

Central Connecticut State University
Department of Sociology

Evaluation Guidelines

These guidelines are created to supplement information provided in the most recent State-approved contract between CCSU's Faculty Union (CSU-AAUP) and the CSU System's Board of Trustees. Faculty members undergoing evaluation and individuals performing faculty evaluations can locate pertinent information regarding evaluation procedures, conditions and responsibilities in Article 4, subsections 4.7 through 4.12.

University Mission Statement

Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. We encourage the development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible and successful citizens.

Fulfilling the Mission

Central Connecticut State University is, above all else, about teaching students at the baccalaureate, master and doctoral levels consistent with our historical mission. Our research endeavors improve us as teachers and expose our students to methods of inquiry. The public service expected of all members of our community benefits our society—local and global—and builds our sense of citizenship.

We value the development of knowledge and its application in an environment of intellectual integrity and open discourse. We expect that members of the university will engage in activities ranging from basic research and the creation of original works, to helping individuals and organizations achieve success in purely practical endeavors. All these activities enrich our community of learners.

As a public university, we receive support from the state of Connecticut. We have three designated Centers of Excellence and many nationally accredited programs. We take very seriously our commitment to provide access to higher education for all citizens in this state who can benefit from our offerings. Our high expectations for ourselves contribute to the fine quality and continuous improvement of our undergraduate and graduate programs. We believe that quality and access are compatible and simultaneously achievable; our objective is to provide the support needed for our students to reach their full potential.

We also believe that higher education should promote the personal and social growth of our students, as well as their intellectual achievement and professional competence. We provide various opportunities for students to engage in activities or to join organizations and clubs where they develop leadership and other social skills. We foster a welcoming environment in which all members of our diverse community receive encouragement, feel safe, and acquire self-confidence.

Vision

Central Connecticut State University aspires to:

- be the premier public comprehensive university in Connecticut, with teaching as its chief focus, enhanced by the dynamic scholarship of its faculty;
- be highly regarded by its many constituents;
- be a significant resource contributing to the cultural and economic development of Connecticut;
- be global in its perspective and outreach; and
- be widely respected as a university dedicated to innovative, activity-based, life-long, and learner-centered higher education.

Sociology Department Mission Statement

The Department of Sociology prepares students to become thoughtful, engaged, and responsible citizens in an interdependent world. Students are provided with a firm understanding of the complex social structures and processes that connect their private lives and experiences to their present society as well as to the multi-varied characteristics of a global society. More specifically, the mission of the department is to foster logical and analytical reasoning, social scientific inquiry, a socio/historical consciousness, and an understanding of the relationship between social inequality and matters of social justice.

The integrating principle underlying the curriculum is the linkage between theory, methods, and specific areas of sociological inquiry. This process involves developing the capacities for conceptualizing problems, locating them within general sociological paradigms, and evaluating solutions based on empirical analysis, established research, and the diverse needs, interests, and identities of affected communities.

Expectations, Values and Evidence

1. Expectations of all Faculty

- Faculty will teach service courses within the Department and will teach upper-level courses in their area of expertise.
- Faculty will engage in creative activities appropriate to their field and professional goals.
- Faculty will advise and mentor students, providing students with academic and professional information that will facilitate their success at the university and their future careers.
- Faculty will contribute their expertise and knowledge to the development of students, the Department, the University, and the larger community or profession.
- Faculty will act in a collegial and ethical manner in accordance with University standards, Connecticut state laws, and the American Sociological Association's Statement of Ethics.
- Full-time, untenured, tenure-track faculty will annually prepare a portfolio of documents for review by the DEC that demonstrates the candidate's on-going activities and substantive accomplishments in their load-credit activity, creative activity, service and professional activity.

