

**Sociology & Anthropology Department
Guidelines for Tenure and Promotion
Revised March 2023**

Preamble

It is the goal of the Sociology & Anthropology Department to provide guidelines that are as transparent and clear as possible as faculty members prepare for tenure and promotion reviews. In the context of a small liberal arts college where faculty members must be generalists to a certain degree, successful candidates will satisfy all of the baseline expectations for teaching, scholarship, service, and mentoring outlined below. That said, we recognize that individuals have unique talents, interests, and opportunities, and accordingly we anticipate that candidates will go beyond the minimal expectations in one or more areas. We also recognize that the academic career is one of many 'chapters' during which we sometimes change our focus from one area to the next. Some years, for example, scholarly pursuits might take precedence over service. Likewise, chairing the department or a large committee, or taking on a large community project, might mean concentrating on service over publishing. We further recognize that candidates bring different life experiences, backgrounds, and histories of professional development that might shape and influence their particular contributions to the department and the college. So long as a candidate meets the minimal requirements in all areas outlined below and contributes equitably and collaboratively to meet departmental needs, we encourage and celebrate the diverse talents and backgrounds of our colleagues, and the natural reorientations that might develop in one or more categories over time. We also recognize that no category is fully distinct from the others. In fact, we encourage faculty members in the department to think creatively and expansively about how their teaching, scholarship, service, and mentoring might overlap and intersect. We also expect candidates to center diversity, equity, and inclusion into their teaching, scholarship, service, and mentoring at every opportunity. The goal of this document is to *ensure* that each faculty member in the department meets the baseline expectations described below, and to *encourage* each faculty member in the department to grow beyond these expectations in one or more areas. Finally, candidates for tenure and promotion should engage in regular dialog with the department chair, the divisional dean, and other members of the department about their progress in meeting these goals. Unless specifically stated in the document below, the following policies apply to both the process for tenure and for promotion to full professor.

Section 1: Teaching

Teaching is the primary role of faculty members at Augustana College, and the Department of Sociology & Anthropology seeks to attract, retain, and promote faculty who achieve excellence in their role as teachers. There are a number of concrete areas that the department looks to in order to assess the quality of a candidate's teaching. Our philosophy is to take a holistic perspective about the following forms of assessment rather than focusing on single measurement.

Pedagogy and teaching methods

- The candidate is able to articulate a broad teaching philosophy across courses and learning goals for each specific course.
- The candidate is able to articulate why particular teaching methods are used in each course and why they are the most effective at encouraging student learning.
- The candidate demonstrates the ability to use diverse teaching methods that most effectively teach students from a diversity of backgrounds and learning styles.
- The candidate's courses are well organized, both in terms of the course design before the semester begins and also in terms of course management during the class. The candidate clearly and regularly communicates the organizational logic of the course to students.
- Feedback is thorough, individualized, and is given to students in a timely manner.
- Grading policies are made clear to students, and grading is equitable.
- The candidate's syllabi thoroughly outline course learning objectives, required textbooks, relevant departmental and campus-wide policies, class schedule, and assignments.

Course content

- The content of the candidate's courses accurately reflects the course objectives as written in the syllabus.
- The candidate demonstrates how their courses center diversity, equity, and inclusion.
- The candidate demonstrates how each course is tied to the departmental learning outcomes, and relevant college-wide learning goals.
- The candidate's knowledge exhibits breadth across their discipline and depth in their areas of expertise.
- The candidate remains apprised of cutting-edge debates and content in their discipline in general and in their specialty areas in particular, and when relevant, incorporates new material into their courses.

Adapting to assessment

- When the course design, content, delivery, or any other aspect of the candidate's teaching proves ineffective, the candidate demonstrates the willingness and ability to adapt 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 IDEA Center form consistently places the candidate close to the 4.0 mark or higher.
- The candidate takes qualitative and quantitative student feedback into account in future iterations of a course.

Advising and mentoring

Advising and mentoring are valued aspects of the work of faculty at Augustana College. Opportunities for advising and mentoring include participating in recruitment events and prospective student visit days; recruiting undeclared students; working with declared majors and minors outside the classroom; volunteering to do first-year advising; helping majors and minors find internships; working with majors on their senior inquiry capstone projects; and/or discussing career, vocational, and graduate school choices with students. Candidates for promotion and tenure are expected to be able to articulate how their mentoring and advising accommodates students from diverse backgrounds and experiences.

