

Department of Comparative Sociology
Statement of Evaluation Criteria, Standards and Procedures
Revised March 2005

INTRODUCTION

This statement establishes the criteria, standards and procedures the Department of Comparative Sociology will use in evaluating members of the department. Evaluations will be conducted by available tenure-line faculty who are tenured or still eligible to be awarded tenure. These faculty members, excepting the person being evaluated, will come together to deliberate and reach a departmental recommendation about the evaluatee's performance during the review period. These deliberations shall be confidential.

Faculty on leave or absent from campus due to illness may be excused from participating in a particular evaluation by the department chair.

TEACHING

Excellence of teaching is the primary goal in the Department of Comparative Sociology. Evaluation of faculty therefore takes as its central focus the quality of each member's contribution to this departmental aim of providing a stimulating and challenging learning environment where students can develop the skills and perspectives necessary for critical thought, and for analysis and understanding of social processes and cultures in societies throughout the world.

We are concerned with each professor's ability to convey, not only the knowledge and perspectives of their field in a highly competent and organized fashion, but also her/his own excitement with learning and enthusiasm for intellectual work. Respecting the fact that individuals and their styles of teaching vary considerably, we expect faculty to use their particular strengths, training, and skills to advance the education of students.

Evidence of teaching excellence will be drawn from the following:

- 1) The faculty member's statement of teaching objectives and philosophy, self-evaluation of teaching performance, and prospective direction for the future, provided at the time of formal evaluation.

- 2) Classroom performance based on standard student evaluations. These will be read and interpreted in the context of all the other sources of evidence discussed in this listing.
- 3) Course syllabi. These are assumed to reflect the faculty member's conception of the scope, objectives, content, and organization of each course as presented to students. Evaluation of syllabi should be based on clarity of formulation; challenge to students in terms of reading, research, written assignments, or other appropriate activities; and currency in the field. Syllabi for courses offered regularly should show evidence of periodic revision to incorporate developments in the discipline, and modifications based on student and colleague feedback.
- 4) Examples of exams, paper assignments, and guidelines for projects. These should give evidence of a creative and effective pedagogical approach involving rigorous expectations. Taken as a whole, assignments for classes should promote the goal of training students to use the perspectives, concepts and skills of sociology and/or anthropology, and require independent thought, research, and/or oral and written communication from students at the appropriate level.
- 5) Any other written materials related to classroom activities or the faculty member's education praxis, as well as information about the ways the faculty member is available to students outside the classroom.
- 6) Classroom performance as evaluated by colleagues. Departmental colleagues are responsible for writing an evaluation of faculty member's teaching in terms of criteria discussed above, based, in part, on an ongoing process of class visitation. Members of the department are expected to conduct a reasonable number of visits to classes serving as the basis for the evaluation (i.e. multiple visits by multiple persons).

Procedures

The evaluatee should assemble all materials relevant to her/his teaching performance within the time frame as described in the Faculty Code, as requested by the Office of the Academic Vice President and/or the department chair. These materials will constitute the evidence of teaching performance as submitted by the evaluatee, and, therefore should be carefully prepared.

Available tenure-line members of the department's faculty shall carefully review the materials related to teaching submitted by the evaluatee and offer their assessment in writing, and when relevant, including in their letters the dates and times of their class visits.

PROFESSIONAL GROWTH

The Department of Comparative Sociology places a high value on professional growth, which we see reflected in the faculty member's engagement in ongoing research activities and maintenance of currency in the discipline.

The core of the Department's curriculum for majors is oriented toward the development of research competence and the display of this competence through written and oral reports. Faculty members' pursuit of these goals, at the professional level, is therefore integral to the mission of the Department.

Faculty research activity must be displayed in one or more of the following areas of departmental emphasis: (1) anthropology, (2) sociology, and (3) social services. In order to make good use of each individual's strengths and also establish a close fit between research expertise and teaching responsibilities, we recognize that individual faculty members will likely vary in the particular ways by which they strive to meet the Department's research expectations.

Evidence of professional growth includes but is not limited to such activities as:

- publication of book-length writings
- publication of research monographs
- publication of articles (in both professional journals as well as edited collections)
- design and production of research reports submitted to government agencies, private corporations or research institutes
- presentation of papers at professional meetings
- submission of research proposals
- work on manuscripts in progress
- editorship of professional publications
- research affiliations with outside institutions
- review of research proposals submitted to funding organizations
- consulting work and research projects relevant to the Department and other disciplines

We also expect that in their role as teachers, faculty members must stay abreast of developments in their discipline as a whole and in their areas of specialty in particular.

Evidence of currency in the discipline includes but is not limited to such activities as:

- active engagement with new as well as established literature in the discipline and related areas
- design and implementation of new and/or revised courses
- participation in general disciplinary conferences and meetings, involving such activities as:
 - presenting papers
 - chairing sessions
 - serving as discussant
- participation at training sessions and workshops
- involvement in symposia, programs of study, or seminars
- service to professional organizations, involving such activities as:
 - organizing sessions at professional meetings
 - fulfilling administrative responsibilities
 - evaluating research proposals submitted to cross-disciplinary organizations
 - active engagement in community activities that are relevant to professional growth

Procedures

The evaluatee shall assemble all materials relevant to her/his professional activities within the time frame as described by the Faculty Code, as requested by the Office of the Academic Vice President and/or the Department chair. Those materials will constitute the evidence of professional activity and therefore should be carefully prepared.

