

**POLICY ON ANNUAL REVIEW, PROMOTION, AND TENURE**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**  
**APPALACHIAN STATE UNIVERSITY**

The quality of a university reflects the quality of its faculty. Tenure and promotion decisions and the annual faculty review process indicate the standards a university holds for its faculty and, for this reason, are among the most important decisions made by a university. To assure uniformity and fairness, these decisions should be guided by explicit and generally accepted criteria that are consistent with the mission of the university and the department. The purpose of this policy statement is to clarify basic standards to be applied in promotion, tenure, reappointment, and salary decisions. It is intended to be general enough to be applicable to faculty with different skills, commitments and interests, and the standards it defines are meant to supplement those identified in the current Appalachian State University Faculty Handbook.

Individual Sociology and Social Work faculty members are evaluated on the basis of their total contribution in teaching, scholarship, and service. It is recognized, however, that these types of contributions differ in their importance to the university and the department, and that faculty strengths and commitments in these areas will differ across the department and may differ for individuals over time. Teaching is the primary mission of faculty at Appalachian, and faculty are expected to have a primary commitment to teaching. Sociology and Social Work faculty also are expected to make significant and regular contributions in the areas of scholarship and service.

Adopted by a unanimous vote of the faculty of the Department of Sociology and Social Work on April 4, 1990, and amended by a majority vote on November 27, 2000.

**SOCIOLOGY and SOCIAL WORK POLICY STATEMENT**

AREAS OF FACULTY PERFORMANCE

The three major areas of faculty performance are: (a) instruction and student development; (b) scholarship, research and publication; and (c) service to the department, university, profession and community. In each area, there is a description of baseline performance expectations, and there are indicators of effective and outstanding performance. This document is not intended to prescribe a single model of performance. Its main purposes, instead, are to define general expectations in each of the basic areas of faculty performance, indicate the varied ways in which individual faculty members and the department as a whole may strive for excellence, and identify the criteria and means for achieving promotion, tenure, and career development. This document also describes the categories to be used in the assignment of merit salary increases, and their relationship to the system of performance evaluation presented here. The list of indicators of effective and outstanding performance in the following sections is not meant to be exhaustive. In general, the mission statements of the university and department provide the context for determining appropriate directions for faculty performance and for assessing the effectiveness of performance.

## 1. Instruction and Student Development

### a. Baseline Performance Expectations

All Sociology and Social Work faculty are expected to contribute in the area of instruction and student development; to be effective classroom instructors; to strive continuously to improve the quality of their instruction and their contributions to the academic and professional development of their students; and to contribute to the enhancement of the instructional and academic programs of the department. Effectiveness in this area is a necessary, but not sufficient, condition for the attainment of promotion and tenure.

### b. Examples of Indicators of Effective Performance

- i. Department level documented effectiveness in teaching (e.g., student evaluations, peer evaluation, post-tenure review).
- ii. Funded internal instructional development grant.
- iii. Presentation of a workshop on teaching for professional colleagues.
- iv. Supervision of completed internships, independent study projects, or individual study projects.
- v. Documented effectiveness in formal student advising (e.g., exit interviews, departmental advising surveys).
- vi. Development of a new course or special new instructional materials.
- vii. Participation in teaching or instructional development workshop.
- viii. Service on a master's thesis committee.
- ix. Advising a student academic organization.

### c. Examples of Indicators of Outstanding Performance

- i. Department-level documentation of consistent excellence in teaching (e.g., student evaluations, peer evaluation, post-tenure review).
- ii. Funded external instructional development grant.
- iii. Recognition for teaching or advising excellence based on objective criteria and/or given by a committee or formal organization.
- iv. Supervision of completed undergraduate honors project, master's thesis, or student extra-departmental scholarly paper, article or presentation.
- v. Development of an innovative course or significant new and innovative teaching methodologies and materials (e.g., readings, books, simulations, videos, films), including instructional technology.
- vi. Documented collaborative activities in instruction and student development.

### d. Examples of Additional Activities for Consideration

- i. An annual work load that exceeds (due to, e.g., oversized class enrollments, including sections with "w" or I designations; supervision of internships, independent study, or theses; reassigned time) a 1 2-hour average per semester.
- ii. Experiential educational activities (e.g., study abroad, extended field trips) that exceed standard experiential educational activities (e.g., site visits, one-class-period field trips, internships/field placements)
- iii. An advising load that exceeds the departmental average.

## 2. Scholarship, Research, and Publication

### a. Baseline Performance Expectations

All Sociology and Social Work faculty are expected to be active and productive scholars, and to maintain an ongoing program of scholarly activities. Whatever the nature or direction of scholarly activity, it is expected that this activity periodically will result in tangible products of high quality. It is assumed that scholarly products will contribute to the body of knowledge in one's discipline, and that involvement in serious scholarship will enhance effectiveness in instruction and student development and in service. Both quality and quantity of scholarship, research, and publication are important, but quality is more important. Scholarly productivity is a necessary, but not sufficient, condition for promotion and tenure.

### b. Examples of Indicators of Effective Performance

- i. Publications in journals and books in appropriate disciplines.
- ii. Consultation that yields a tangible product.
- iii. Formal presentation of scholarly ideas at a professional conference.
- iv. Presentation of a workshop for the development of the research or practice skills of professional colleagues.
- v. Presentation of a research colloquium to professional colleagues.
- vi. Citation, or reprinting, of one's published work in scholarly publications.
- vii. Participation in a workshop or training for professional skills development.
- viii. Reviews of scholarly manuscripts or publications or funding proposals.
- ix. Completion of a new scholarly product not listed above or demonstrable progress in the creation of a new scholarly product.
- x. Submission of a grant proposal.

