UNM Department of Sociology
Guidelines for Tenure and Promotion to Associate Professor
DRAFT

October 2012

Promotion and tenure in the Department of Sociology is predicated on demonstrated performance in the four areas of teaching, research, service, and personal characteristics, as designated in the UNM faculty handbook's Policy on Academic Freedom and Tenure. The nature of that performance and the relative weight assigned to each area is spelled out below. In general, tenure and/or promotion is considered an academic privilege accorded to persons who meet the stated expectations of the Department's full-time faculty; it is not the Department's obligation to extend tenure and/or promotion to a person who has merely been on the faculty for a specified period of time.

It is the responsibility of the faculty member to assemble information and build his/her case; it the responsibility of the Department to annually review each faculty member and assess that person's progress toward tenure and/or promotion. This document represents the collective faculty judgment about the evaluation criteria and the relative weight assigned to each criterion. It is understood that the Promotion and Tenure Committee – comprised of all tenured faculty in the Department – will use these guidelines to evaluate specific cases and to assess the evidence submitted by the applicant. Each candidate is considered on his/her own merits and, therefore, no candidate will be evaluated vis-à-vis other candidates.

The Department recognizes that there are multiple routes to achieving tenure and promotion. Thus, it is not possible to specify exact and quantifiable information that can assure a positive tenure recommendation. Our goal with this document is to describe the most common routes. The candidate and the Department Chair may make a case for additional ones. The Department criteria are intended as one of several resources for candidates to consult regarding their progress toward tenure and promotion. Candidates also should consult University guidelines (see http://www.unm.edu/~artsci/for-faculty/promotion-tenure.html) and talk with faculty mentors – particularly the department chair – to ensure they are on track to build the strongest case possible for promotion/tenure.

All candidates are evaluated on: 1) research and scholarship; 2) teaching ability and effectiveness; 3) service to the University, the public, and the profession; and 4) personal characteristics.

Research and Scholarship

A competent research record is one that contributes to at least one field of scholarship, with results of the work expressed in published articles and books. Assessment of the research record will be based on evaluations by tenured faculty and letters of evaluation from expert scholars in the candidate's field.

The Department's primary duty is to assess the *quality* of a candidate's overall research profile and published works. Thus, the Department will primarily focus on the scholarly quality of published works rather than on a strict *prima facie* "count" of a candidate's publication in specific journals. Publications in a variety of venues can contribute to a candidate's overall research profile, as listed below. Generally, a successful tenure and promotion file is anchored in peer-reviewed articles in high quality journals or a book published in a high quality, peer reviewed academic press (see the appendix for a listing of journals and presses that are considered high quality). Thus anchored, a candidate's research profile will typically include significant publishing in the venues listed here.

Scholarly venues for academic publishing:

      Peer Reviewed Articles: The Department recognizes that published journal articles are of variable quality and that there are known prestigious as well as less-known journals. Publishing in top journals in sociology, criminology, and major subfields is considered a significant achievement in a candidate's research portfolio.

      Books: To receive positive judgment by the Department, books ought to be published as peer-reviewed manuscripts by university presses or trade presses that cater to an academic market. Publishing in the best university presses in a given field is considered a significant achievement in a candidate's research portfolio.

      Chapters in edited volumes: Book chapters are considered valuable contributions to scholarship if they (1) can be considered on par with the quality and length of peer review articles; (2) appear in publications edited by established scholars in the field; and (3) are published by established academic presses.

      Edited volumes or special journal issues: Serving as editor of a special journal issue or of a volume of chapters by various authors is considered a positive scholarly achievement, although not equal to an independently authored, peer reviewed book. The quality of the publishing press and the impact of the resulting volume significantly influence how the Department evaluates edited volumes.

Related issues:

      Dissertation-related work: Dissertation-based research publications are considered valid achievements for a mid-term and tenure/promotion research file. At the same time, a candidate undergoing a tenure and promotion review must demonstrate a research agenda that goes beyond the dissertation and clearly indicates future scholarly growth.

      Funded research: The Department encourages faculty to pursue external funding. However, we acknowledge that not all types of research are equally funded, so receiving grants is not required for a successful mid-term review or for tenure and promotion. But such funding will be considered a meritorious enhancement of the faculty member's research agenda, especially if the candidate serves as the principal investigator, the grant is nationally competitive (NSF, NIH, NIJ, SSRC, national foundations of academic reputation), and if it augments the candidate's record of scholarly publications. Generally, receiving a nationally competitive grant is considered the equivalent of one peer-reviewed article; receipt of significant but less competitive research grant (e.g. state research award, regional grant) will be considered the equivalent of a chapter in an edited volume. In both cases, research credit depends upon the Department's assessment of the candidate's overall publishing record, the intellectual merit of

the project, status as the principal investigator, and the candidate's responsible execution of the grant.

Timing of publications: The Department will assess the candidate's overall intellectual work and publishing trajectory. Thus work published prior to arrival at UNM can count towards tenure and promotion, but primary emphasis will be placed on the work published during the candidate's probationary period.