The teaching criteria described above will be assessed by the department chair and the tenured department faculty 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

Assessments of teaching quality will be based on patterns across time. No single criteria (i.e., IDEA form evaluations) or single examples (i.e., one 'bad' class) will form the basis of assessing a candidate's teaching effectiveness; instead, candidates will be assessed holistically based on all criteria listed above and across many courses. The goal is to demonstrate an extant baseline of quality teaching, and improvement (or concrete plans to improve) over time. Although regular communication about a candidate's teaching is common, a candidate for tenure will be formally assessed annually. Candidates for promotion to full professor will be formally assessed in the calendar year leading up to the promotion review.

Section 2: Scholarship

The requirement for tenure, and the requirement for promotion to full professor, is two scholarly publications. The Department of Sociology & Anthropology is committed to the idea that an active scholarly agenda is an essential component of the professional lives of faculty members. We expect faculty to be both excellent teachers and productive scholars, and we believe that these two expectations are not antithetical but rather reinforce each other. The department expects candidates to have an active research agenda; to participate regularly in regional, national and/or international professional organizations; and to generate tangible products for professional and/or public audiences. While the department expects faculty members to actively participate in their disciplines through their professional organizations, conference papers are not considered a legitimate substitute for publications but are instead considered part of the process leading to scholarly publications and products.

Requirements

The successful candidate for tenure, and promotion to full professor, will publish some of their work in traditional peer-reviewed journals, edited volumes, or book monographs, but the department also recognizes that scholarship takes many forms and can sometimes seamlessly blend into more non-traditional creative activities, service commitments in the community, or final products other than the traditional peer-reviewed article, book, or book chapter. Therefore, **the Department of Sociology & Anthropology expects successful candidates to publish two pieces of scholarship in their area(s) of expertise. At a minimum, one of these two publications must be a first-authored or solo-authored piece that passes through the traditional peer-review process in their discipline. Additionally, however, we are open to non-traditional scholarly pursuits as long as the candidate generates a tangible product based on their research that communicates results to a public and/or professional audience.** Examples of non-traditional scholarly products might include a museum exhibit, a best-practices-guide for members of the public in the candidate's area of expertise, an ethnographic film, etc.

Journal articles

Regarding traditional peer-reviewed publications, 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*, *Public Culture*, and *The Journal of the Royal Anthropological Institute*. Again, there are a range of journals in the second and third tier. There are also many prestigious topical, area studies, and interdisciplinary journals as well such as *Medical Anthropology Quarterly*, *Tourist Studies*, *Éire/Ireland*, *Social Work Research*, *Social Service Review*, *Ethnic & Racial Studies*, *Sociology of Race & Ethnicity*, *Criminology*, *Teaching Sociology*, and so on.

Books

We also value books, including monographs, edited volumes, chapters in edited volumes, and textbooks. In the Department of Sociology & Anthropology, these publication venues are categorized as traditional peer-reviewed publications. Other genres of books based on a candidate's scholarly agenda (e.g., fiction, poetry, graphic novels, etc.) are also welcome but will be categorized as non-traditional publications. There are a wide range of traditional venues available to scholars, including but not limited to 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 Press of Colorado, 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 Books, and Sage.

A book length monograph published by a reputable university press or academic publisher easily counts as the equivalent of two peer-reviewed journal articles, while a single 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, this can count as a single peer-reviewed publication. If the candidate *also* authors or co-authors a substantial theoretical contribution in the introduction to an edited volume (as opposed to a brief summary of the chapters), then this can count as the equivalent of a peer-reviewed article as well.

Other requirements

We recognize that scholars in our disciplines often 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, their 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 scholarly requirements. However, at least one piece must have been accepted for publication while on Augustana's faculty before the review hearing.

We encourage faculty members to involve students in their work whenever possible.

Section 3: Service

The Department of Sociology & Anthropology expects candidates for tenure and promotion to full professor to play active roles in the department and other areas as described below. Service to the department and *some* level of service to the college are requirements for tenure and promotion to full professor, while serving one's discipline or serving the community are additional options. Given our disciplines' areas of focus on issues related to race, class, gender, cross-cultural diversity – and also on various forms of discrimination, xenophobia, sexism and the like – candidates are encouraged to serve all of the communities listed below in ways that promote diversity, equity, and inclusion. Candidates should consult with the department chair and the divisional dean about their particular service profile.

Service to the department

Successful candidates for tenure and promotion to full professor will actively help develop and support the department's mission and academic programs, as well as contribute to governance activities within the department. This includes attending department meetings and completing tasks assigned to them. They will also be productive representatives of the department in the broader college community. Such contributions may include representing the department at admissions events, meeting with prospective students, advising student organizations, accompanying students to conferences, or lending their disciplinary expertise to broader college-wide initiatives.

