

PROMOTION AND TENURE CRITERIA

DEPARTMENT OF SOCIOLOGY

Revised: Spring 2015

Approved by Sociology Department Faculty: April 27, 2015

Sociology is a broad discipline that covers a variety of subjects and a range of theory, methods, and modes of scholarship. Sociologists may disseminate research results in a wide range of venues such as refereed journal articles, books, monographs, reports, or book chapters depending on the norms in their area of inquiry. Increasingly some sociologists are asked to bring their expertise to bear on contemporary social problems and to address matters of public concern. Thus, different areas of inquiry recognize different standards of distinction, and no single measure of performance is adequate to assess research productivity across all faculty. Particularly, no single ranking of publication outlets or specific expectation regarding the centrality of external funding to the research enterprise is appropriate for evaluating all faculty research. Discipline-appropriate standards of performance in sociology for the purposes of promotion and tenure at UGA need to be flexible, permitting faculty members to demonstrate excellence in scholarship and professional distinction while meeting the norms for achievement in their particular research area.

In all matters related to promotion and tenure, the Department of Sociology will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

This document and discipline-specific criteria must be accepted by the faculty within the Department of Sociology and must be reviewed and approved by the Dean of the College and Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with the PTU document and the University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, Dean, and the Provost. All revisions and approval dates must be listed in the PTU document.

At the time of appointment, new faculty members will be given a copy of both the unit and the university guidelines for promotion and tenure. The new faculty member will sign a letter acknowledging receipt and understanding of these guidelines. New untenured faculty members will choose one or two faculty mentors from among the tenured faculty who will advise on matters of teaching, research, service, departmental issues in general, and promotion and tenure.

In the written annual faculty performance evaluation, the department head will provide advice to faculty below the rank of Professor on their progress towards promotion, with specific suggestions as to what the faculty member must do in the areas of teaching, research, and service for promotion to the next rank and for tenure, if appropriate.

PROMOTION TO ASSOCIATE PROFESSOR AND THE AWARDING OF TENURE

As stated in the University Guidelines, in order to be promoted to Associate Professor candidates must show clear and convincing evidence of emerging stature as regional and national authorities unless their work assignments are specifically at the local or state level.

Contributions to Scholarship

Promotion to Associate Professor requires a credible record of sustained scholarship during the probationary period at the University, as well as evidence of an independent research program with clearly identified research products. Given the diversity of scholarship and models in sociology, candidates' scholarly record will be evaluated based on one of the following two models.

Model 1: This model emphasizes publications in peer-reviewed journals. The expectation is that a candidate will publish an average of two peer-reviewed articles a year. The candidate should be the first or sole author of at least five of these articles. Further, at least three of these articles should appear in top general journals in sociology or top specialty journals (as evidenced by disciplinary prestige rankings, affiliation with respected professional organizations, and impact factors). Fewer publications will be necessary when the candidate is lead author on articles that are of extraordinary quality and significance to the field. Significant and extraordinary quality scholarship is indicated by publication in prominent flagship journals or high citation rates relative to the candidate's sub-field. On-line publications count equally with print publications if they appear in recognized and professionally referred on-line locations. Publications before the probationary period count toward the judgment of scholarly productivity and excellence, yet they are not a substitute for productivity during the probationary period at the University of Georgia.

Model 2: The second model combines a scholarly book with peer-reviewed journal articles. In this model, the candidate is expected to publish an original scholarly book with a recognized university or commercial press that accepts work only after rigorous review and approval by peers and an average of one peer-reviewed journal article per year. The candidate should be the first or sole author of the scholarly book as well as the first or sole author of at least two of the peer-reviewed journal articles. While seen as less significant toward promotion and tenure, co-authored books in which the candidate is not lead author will also be considered. Further, at least one of these articles should appear in a top general journal in sociology or a top specialty journal (as evidenced by disciplinary prestige rankings, affiliation with respected professional organizations, and impact factors). Fewer publications will be necessary when the candidate is lead author on

articles that are of extraordinary quality and significance to the field. Significant and extraordinary quality scholarship is indicated by publication in prominent flagship journals or high citation rates relative to the candidate's sub-field. On-line publications count equally with print publications if they appear in recognized and professionally referred on-line locations. Publications before the probationary period count toward the judgment of scholarly productivity and excellence, yet they are not a substitute for productivity during the probationary period at the University of Georgia.

Beyond published scholarship as indicated in models 1 and 2, candidates are expected to provide additional evidence of national standing. Such evidence includes: the receipt of an external research grant, membership on an editorial board of a scholarly journal, invitations to make research presentations, service to an international, national or regional disciplinary organization, positive book reviews in leading specialty and disciplinary journals, awards for research, publication of an edited book, authorship of invited book chapters, serving on scientific grant review committees, recognition of research in major news outlets, organizing a paper session at a scholarly meeting, and authorship of an invited book review in a top general journal in sociology or a top specialty journal.

Contributions to Teaching

As stated in the University Guidelines, a candidate for associate professor with tenure must demonstrate effectiveness in teaching that is reflected by student learning and improvements in the learning environment and curriculum. The quality of instruction may be measured by demonstrated evidence of academic rigor, instructional success, student engagement, and pedagogical creativity. The department expects all faculty to excel at formal, classroom instruction as well as in informal instruction, such as working with graduate and undergraduate students, student advising, and student mentoring.