Co-authorship: The department values both single-authored and co-authored publications, but recognizes that co-authorship introduces questions about the scholarly independence of the researcher. Particularly for junior faculty applying for mid-term review and tenure, it is important that the research record provide evidence of independent contributions to the field. This is more complicated in areas of specialization where co-authorship is the norm. Though single-authorship is the clearest evidence of an independent research contribution, co-authored pieces can also be an important part of the broad research record. In the case of co-authorship, the candidate carries the burden of establishing his or her independent contribution to the work.

In evaluating co-authored publications, the Department will consider the specific contributions of the candidate. In some co-authored papers, author contributions are expressed through authorship order, with the primary author listed first. In others, authorship order is specified as alphabetical, random, or reverse alphabetical to emphasize the equal contributions of all authors. In other cases, the lead PI is listed last, which suggests his or her significant contributions to the framing, analysis, and writing of the article. Given the range of conventions for listing authors, it is important that a candidate detail his or her contributions to all co-authored works. Publications for which the faculty member is on the latter part of the author listing or is the last author (except as described above) will have some value but should not constitute the bulk of the candidate's publications.

Quantity: The Department assesses the overall quality of the candidate's work, while also taking account of the quantity of publications. The following represent minimum research profiles typical of those successfully achieving tenure and promotion in the Department: (1) one book in a high quality academic press and three articles and/or chapters in edited volumes; or, (2) eight peer-reviewed journal articles; less typical would be other mixed profiles, such as (3) two books; or (4) six peer-reviewed journal articles and two or more chapters in edited volumes; etc.

With respect to mid-probationary review, guidelines are more varied, but broadly speaking candidates should strive toward: (1) a book published or accepted for publication; (2) three peer-reviewed journal articles; (3) two peer-review articles and at least one chapter in an edited volume; (4) one peer-reviewed article and at least one chapter in an edited volume and clear evidence of progress in the publication of a book.

Relative weights of research and teaching: Exceptional performance in research and scholarship will not compensate for an inadequate record in teaching.

Other kinds of scholarly activity: Beyond the core scholarly work of research and publication in peer-reviewed venues, other kinds of scholarly activity can contribute to a faculty member's profile. Assuming a candidate's profile is anchored in such peer-reviewed work, a profile may include supplementary activities such as grant-writing and leading funded research projects; work in public sociology and engaged scholarship; work bringing academic expertise to bear beyond the university; or sociologically-grounded creative works. The burden is on the candidate to demonstrate a profile anchored in peer-reviewed scholarly publishing and the sociological relevance of any supplementary activities.

Teaching

At a minimum, a candidate for tenure and promotion is expected to be a competent teacher. Competent teachers know the designated subject matter and are aware of developments in the given field. They clearly communicate knowledge of the subject, stimulate interest in the material, develop students' critical (independent) thinking, and encourage a concern for the application of knowledge to social problems. Competent teachers attend all class sessions or makes provision for a substitute on the rare occasion when they are absent. They hold regular office hours and exhibit personal commitment to student learning. Excessive absences, institutional negligence, or irresponsible classroom behavior may be grounds for denial of tenure or promotion. Since graduate education is a key aspect of a research university, all tenure-track faculty are expected to contribute to the Department's graduate program. This includes serving on M.A. and Ph.D. committees, and/or directing graduate student teaching practicums, and participating in departmental assessments of graduate students.

Although teaching competence is a basic requirement for tenure, all department faculty should strive for excellence in their classroom teaching and in the mentoring of graduate and undergraduate students. Evidence of teaching excellence includes objective markers (e.g., peer observations, course evaluations, and teaching awards) and other more subjective markers that should be detailed in the candidate's vita and teaching statement (e.g., contributions to graduate student success or participation in teacher training courses).

A faculty member's teaching contributions are evaluated on the basis of the following types of evidence:

Required elements:
- the record of courses taught
- the record of courses developed
- standardized University student evaluations
- peer evaluations of classroom teaching and syllabi (for tenure/promotion and mid-term reviews, one required for each course taught)

Supplemental elements:
- teaching awards (UNM, community, national)
- mentoring undergraduate students in research, e.g., through the Departmental Honors program or the McNair Program
- enrollment in teacher-training programs, e.g., those offered by OSET
- demonstrations of improvement in teaching over time
- objectivity in the evaluation of student performance
- successful mentoring of graduate students as evidenced by graduate student outcomes (e.g., completion of program benchmarks, presentations and publications, job-market success,…)
- mentoring graduate student instructors
- publishing on teaching methods or publication of one's syllabi in sociology outlets

Exceptional performance in teaching will not compensate for an inadequate record in research and scholarship.

Service

In general, academic service involves positive contributions to (a) the intellectual and administrative life of the department; (b) administration and governance at the University of New Mexico; (c) the greater profession of sociology; and (d) local, state, national, and international audiences and organizations in ways appropriate to the discipline of sociology.