Service to the college

Typically, the department expects its members to be involved in no more than one high commitment committee or activity per year. Heavy-commitment opportunities might include serving on the Educational Policies Committee, the General Education Committee, Faculty Review Committee, or for tenured faculty members, serving as the department chair. If it is of interest to the faculty member, a heavy service role might be complemented by a few committees that have a smaller time commitment. Examples might include serving on The Humanities Committee, Faculty Research Committee, advising a student club like Viking Pups, the Sustainability Committee, and the like. Any request which exceeds these recommended caps must be discussed with and approved by the department chair. First-year faculty members will be encouraged to take on only a minimum of non-department committee work, if any at all. In the second year and beyond, new faculty members are strongly encouraged to commit to some participation in committee work across campus, either taking on one heavy-commitment role, or serving on several low-commitment committees. Associate professors who are working towards promotion to full professor are expected to take on a substantial leadership role in the department (e.g., acting as department chair) and/or at the college level.

Unless circumstances do not allow, all candidates are expected to consistently attend Fall faculty retreats and full faculty meetings. Likewise, unless circumstances do not allow, all candidates are also expected to participate in the Spring commencement ceremony. Other regular meetings like open faculty council meetings, 'ThurCo' discussions, task forces, and the like, are optional opportunities to stay involved at the college level but are not required. In their first year on campus, tenure-track faculty are expected to consistently participate in the programming for first-year-faculty through the Center for Faculty Enrichment.

Service to the discipline

The department acknowledges administrative roles in professional organizations as another valid service opportunity worthy of recognition. Examples include sitting on the executive board of a professional organization or a sub-section within the candidate's field and/or acting as a president, secretary, or the like for such organizations.

Service to the community

We do not require that our colleagues engage in community service, but we respect and encourage our faculty members' participation in local, national, and international non-academic organizations. Faculty members who use their expertise to serve such communities model the values of leadership, service, and civic participation that we hope to cultivate in our students. Examples of this type of service might include membership in local service or activist organizations, consulting work in areas of the candidate's expertise, and/or work with governmental or non-governmental organizations.

Significant service commitments to one's discipline or to one's community cannot replace service to the department. It can, however, be considered equal to heavy-commitment service

obligations to the college. Even then, the candidate is expected to stay involved in the campus community by consistently attending the Fall faculty retreat and full faculty meetings.

Section 4: Contingent faculty

The Department of Sociology & Anthropology is committed to treating contingent faculty – Visiting Assistant Professors, Continuing Lecturers, and Adjunct Professors – with dignity, respect, and transparency. That begins with the understanding that these roles come with different requirements and expectations than tenure-track and tenured faculty members. The department also highly values mentoring contingent faculty, knowing that they will very likely be ‘on the market’ applying for open positions at multiple institutions. We foster a culture of transparency with, and support for, contingent faculty in our department, and we are committed to doing what we can to support them as they try to achieve their long-term career goals (e.g., acting as references for jobs, providing opportunities to help them build their resumes, etc.). Contingent faculty are renewed based on the financial health of the department and the college and upon the mutual agreement of the candidate, the department, and the college. Candidates will not be renewed when the following criteria are not met.

Teaching

The primary role of contingent faculty is teaching. When assessing contingent faculty for renewal, we expect candidates to follow the sections of the teaching statement, above, regarding pedagogy, course content, and adapting to assessment. There is no expectation, though, that contingent faculty will advise majors or minors or carry out any other form of advising or mentorship. The quality of contingent faculty member’s teaching will be assessed by the department chair and the tenured department faculty using the same criteria described above:

- 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

Scholarship

Contingent faculty have no scholarly research expectations or requirements. It is understood, however, that contingent faculty often have strong desires to stay active in their disciplines for its own sake, and also to be marketable for tenure-track job openings as they become available at Augustana or other institutions. The Department of Sociology & Anthropology is supportive of those efforts and commits to helping contingent faculty find the time and resources to pursue scholarly activity if they so choose.

Service

Contingent faculty are expected to contribute their time and efforts at the department level only insofar as it enhances the teaching of their own courses and the quality of their students' experiences. There is no expectation that they will serve the wider campus community, professional organizations, or the wider community of the Quad Cities. That said, contingent faculty are often active across campus, in their communities, and in their disciplines. The Department of Sociology & Anthropology is supportive of those efforts and commits to helping contingent faculty find the time and resources to pursue service to these broader constituencies if they so choose.