

Department of Sociology
Guidelines for Faculty Promotion and Tenure

University of Kentucky
Revised February 2020
(Approved 2/18/2020)

Introduction

Evaluation of faculty for promotion and tenure will be based upon a continuing record of effective and committed teaching and advising at multiple levels of instruction; substantive, original, and innovative scholarship that is seen by other scholars as making a contribution to one's area of interest; and effective service that contributes positively to the department, the College, the University, the profession, or the larger community. Within this broad framework, guidelines specific to Regular Title Series, Special Title Series, and Lecturer faculty members are described in the following sections.

Guidelines for Regular Title Series Faculty

Tenure and promotion to Associate Professor

Instruction: The successful candidate for promotion to Associate Professor with tenure will demonstrate a continuing record of high-quality and effective teaching and advising of undergraduate and graduate students. A balanced record of accomplished teaching at both the undergraduate and graduate level is expected, though it is understood that the proportion of undergraduate and graduate instruction may legitimately vary based on the needs of the department and its students. Formal and informal advising for undergraduate and graduate students is an important aspect of instruction and will be evaluated as appropriate. Contributions to graduate education through service on graduate students' advisory committees are valued, but it is recognized that Associate Members of the Graduate Faculty have limited opportunities to serve as the primary mentor for graduate students.

Teaching assessment will be based on the submission of a teaching portfolio prepared according to University of Kentucky guidelines that provides a holistic record of instruction. Priority in evaluation of this portfolio will be given to the following statements of evidence: peer review of teaching observation(s); quality of course designs; coherence of the teaching philosophy; evidence of teaching innovation, reflection, and improvement. Secondary consideration will be given to course evaluations, which will be considered as student feedback rather than evidence of teaching effectiveness. Finally, evidence may be provided of student success and outcomes, such as letters of endorsement from undergraduate or graduate students; evidence of writing letters of reference for students who were successful in earning graduate school acceptance or employment; and/or evidence of successful mentoring of graduate students to completion of a degree. The teaching portfolio as a whole should demonstrate that the instructor is providing students with up-to-date, challenging, and pedagogically sound material. It is expected that a successful instructor's student evaluations will generate some thoughtful (even if critical) written student comments. It is recognized that some pedagogical experiments will fail and that some specific groups of students will be nonresponsive. Thus, a single

disappointing course will not detract from a generally solid record of success as an instructor as evidenced by other material in the portfolio.

Research: The successful candidate for promotion and tenure must demonstrate substantive, original, innovative intellectual contributions to scholarship through publication or dissemination of research in appropriate peer-reviewed venues. Faculty must demonstrate that they have established an independent research agenda and a long-term trajectory for their research. The candidate must show evidence of a sustained, long-term commitment to scholarly research and publication.

Scholarly accomplishment will be measured by work published and may be enhanced by extramural funding. Scholarly journal essays, book chapters, and book manuscripts should be placed in the highest quality peer-reviewed outlets appropriate to one's area of specialization. Publications should appear in journals and presses generally regarded by colleagues in one's area of research as top tier outlets as reflected in their selectivity, influence, and reputation for publishing innovative scholarship. If research is communicated through nontraditional means (e.g., exhibits, web-based publications), similar expectations involving high quality and peer review will apply. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership through lead or single authorship. Publishing with one's dissertation advisor is commendable and can contribute positively to a case for promotion, but faculty must also demonstrate that they have established an independent and original research agenda with short, intermediate, and long-term goals for their research themes and projects. Evaluation by external reviewers will provide an important indication of how a faculty member's work is being received outside the University of Kentucky.

Additional measures of research quality may include awards and other formal acknowledgements by peers at regional, national, and international levels, and extramural research funding. While all extramural funding is valued, it will contribute most convincingly to cases for promotion when it can be seen to be leading to scholarly, peer-reviewed publications. It is recognized that opportunities for awards and extramural funding may vary between areas of specialization.

Service: The efficient and productive functioning of the department, college, university, and one's disciplinary organization is the net product of collaborative effort by all unit members. Although the service responsibilities assigned to Assistant Professors are generally a more modest proportion of their Distribution of Effort (DOE) than for tenured faculty, it is nevertheless important that all faculty contribute conscientiously to the collective growth and development of the academic milieu of their colleagues and students. Therefore, active and effective service on departmental, college, and university committees as well as to academic or public organizations is encouraged and will be considered a meaningful aspect of one's overall record.