The Department recognizes that the balance among service, scholarship, and teaching must vary over the course of an academic career. Non-tenured faculty are expected to dedicate their service contribution primarily to the department with a close secondary commitment to certain aspects of the profession. A relatively light service load for junior faculty is intended to assist them in the primary tasks of building teaching and research records acceptable for tenure and promotion to associate professor.

Service to the department: As a basic rule, assistant professors will serve on one departmental standing committee and one ad hoc committee. They should not serve as chair of either a standing or ad hoc committee.

Service to the profession: Assistant professors should focus on activities such as reviewing manuscripts for academic journals and presses; reviewing grant proposals; organizing conferences or panels at professional meetings; chairing sessions at professional meetings; serving as an association's newsletter editor; and serving as an officer in a professional organization that promotes scholarship, teaching, and/or the integration of the two.

Service to UNM: On occasion, assistant professors may do university-level service. However, candidates should be aware that this can easily hinder the development of their research and teaching records. Such service might include work on the boards and committees of the College of Arts and Sciences, the Graduate School, the Faculty Senate, the Committee on Governance/Academic Freedom & Tenure structure, and other University committees.

Service to the Broader Community: Finally, some sociology faculty may choose to use their knowledge and skills in service to groups, individuals, and organizations outside the university in the role of public sociologists. Although community service is not required of faculty members when they are considered for tenure or promotion, the department views this activity as another element that can be used to judge a faculty member's strengths, again, as long as such commitments do not interfere with the process of earning tenure and promotion.

Personal Characteristics

The final component of a candidate's file for promotion and tenure centers on their personal characteristics. The Department evaluates the candidate based on the description in the UNM faculty handbook (Policy 1.2.4):

"This category relates to the personal traits that influence an individual's effectiveness as a teacher, a scholar, researcher, or creative artist, and a leader in a professional area. Of primary concern are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual's moral stature and ethical behavior, for they are fundamental to a faculty member's impact on the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., letters of recommendation for new appointees, or written evaluations prepared by colleagues for promotions or for other departmental reviews) and must be handled with great prudence. By necessity, the category of Personal Characteristics requires flexibility in its appraisal."

APPENDIX:

Timeline for completing the dossiers: Candidates are encouraged to review the publishing record of those who have previously been tenured in the Department. Candidates are responsible for working with the Department Chair to insure that the dossier for mid-term review or tenure/promotion is completed in a timely fashion. For tenure and promotion, the preparations will commence with a meeting between the chair and the candidate in the spring semester prior to the academic year in which the review process will take place. At that meeting the chair will (1) make clear the steps and timeline involved in the preparation, completion and submission of the candidate's dossier to the Dean's office; (2) give the candidate a deadline for completing the University's standard curriculum vitae and official statement of teaching, research and service by the end of the semester; (3) request that the candidate provide the names of approximately six scholars from Ph.D. granting institutions to serve as possible external reviewers (candidates will indicate whether they know the nominee personally, are acquaintances or have never met the nominees). Early in the summer prior, the chair will extend invitations to approximately a dozen outside scholars to serve as external reviewers. In the fall semester, the chair will convene a meeting with the candidate and the Department Administrator to establish a timeline for completing the file for presentation to the Department faculty.

<u>High Quality Journals and Presses</u>

The following are a list of journals and presses that the Department considers to be high quality. This is by no means an exhaustive list and candidates should use this list primarily as a guide to the types of journals that the department looks upon favorably.

Journals

MOST PRESTIGIOUS GENERALIST SOCIOLOGY JOURNALS

American Journal of Sociology
American Sociological Review
Social Forces
Social Problems

MOST PRESTIGIOUS SPECIALTY SOCIOLOGY JOURNALS

Annual Review of Sociology
Demography
Social Psychology Quarterly
Sociology of Health and Illness
Gender and Society
Journal of Social Issues
Qualitative Sociology
Youth and Society
Mobilization
Journal for the Scientific Study of Religion
Journal of Marriage and the Family
Latin American Research Review
Theory and Society
Sociology of Education

SECOND TIER GENERALIST SOCIOLOGY JOURNALS

Sociological Forum
Sociological Quarterly
Sociological Inquiry

MOST PRESTIGIOUS CRIMINOLOGY JOURNALS

Criminology
Journal of Crime and Delinquency
Journal of Research in Crime and Delinquency
Justice Quarterly
Law and Society Review

OTHER GOOD CRIMINOLOGY JOURNALS
Crime and Delinquency
Journal of Criminal Law and Criminology
Journal of Interpersonal Violence
Law and Human Behavior
Theoretical Criminology
Violence and Victims
Criminology and Public Policy
Deviant Behavior
Homicide Studies
Policing and Society

Presses

MOST PRESTIGIOUS ACADEMIC PRESSES IN SOCIOLOGY

Oxford University Press
University of Chicago Press
University of California Press
Cambridge University Press
Princeton University Press

OTHER GOOD ACADEMIC PRESSES IN SOCIOLOGY

University of Minnesota Press
New York University Press
Cornell University Press
Harvard University Press
Yale University Press
SUNY Press