Available tenure-line members of the department will carefully review the materials submitted by the evaluatee and convey their assessment of the evaluatee's professional activities, in writing, to the Department chair (or Departmental evaluation officer).

ADVISING

The Department of Comparative Sociology is fully committed to the definition of an advisor as an educator who would "...understand that the sharing of ideas with students demands a step beyond text and discipline to purposeful discussion of decisions leading to meaningful academic and life goals." (Professional Standards Committee). Departmental standards regarding faculty fulfillment of this goal can be more specifically considered by looking at the more particular implications of the two-fold distinction of academic and career-related advising.

A. Academic Advising

Faculty members must, at the outset, clearly understand and base their advising on an overall knowledge of formal University requirements (policies and curricula), complementing this with: 1) an in-depth knowledge of the Comparative Sociology Department's program of studies, and 2) adequate knowledge of university support offices and advising resources for making references when appropriate. To put this knowledge into practice, faculty members are expected to be reasonably available to students, including those students who are not their advisees but who seek them out for advice in any case.

B. Career-Related Advising

Career-related advising involves faculty members' ability to help students make informed decisions about the relationship between coursework and options for continuing and directing such study toward future academic/professional goals. This includes assisting students in deciding on internship placements, graduate school programs and career paths and opportunities.

Procedures

The evaluatee shall assemble all materials, as evidence, relevant to her/his academic and career advising performance within the time frame as described in the Faculty Code, as requested by the Office of the Academic Vice President and/or the Department chair.

Available tenure-line members of the department will carefully review the materials submitted by the evaluatee and convey their assessment of the evaluatees advising performance, in writing, to the department chair.

UNIVERSITY SERVICE

The Department of Comparative Sociology expects that its faculty will be actively involved in departmental and university activities. That involvement can be evidenced in a variety of ways.

Departmental Involvement

We are a department with a clearly defined mission. If we are to continue to be successful, every member of our department must enthusiastically participate in the day-to-day activities of the Department. The ability of faculty to achieve excellence in teaching, professional growth, and advising depends, in large measure, on departmental encouragement and support. Therefore, it is expected that a faculty member will actively participate in matters of department governance, planning and development. Examples of active participation include

serving as chair of the Department, acting as faculty advisor to the Sociology Club/AKD, coordinating library orders, organizing co-curricular activities, serving as mentors to new faculty, and representing the department to the wider University community.

University Involvement

A faculty member has an interest in the common good of the University. Activities expressive of this interest include: participation in the governance of the University and in co-curricular programs; helping to promote the intellectual vitality of life on campus; and helping to convey the nature and purpose of the institution to the wider community.

The evaluation of a faculty member's University involvement will be based on materials provided by the evaluatee.

Community Service

Community service that is related to professional interests and expertise (e.g. volunteer work with local agencies, schools and community groups) will be considered in the evaluation process. In particular, community service activities that enrich teaching and professional growth and/or enhance the reputation of the department and the University will be taken into account.

Procedures

The evaluatee shall assemble all materials relevant to her/his University and community service activities within the time frame as described in the Faculty Code as requested by the Office of the Vice President and/or the department chair. Those materials will constitute the evidence of university and community service and, therefore, should be prepared with care.

Available tenure-line members of the department will carefully review the materials submitted by the evaluatee and convey, in writing, their assessment of the evaluatee's university and community service activities.

SUMMARY OF PROCEDURES AND RESPONSIBILITIES

Responsibilities of the individual being evaluated:

The evaluatee shall submit a FILE to the Department within the time frame established by the chair or by the evaluation officer if the chair is under review. This file shall contain all materials relevant to the evaluation, including:

- a. A statement regarding the evaluatee's short-term and long-term professional goals, objectives, and self-assessment.
- b. Current curriculum vita.
- b. Pertinent documents and materials including, for example, course syllabi, exams, projects and scholarly writings.
- c. Student course evaluations.

Responsibilities of Chair (or Evaluation Officer) include:

- a. Notifying career-track Department members when the FILE is available for review.
- b. Calling a department meeting to determine the department's collective recommendation.
- c. Drafting a letter representing the Department's collective evaluation of the evaluatee.
- d. Circulating draft copies of the department letter to members of the department for their approval prior to submission of the FILE to the Advancement Committee.
- e. Submitting the final copy of the Department letter to the Academic Vice President.
- f. Presenting to the evaluatee, a list of names of those who participated in the department meeting, and of those who have submitted letters of evaluation to the chair, as well as a written summary of the substance of the department's deliberations.
- g. In the case of evaluations with confidential letters, the Chair will also present to the evaluatee a summary of the substance of the letters.

Responsibilities of Colleagues:

- a. Reviewing the evaluatee's file.
- b. Individual discussions with the evaluatee if requested by either party.
- c. Participating in a reasonable number of class visitations. Colleagues who make class visitations are requested by the Professional Standards Committee to specify the "courses they visited and the days they visited them" in their letters.
- d. Writing a letter of evaluation addressed to the Chair of the department or if they so wish sending it directly to the Academic Vice President.
- e. Participating in a department meeting to determine the department's collective evaluation and recommendation.