Promotion to Professor

Promotion to Professor requires that faculty have realized the professional promise implicit in the award of tenure. They must be recognized by peers nationally and/or internationally as having achieved a distinguished research record. They must demonstrate effectiveness at graduate and undergraduate

teaching and advising while maintaining an appropriate level of service to the department, college, university, and their discipline. Service to the larger community is also valued.

Instruction: Guidelines for effective instruction discussed in the preceding section continue to apply at this level. It continues to be important for instructors to teach an array of undergraduate and graduate-level courses and to do so effectively. While not required for all faculty members, effective contributions to instruction in multidisciplinary programs will be considered a positive aspect of an overall instructional record. Advising should continue to occur at all levels, but leadership of graduate students and advanced undergraduates in their research activities should become a growing area of professional involvement. Candidates for promotion to Professor should be able to document that they have established meaningful mentoring relationships with graduate students. Most successful candidates will have advised graduate students to the successful completion of their degrees.

Research: Successful candidates for promotion to Professor will have a record of strong scholarly productivity that includes peer-reviewed work published in highly respected outlets and that has led to their recognition by peers nationally and/or internationally as eminent researchers who are making notable contributions to their area of interest. In general, a combination of independent and collaborative research will be considered desirable, but it is recognized that patterns of authorship and co-authorship vary between research projects and areas of specialization. Publications should appear in prominent peer-reviewed outlets (journals and/or presses) that are known for their selectivity, influence, and reputation for publishing innovative scholarship. Publications in non-academic outlets, particularly those that translate research findings to broader audiences, are also valued. The quality and impact of a senior scholar's research program may be measured by several outcomes. These may include: successful placement of publications in respected journals and presses; success in securing extramural funding; citations and other evidence that one's work is having an impact; positive and thoughtful letters from prominent external reviewers; awards; and invitations to serve on proposal review panels, editorial boards or editorships. It is recognized that opportunities for awards and extramural funding may vary between areas of specialization. Activities such as editing books and special journal issues, writing textbooks, and writing non-refereed reports also provide evidence of sustained scholarly activity, but they do not substitute for scholarly work published by respected journals and presses. It is recognized that increased service responsibilities may curtail scholarly productivity for some time after promotion to Associate. Thus, while overall productivity and scholarly stature are emphasized, short gaps in the research agenda due to service should be taken into account.

Service: Effective service at various levels is both a sign of continuing professional engagement and an opportunity to apply one's scholarly insights. Candidates for promotion to Professor are expected to contribute more to the service mission than probationary faculty, and it is expected that these contributions will extend beyond the department. In most cases, they will have accepted responsibility for a meaningful aspect of departmental governance or policy development. Many candidates for promotion to Professor will have been invited to serve on important committees at the College and University level as well as national academic organizations. Regardless of one's particular combination of service activities, evidence that service commitments have been fulfilled conscientiously will be viewed as a positive aspect of a professional profile. The quality and impact of the service record of a candidate for promotion to Professor will be measured in part by positive and thoughtful letters from department colleagues, service in key committees within academic or public organizations, and nomination or election to offices in academic organizations.

Guidelines for Special Title Series Faculty

Tenure and Promotion to Associate Professor

For faculty members in the Special Title Series, the guidelines for promotion and tenure shall be evidence of excellence and of continuing potential for excellence in all assigned areas of responsibility. Special-Title Series (STS) appointments are variable with individual faculty members having differing Distribution of Effort (DOE) documents. Promotion and tenure expectations for STS line faculty will depend upon the individual faculty member's DOE during the probationary period.

Instruction and Advising. To attain tenure, a candidate assigned primarily to teach and to advise undergraduate students should demonstrate a record of excellence in teaching and pedagogical innovation. Course materials, student evaluations, peer evaluations, and all other available evidence should indicate that the faculty member teaches well-designed courses that are challenging and engaging to students. Course materials must reflect current scholarship in the candidate's field. The candidate is expected to be an active and influential participant in departmental and College programs to enhance undergraduate education. Formal and informal advising is an important aspect of instruction and will be evaluated as appropriate. Advising must be based on a thorough knowledge of departmental, College, and University requirements and delivered in a positive and professional manner.