- Faculty seeking tenure will prepare a portfolio of documents that demonstrates the candidate's on-going activities and substantive accomplishments during their years at CCSU and during any professional period for which years toward tenure were granted on initial appointment. To receive a positive recommendation by the DEC, candidates should meet expectations in all area and/or demonstrate significant growth in their skills and activities over time. Given the university's emphasis on teaching, a candidate who is below expectations in creative activity may receive a positive recommendation from the DEC if she or he exceeds expectations in load-credit activity and meets expectations in service and professional activity. The candidate must also demonstrate a sufficient history of accomplishments and commitment that members of the DEC and the university community could reasonably conclude that the candidate will continue to be engaged as a teacher, scholar, and professional.
- Faculty seeking promotion to Associate Professor will prepare a portfolio of documents that demonstrates the candidate's on-going activities and substantive accomplishments during their years in their current rank. To receive a positive recommendation by the DEC, candidates should meet expectations in all areas. The candidate must also demonstrate a sufficient history of accomplishments and commitment that members of the DEC and the university community could reasonably conclude that the candidate will continue to be engaged as a teacher, scholar, and professional.
- Faculty seeking promotion to Professor will prepare a portfolio of documents that demonstrates the candidate's on-going activities and substantive accomplishments over their career and especially during the years in current rank. To receive a positive recommendation by the DEC, candidates must meet expectations in all areas, and will have a significant record of accomplishment in at least one area. The candidate must also demonstrate a sufficient history of accomplishments and commitment that members of the DEC and the university community could reasonably conclude that the candidate will continue to be engaged as a teacher, scholar, and professional.
- Tenured members of the faculty shall receive one professional assessment once every six years (or earlier, see Article 4.12). Faculty undergoing a sixth-year review will prepare a portfolio of documents to measure the member's teaching effectiveness and/or primary professional function, scholarship, service to the Department and the University, and professional activity to further the member's professional growth.

2. Expectations of the DEC

- The Chair of the DEC will provide timely notice to all eligible candidates of the dates for submission of materials for renewals, promotion and tenure as described in Article 4.11.
- The DEC will insure that all junior faculty receive adequate mentoring relating to all areas of university and professional service. The DEC may assign specific mentors to junior faculty or provide other (or additional) means to insure professional socialization. The primary concern in mentoring is that junior faculty have a clear understanding of departmental and university expectations for promotion and tenure.
- The DEC shall coordinate peer-teaching evaluations for all faculty upon request.
- The DEC will carefully review materials submitted by candidates and may make recommendations that candidates revise or provide additional materials with their submissions.

- The DEC will provide a written narrative assessment of a candidate's materials that explains the basis for its recommendation. For letters regarding promotion and tenure decisions, the letter from the DEC will address five areas: load-credit activity, creative activity, productive service to the Department and University, professional activity and years in rank as outlined in Article 4.11. For the first four items, the DEC will give rankings of exceeds expectations, meets expectations, or does not meet expectations. The DEC will also indicate the number of years in rank. If the candidate applies for early decisions, the DEC will mention this in the letter. Based on its evaluation of submitted materials demonstrating activity in all areas, the DEC will write that the candidate is either recommended or not recommended for promotion or tenure.
- For letters regarding the renewal of untenured, tenure-track faculty, the DEC will evaluate candidates based on their accumulated record since the initial appointment and/or years in rank. The DEC's evaluation will be a candid assessment of the candidate's general progress toward meeting the expectations for promotion and tenure. The DEC will provide a written narrative assessment of a candidate's materials that will address the following four areas: load-credit activity, creative activity, productive service to the Department and University, and professional activity. After considering the activity in all areas, the DEC will write that the candidate is either recommended or not recommended for renewal. A candidate will receive an unfavorable recommendation regarding renewal only if she/he is regarded as unfit to discharge assigned responsibilities, has falsified credentials, abandoned assigned duties (see articles 16.3.1, 16.3.2, 16.3.3); or if the candidate consistently performs below expectations for load credit activity and there is no longer any reasonable expectation that the candidate will meet expectations for tenure.
- The DEC recognizes that new faculty require a "settling in" period to adjust to the teaching load and new course preparations.
- Any candidate may request to meet with the DEC before or during the evaluation process to discuss matters related to the evaluation process or the presentation of evaluation materials.
- After the DEC has rendered a renewal, promotion, or tenure decision, the DEC Chair or a designee appointed by the Chair will meet with the candidate to discuss the candidates' materials, providing further explanation of the DEC's decisions and recommendations if necessary.

Values and Evidence for the Four Areas of Productive Activity

In keeping with the spirit and culture of the Department, this document outlines the general expectations for its faculty and depicts the kinds of contributions it values and expects its members to make. Members of the Department are expected to be productive in four areas: load credit activity, creative activity, service, and professional activity. The lists of evidence provided below are indicative of formally recognized and historically common types of material used to evaluate contributions in these areas, but they are neither prescriptive nor exhaustive; the Department encourages the submission of alternative materials that demonstrate the varied ways faculty members may fulfill the mission of the Department and/or University.