### c. Examples of Indicators of Outstanding Performance

- i. Publication of a scholarly monograph.
- ii. Publication of a major technical research report for an academic or professional organization.
- iii. Publication of an academic textbook or a major revision of an academic textbook.
- iv. Initial or renewed external funding of a grant or contract proposal.
- v. Refereed publications in scholarly journals or books.
- vi. Recognition for scholarly excellence.
- vii. Editorship of a refereed scholarly journal.
- viii. Documented collaborative activities in scholarship, research and publication.

## 3. Service

### a. Baseline Performance Expectations

All Sociology and Social Work faculty are expected to contribute in the service area. Contributions of professional talents and expertise to the department, university, community, society, and profession all are highly valued. The number and nature of service contributions are likely to differ according to individual skills, interests, and stage of career development. Service is a necessary, but not sufficient, condition for the attainment of promotion and tenure.

b. Examples of Indicators of Effective Performance

- i. Community or professional service as a member of a committee, board, panel, task force, or commission.
- ii. Service on departmental, college, university, or UNC system committees or task forces..
- iii. Advisor to student organization.
- iv. Presentations for public service.
- v. Administrative roles within the department, college and/or university.
- vi. Presentations and/or consulting for the external community or a professional conference.
- vii. Demonstrable participation in the organization of a professional conference.
- viii. Documented professional development activities leading to enhanced service effectiveness.

c. Examples of Indicators of Outstanding Performance

- i. Documented leadership in or distinguished service to the community or profession as a member of a committee, board, panel, task force, or commission.
- ii. Officer in an international, national, regional, or state professional organization.
- iii. Program chair of international, national, regional, or state professional meetings.
- iv. Documented leadership of a departmental, college, university, or UNC system committee or task force, or officer of a faculty organization.

ASSIGNMENT AND CALCULATION OF MERIT SALARY INCREASES

Faculty members who meet baseline expectations in all areas of performance will be considered meritorious. They will be placed in the first merit category (“Good”, Merit I) and earn one Merit Salary point. Faculty members whose performance exceeds baseline expectations (but is not outstanding) in one or more areas of performance and meets expectations in the other performance area(s) will be placed in a second, and higher, merit category (“Very Good”, Merit II) and earn two Merit Salary points. Faculty members who are outstanding in one or more area(s) of performance and meet or exceed baseline expectations in the other area(s) will be placed in the third, and highest, merit category (“Outstanding”, Merit III) and earn three Merit Salary points. Partial salary point scores (e.g., 2.25) are permissible. Dividing the amount of money allocated to merit salary increases by the sum of merit salary units earned by eligible departmental faculty yields the dollar value of one merit salary point. Multiplying the dollar value of one merit salary point by a faculty member’s salary point score yields the dollar value of that faculty member’s merit salary increase.

## PROMOTION, TENURE, AND CAREER DEVELOPMENT

The nature of faculty performance is expected to vary according to skills, interests, and stage of career development. Reappointment, promotion and tenure are granted on the basis of evidence of continuing growth and success in teaching, scholarship, and service, and on the basis of demonstrated potential for future growth and success in teaching, scholarship, and service. Reappointment, promotion and tenure decisions can include consideration of collegiality, broadly defined as willingness to share one's time, energy, and expertise with one's departmental colleagues, and one's willingness to contribute, formally and informally, to the preservation and enhancement of the well-being of the department. Thus there are both objective indicators of collegiality (e.g., attending regularly scheduled meetings, holding scheduled office hours, collaborative teaching or research efforts) and subjective indicators of collegiality (e.g., consensus as to perceived professionalism, attitude or contributions regarding one's profession, discipline, department, university and colleagues).

### Assistant Professor

Appointment to the rank of Assistant Professor requires an earned doctorate or terminal degree from an accredited institution. Assistant Professors should place primary emphasis on developing their effectiveness in instruction and student development. In addition, they are expected to establish a productive pattern in scholarship, research, and publication. The service contributions of Sociology Assistant Professors generally should be focused on departmental and college academic affairs until instructional and scholarly competencies are well established. Social Work Assistant Professors are expected to develop a record of effective service in the community, while they also contribute to the department, profession and/or university.

### Associate Professor

Appointment to the rank of Associate Professor requires an earned doctorate or terminal degree from an accredited institution. Promotion to Associate Professor minimally will be based on consistent very good or outstanding performance in instruction and student development; scholarship, research, and publication; and service. Individuals appointed or promoted to the rank of Associate Professor should place continuing emphasis on effectiveness in instruction. Associate Professors are expected to maintain a record of continuing scholarly productivity, and to aspire to a reputation for distinguished scholarship among peers in their area of primary specialization. In relation to Assistant Professors, Associate Professors are expected to engage in relatively more service activities and to assume greater responsibility in such activities.

### Professor

Appointment to the rank of Professor requires an earned doctorate or terminal degree from an accredited institution. Promotion to Professor is the highest academic honor bestowed in the university. Professors should be leaders in the department in instruction and student development; scholarship, research, and publication; and service. Individuals promoted to Professor must have a record of consistent very good or outstanding performance in all three performance areas, and also must have a reputation in the profession for instructional scholarly excellence for highly distinguished service in a major international, national, or regional professional association.

## Tenure

Tenure requires an earned doctorate or terminal degree from an accredited institution. A recommendation of tenure minimally will be based on an established record of consistent very good or outstanding performance in instruction and student development; scholarship, research, and publication; and service. In addition, a recommendation of tenure will be based on an expectation of future very good or outstanding performance in all three major performance areas an evidence of maturity and high standards of integrity; a liberal education; a continuing interest in and effort toward professional growth through study, research, writing and participation in professional activities; understanding of, and commitment to, the purposes and functions of the university; and high standards of professional ethics.