Teaching assessment will be based on the submission of a teaching portfolio according to the University of Kentucky guidelines that provides a holistic record of instruction. This portfolio will be reviewed by appropriate persons within and external to the University, who will use it to evaluate excellence in instruction and pedagogical innovation. Priority in evaluation of this portfolio will be given to the following statements of evidence: peer review of teaching observation(s); quality of course design; coherence of teaching philosophy, evidence of teaching innovation, reflection and improvement. Secondary consideration will be given to teacher course evaluations, which will be considered as student feedback rather than evidence of teaching effectiveness. Finally, evidence may be provided of student success and outcomes, such as: letters of endorsement from undergraduate or graduate students, which may include those who were successful in earning graduate school acceptance or employment. The teaching portfolio as a whole should demonstrate that the instructor is providing students with up-to-date, challenging, and pedagogically sound material. It is expected that a successful instructor's student feedback will generate thoughtful (even if critical) written student comments. It is recognized that some pedagogical experiments will fail and that some specific groups of students will be non-responsive. Thus, a single disappointing course will not detract from a generally solid record of success as an instructor as evidenced by other materials in the portfolio. While graduate level teaching will be valued, it is understood that the opportunities for graduate level teaching by STS faculty may be limited or unavailable.

Research and Creative Activity. It is recognized that the DOE of STS faculty will not normally emphasize research. As such the department does not expect a research record resembling that of a regular title series faculty going up for tenure or promotion. However, STS faculty members whose DOE includes a research component must demonstrate that they are engaged in scholarly pursuits. The expectations

will be dependent on the effort represented by the DOE over the course of the probationary period. STS faculty should show a commitment to sociological and/or pedagogical research as evidenced by their scholarly activity. Assessment of research and creative activity will be based on the faculty member's record of conference presentation and attendance, participation in pedagogical workshops and conferences, and publication in journals and books.

Special Service Assignments. STS faculty that have a service component to their DOE must demonstrate a record of excellence in fulfilling their service activities. Evidence will vary according to specific service responsibilities, but it will most likely include documented development of service goals, identification of indicators to assess goal achievement, implementation of systematic assessment, and positive evaluations from stakeholders with whom the candidate has ongoing interactions. Active and effective service on departmental, college, and university committees, as well as to academic or public organizations will be considered a meaningful aspect of STS faculty member's overall record. Such service will be evaluated in accordance with the candidate's DOE.

Administration. STS faculty whose DOE includes administrative duties should demonstrate a creative and effective performance. Evidence of performance will vary according to the specific administrative responsibilities. The candidate will submit an administration statement specifying the duties and successes of their administrative role.

Promotion to the Rank of Professor

The promotion to the rank of Professor for an STS Associate Professor requires that the successful candidate has continued the professional performance signified by the award of tenure. Expectations for promotion to full professor will depend upon the individual faculty member's DOE during the period after promotion to the rank of Associate Professor. They must excel at undergraduate and graduate teaching per the assigned level of DOE responsibility. In addition, they must maintain appropriate levels of service to the discipline, the department, the college, the university, and the community-at-large. It is expected that they will be recognized by external evaluators as having achieved distinguished record of teaching and pedagogical activities.

Special Teaching/Advising Appointments. For candidates with a substantial portion of their DOE directed towards teaching and advising responsibilities, it is expected that they have maintained the same high-quality level of teaching that that helped secure their tenure. The dossier will include evidence of excellence in teaching and pedagogical innovation which will be evaluated by appropriate persons within and external to the University. Evidence should show that the individual has maintained course materials and content that are current with the scholarship in his or her field. Such evidence should show that the candidate has incorporated new and innovative teaching methods in his or her courses, and has successfully engaged in high impact learning opportunities such as: internships, study abroad courses, research mentorship, service learning courses or other experiential learning practices. Advising must be based on a thorough knowledge of departmental, college, and university requirements, and must be delivered in a positive and professional manner.

Research and Creative Activity. The successful candidate shall be evaluated according to evidence of continuing intellectual engagement with her/his discipline or area of teaching responsibilities. Faculty

members whose DOE includes a research component must demonstrate that they are producing scholarly work that is acceptable under normal standards of peer review, but it is understood that a Special Title Series faculty member whose appointment emphasizes teaching and advising cannot produce publications or initiate new research at the same rate as that required of Regular Title Series faculty. STS faculty should show a commitment to sociological and/or pedagogical research as evidenced by their scholarly activity. Assessment of research and creative activity will be based on the faculty member's record of conference presentation and attendance, participation in pedagogical workshops and conferences, and publication in journals and books.

Special Service Assignments. STS faculty that have a service component to their DOE must demonstrate a record of excellence in fulfilling the relevant service responsibilities. Evidence will vary according to specific service responsibilities, but it will most likely include documented development and ongoing review of service goals, identification of indicators to assess goal achievement, implementation of systematic assessment, evidence that assessment has been used to improve the program, and positive evaluations from stakeholders with whom the candidate has ongoing interactions. Active and effective service on departmental, college, and university committees, as well as to academic or public organizations will be considered a meaningful aspect of STS faculty member's overall record. Such service will be evaluated in accordance with the candidate's DOE.