Load Credit Activities – The Department values engaging, responsible, fair, and professional teachers within the classroom, whose instructional activities contribute to the mission of the Sociology Department and the University. The Department values many styles and methods of

effective teaching, and recognizes the innovative and various approaches used to create environments and contexts for learning, both in and outside of the classroom.

The DEC shall consider all submitted materials to assess the quality of a candidate's teaching ability and commitment to student learning. The candidate is required to include student opinion survey data and representative course syllabi in the portfolio. In addition, the candidate may include the following as evidence when preparing materials for review by the DEC:

- Course material (e.g. handouts, exams, worksheets, assignments)
- Syllabi and/or curriculum proposals for newly developed or revised courses
- Overview of courses taught (e.g. class size, level, departmental requirement, elective, interdisciplinary, independent study, collaborative)
- Explanation of teaching innovations
- Statement of teaching philosophy
- Statement of teaching goals
- Explanation of efforts taken to improve teaching
- Peer evaluations based on classroom visits or collaborations
- Curriculum development and/or other teaching-related grants
- Letters from students or alumni
- Teaching awards or nominations
- Additional appropriate materials to evaluate non-teaching load credit, such as reassigned time.

Creative Activity – The Department values active participants in scholarly discourse, who are committed practitioners of social inquiry. Our department values innovative approaches to bringing new ideas and insights to the discipline, our students and communities. We acknowledge and respect diverse contributions to the field in the development and transmission of knowledge. We value all approaches to scholarship, including a variety of methodological and critical approaches.

The DEC shall consider all submitted materials when assessing the quality of a candidate's creative activity. The candidate may include the following as evidence when preparing materials for review by the DEC:

- Applied research/ Evaluation reports
- Articles and book chapters (peer-reviewed, non-peer-reviewed)
- Books
- Book reviews
- Department/In-house research
- Edited volumes
- Encyclopedic entries
- Externally funded grants
- Internal grants
- Papers under review
- Presentations and papers on teaching
- Presentations at conferences

- Research reports to external sponsors
- Submitted manuscripts or grant applications
- Work in progress
- Letters of support from scholars in the field

Service Activity – The Department values participating members of the university community, who use their knowledge, experience and position to contribute to the well-being of the Department, University and larger community.

The DEC shall consider all submitted materials when assessing the quality of a candidate's service to the Department, University, and local community. The candidate may include the following as evidence when preparing materials for review by the DEC:

- Overview of academic advising (e.g. number of students advised, academic assistance)
- Overview of student e ing (e.g. assisting students with applications for jobs or graduate schools, promoting student research, promoting the presentation of student research in public settings)
- Serving on University committees
- Serving on Department committees
- Serving as a committee officer
- Contributions to enhance equal opportunity and diversity on campus
- Involvement with student organizations
- Representing the department at Open Houses and other campus events
- Assisting in departmental assessment of student outcomes
- Involvement in extracurricular activities, including bringing guest speakers to campus, or organizing or participating in panel presentations or conferences on campus
- Organizing or participating in off-campus and/or off-hours activities for students or faculty to promote student learning or civic engagement or to provide a community service
- Involvement with interdisciplinary programs
- Participating on advisory councils, steering committees or other university boards for Interdisciplinary programs or other initiatives.

Professional Activity – The Department values service to the profession, involvement in professional activities, and use of professional skills in service of the community.

The DEC shall consider all submitted materials when assessing the quality of a candidate's engagement in professional activity. The candidate may include the following as evidence when preparing materials for review by the DEC:

- Active participation in professional and learned societies
- Attending Conferences or Seminars
- Chairing Conference Sessions or serving as a discussant
- Membership in Professional and learned Societies
- Organizing conferences

- Serving on conference committees
- Serving as an elected official in disciplinary or interdisciplinary organization
- Organizing sessions within conferences
- Serving as a peer reviewer or juror for journals or granting agencies
- Serving as an editor for a journal
- Serving as a member of an awarding committee
- Serving as board or committee member in the larger community as a representative of CCSU and/or as a Sociologist.
- Reviewing manuscripts for publishers and/or academic journals.
- Engaging in pro-bono research or offering professional services to non-profit groups.
- Serving as an officer of a professional scholarly organization.
- Serving as an expert witness
- Providing legislative testimony