Teaching effectiveness can be demonstrated in a variety of ways that include, but are not limited to, the following:

- (1) Teaching awards and honors
- (2) Peer evaluations by colleagues who are familiar with the candidate's teaching
- (3) Written student comments and quantitative scores from student evaluations
- (4) Letters of evaluation from former students
- (5) The development of new courses
- (6) Involvement in alternative and emergent forms of instruction (e.g., online teaching, experiential learning, service learning, interdisciplinary teaching)
- (7) The writing of textbooks
- (8) Publications related to teaching
- (9) Direction of individual student work, such as independent studies, student projects, theses, and dissertations
- (10) Evidence of effective placement of students
- (11) Accomplishments of current and former students

Candidates whose record reflects difficulty in teaching must demonstrate that problems have been addressed and improvement has occurred by the time of Promotion and Tenure.

Contributions to Service

Tenure-track faculty in the sociology department are not budgeted for service. There is nonetheless an expectation that all faculty members will engage in activities that contribute to the department, institution, and discipline.

Service contributions can be demonstrated in a variety of ways that include, but are not limited to, the following:

- (1) Serving on department, College, or University committees
- (2) Developing and managing study-abroad and exchange programs
- (3) Organizing professional conferences and workshops
- (4) Serving as an organizer, presider, or discussant at professional conferences
- (5) Reviewing grant applications
- (6) Serving on committees for professional associations
- (7) Serving as an elected officer in professional organizations
- (8) Editing scholarly journals
- (9) Reviewing manuscripts for scholarly journals and academic presses

PROMOTION TO PROFESSOR

As stated in the University Guidelines, candidates for promotion to Professor must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. Unless the candidates' assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.

Contributions to Scholarship

Publication in major refereed journals and academic presses continues to be a primary indicator of research productivity at this level. There should also be evidence that the candidate's scholarly reputation and impact on the discipline has increased since promotion to Associate Professor.

For the promotion to Professor the emphasis is on the quality and programmatic impact of the person's research. Ordinarily, candidates for promotion to Professor will have a sustained period of productivity that matches or exceeds levels of productivity expected for promotion to Associate Professor. We recognize, however, that for a variety of reasons (e.g., beginning a new research program, training in a new area, obtaining

external funding; administrative responsibilities) there may be fluctuations in productivity for some period after promotion to Associate Professor.

The critical issue is whether the candidate's work contributes significantly to advancing the discipline in his or her area of specialization. This may be demonstrated in a number of ways including, but not limited to, publications in highly ranked academic journals, publication of original scholarly books with a recognized university or commercial press that accepts work only after rigorous review and approval by peers, number and patterns of citations (e.g., citations by other researcher's in the candidate's research area; citations in articles appearing in highly ranked journals; citations in books published by respected academic presses), favorable book reviews in respected academic journals, and work that indicates an integrative command of the specialty area through publication of review articles, chapters, and related research products.

Additional indicators of outstanding scholarship and prominence include having served on editorial boards, receipt of competitive grants, serving on scientific review panels, invitations to make research presentations at national and international conferences, serving as editor of a prestigious journal, receiving awards from professional organizations, and serving as a consultant on major research projects.

It is not necessary to have received external funding in order to be promoted to the rank of Professor. It is necessary, however, that the candidate has applied for some form of external funding. Such external funding may be in the form of grants (as either a principle- or co-investigator), contracts, or fellowships.

External reviewers and departmental faculty will evaluate the quality, scope, and influence of the candidate's research and scholarly products. Letters from external reviewers at major universities should indicate that the candidate has achieved a national or international reputation for having made significant contributions to the field.

Contributions to Teaching

The department expects all faculty to excel at formal classroom instruction as well as more informal instruction, such as working with graduate and undergraduate students on research projects, student advising, and student mentoring. Candidates for Professor should have a strong record of contributing to graduate education. This is evidenced by serving as major professor and on program of study committees, helping graduate students with research projects, co-authorship of research papers, as well as through the successful teaching of graduate courses. The candidate should show on-going involvement in such activities since promotion to Associate Professor.

Teaching effectiveness can be demonstrated in a variety of ways that include, but are not limited to, the following:

- (1) Teaching awards and honors
- (2) Peer evaluations by colleagues who are familiar with the candidate's teaching.

- (3) Written student comments and quantitative scores from student evaluations
- (4) Letters of evaluation from former students
- (5) The development of new courses
- (6) Involvement in alternative and emergent forms of instruction (e.g., online teaching, experiential learning, service learning, interdisciplinary teaching).
- (7) The writing of textbooks
- (8) Publications related to teaching
- (9) Direction of individual student work, such as independent studies, student projects, theses, and dissertations
- (10) Evidence of effective placement of students
- (11) Accomplishments of current and former students

Contributions to Service

Tenure-track faculty in the sociology department are not budgeted for service. There is nonetheless an expectation that all faculty members will engage in activities that contribute to the functioning of the department, institution, and discipline. Successful candidates for Professor are expected to take a leadership role in these activities. Such contributions can be demonstrated in a variety of ways that include, but are not limited to, the following:

- (1) Serving on department, College, or University committees
- (2) Developing and managing study-abroad and exchange programs
- (3) Organizing professional conferences and workshops
- (4) Serving as an organizer, presider, or discussant at professional conferences
- (5) Reviewing grant applications
- (6) Serving on committees for professional associations
- (7) Serving as an elected officer in professional organizations
- (8) Editing scholarly journals
- (9) Reviewing manuscripts for scholarly journals and academic presses

Approved by the University, June 8, 2015