Administration. STS faculty whose DOE includes administrative duties should demonstrate a creative and effective performance. Evidence of performance will vary according to the specific administrative responsibilities. The candidate will submit an administration statement specifying the duties and successes of their administrative role.

Guidelines for Lecturers

For Lecturers, the guidelines for promotion and tenure shall be evidence of excellence and of continuing potential for excellence in all assigned areas of responsibility. Lecturer appointments are variable with individual faculty members having differing Distribution of Effort (DOE) documents. Promotion expectations for Lecturers will depend upon the individual faculty member's DOE during the contract period.

Reappointment at the Ranks of Lecturer or Senior Lecturer

Lecturers of any rank will demonstrate a continuing record of high-quality and effective teaching and mentoring of undergraduate students. Teaching assessment will be based on the submission of a teaching portfolio according to the University of Kentucky guidelines that provides a holistic record of instruction. This portfolio will be thoroughly reviewed to evaluate excellence in instruction and pedagogical innovation. Priority in evaluation of this portfolio will be given to the following statements of evidence: peer review of teaching observation(s); quality of course design; coherence of teaching philosophy, evidence of teaching innovation, reflection and improvement. Secondary consideration will be given to teacher course evaluations, which will be considered as student feedback rather than evidence of teaching effectiveness. Finally, evidence may be provided of student success and outcomes, such as: letters of endorsement from undergraduate or graduate students, which may include those

who were successful in earning graduate school acceptance or employment. The teaching portfolio as a whole should demonstrate that the instructor is providing students with up-to-date, challenging, and pedagogically sound material. It is expected that a successful instructor's student feedback will generate thoughtful (even if critical) written student comments. It is recognized that some pedagogical experiments will fail and that some specific groups of students will be non-responsive. Thus, a single disappointing course will not detract from a generally solid record of success as an instructor as evidenced by other materials in the portfolio. While graduate level teaching will be valued, it is understood that the opportunities for graduate level teaching by STS faculty may be limited or unavailable.

Lecturers will also demonstrate an active professional development program, which may include research related to the Lecturer's substantive area of instruction or in the scholarship of teaching and learning. Evidence of professional development include publication of essays, research reports, articles, and book chapters in hard copy and web-based formats; research presentations; participation in conferences, colloquia, workshops, and training sessions; extra-mural funding; and awards. It is recognized that the professional development expectations for Lecturers are modest, compared to tenured and tenure-track faculty.

Lecturers will contribute to the productive functioning of the department by participating in departmental, college and university committees as well as academic or public organizations related to the Lecturer's instructional duties. It is recognized that the service expectations for Lecturers are modest, compared to tenured and tenure-track faculty.

Promotion to the Rank of Senior Lecturer

A Lecturer Series faculty employee may be considered for promotion (without tenure) from the rank of Lecturer to the rank of Senior Lecturer at any time after five (5) years of continuous full-time service. In preparing a recommendation to the dean on a promotion case in the Lecturer Series, the department chair shall consult with the tenured faculty of the department and obtain their written judgments (see AR 2:1-1 Appendix I).

The candidate for senior lecturer will have received a PhD at least five years prior to appointment and be demonstrably an excellent teacher. Teaching assessment will be based on the submission of a teaching portfolio according to the University of Kentucky guidelines that provides a holistic record of instruction. This portfolio will be thoroughly reviewed to evaluate excellence in instruction and pedagogical innovation. Priority in evaluation of this portfolio will be given to the following statements of evidence: peer review of teaching observation(s); quality of course design; coherence of teaching philosophy, evidence of teaching innovation, reflection and improvement. Secondary consideration will be given to teacher course evaluations, which will be considered as student feedback rather than evidence of teaching effectiveness. Finally, evidence may be provided of student success and outcomes, such as: letters of endorsement from undergraduate or graduate students, which may include those who were successful in earning graduate school acceptance or employment. The teaching portfolio as a whole should demonstrate that the instructor is providing students with up-to-date, challenging, and pedagogically sound material.

Lecturers whose DOE includes administrative duties should demonstrate a creative and effective performance. Evidence of performance will vary according to the specific administrative responsibilities. The candidate will submit an administration statement specifying the duties and successes of their administrative role.