaluated on the service they perform in these categories:
 - a. Department. Examples include, but are not limited to, serving on departmental committees (such as the undergraduate studies committee, awards committee, executive advisory committee, or a hiring committee), or serving as the departmental representative to a College or University committee.
 - b. University (including those specific to the Pullman, Tri-Cities, or Vancouver campuses). Examples include, but are not limited to, serving on college or university advisory committees.
 - c. Community, state, national, and/or international entities. Examples include, but are not limited to, serving on task forces, expert panels, and advisory boards.
 - d. Profession. Examples include, but are not limited to, serving as a reviewer for journals and book publishers, serving on editorial boards, serving on committees or councils of professional societies, organizing or chairing sessions for the meetings of professional societies, and reviewing grant proposals for funding agencies.

Explaining specific responsibilities and contributions to these committees, editorial boards, or other organizations will help document the candidate's contribution to service.

2. It is recognized that faculty members' service may have different foci and candidates need not balance their service across all categories or provide extensive service in all of these categories. However, candidates must provide sufficient service to the department and university.
3. In addition to these areas of evaluation, applicable across rank, candidates for promotion to full professor are expected not only to demonstrate they have provided consistent service while an associate professor, but to have also built a record of leadership in some of these service efforts, and show that their service extends beyond WSU. Examples indicative of leadership include, but are not limited to, holding office in a professional society, appointment to state or national commissions, representing the department in College and University efforts, chairing departmental or professional society committees, serving in a College or university leadership position, and serving as an editor or on the editorial board of scholarly journals.

Consistency with University and College Policies

If these departmental guidelines are found to be in conflict with college or university rules concerning promotion and tenure, the guidelines of the higher administrative units will take precedent.