

Sociology

Overall Expectations for Fort Lewis College Faculty

As a public liberal arts institution, Fort Lewis College strives to provide quality education to a diverse student body. As a liberal arts institution, we are committed to ensuring our students receive personal attention and mentoring. Thus, all faculty at Fort Lewis share a common identity and dedication to providing a student-centered education. In order to provide quality education, we must recruit and retain quality faculty and establish a common set of guidelines for faculty ensuring our principle aim of developing exceptional Teacher-Scholars.

Fort Lewis College is committed first of all to effective teaching, the College identifies teaching as the primary duty assigned to faculty. All faculty members are expected to maintain a career-

- a) effective teaching and the promise of continued progress toward meeting the standards for promotion to Associate Professor. The rank of Assistant Professor can be considered the “apprentice” stage of teaching: with assistance from others, Assistant Professors should be building a repertoire of courses and

hours and otherwise making themselves available to students for consultation outside of class, conscientiously preparing final course grades in accordance with College standards, and submitting them to the Office of the Registrar on time.

Success in fostering student learning

The most important aspect of successful teaching is a faculty member's ability to enable his or her students to develop as scholars or artists—i.e., to learn. The preceding five considerations collectively aim at this end and take their value from it. Such success will be marked primarily by students' active engagement with the discipline and the quality of their resulting work. It is true that students must do their part as well, but a faculty member's fundamental job is to encourage and help them to do so. Success in teaching derives ultimately from a faculty member's abiding care for his or her students and unwavering commitment to their success. No amount of expertise or attention to the individual activities that go into teaching can compensate for an overall lack of success in fostering student learning.

Evaluation of teaching in faculty review

Informed judgments about a colleague's teaching should be based on evidence relating to the preceding features of successful teaching. Such evidence should be obtained in a variety of ways that include review of syllabi, multiple class visits, team-teaching, discussions of pedagogy, and careful reading of student course evaluations. Additional information regarding teaching performance can be obtained through the

documentation of new courses developed or previous courses significantly redesigned,
documentation of participation in activities for the improvement of teaching (either on-campus or off-campus),
letters or other comments from students not already included in the review dossier file, or
documentation of teaching awards (either internal to the College or external).

Specific Sociology Departmental Expectations: Teaching

For Sociology faculty, teaching is the primary responsibility. Consistent with the

offprints or copies of published reviews, articles, or books,
copies of research grants written (funded, unfunded, or currently under review),
copies of materials developed under the scholarship of teaching (e.g., instructional
software packages written, textbooks, editions, or lab manuals, descriptions of
demonstration projects developed for use in teaching),
documentation of technological research or applications (e.g., developing web pages as
part of a project in the area of research or creative activity),

for whom it is intended to benefit.

Scholarship of Integration:

- Extensive literature reviews, book reviews, or review essays in peer-reviewed publications.

Scholarship of Teaching:

- Participation in workshops that culminate in the production of novel pedagogical tools and/or resources for discipline or interdisciplinary colleagues

General Expectations for All Faculty: Service

The members of a faculty share intellectual authority over the curriculum and take professional responsibility for its quality. They also assure the quality of instruction the College provides to its students, support one another's scholarly or creative work, and maintain a College-wide culture of inquiry. As participants in the work of our academic community, faculty members contribute to the effectiveness of their colleagues as teachers, scholars, and performing artists; by advising the

shall count as sufficient evidence that that faculty members *work effectively with their colleagues* (collegiality in sense #2, above), and interact harmoniously with others (collegiality in sense #1).

Any evaluation of the work of Fort Lewis faculty members according to the criterion of *effective service* should be guided by the following considerations.

The broad categories described below encompass the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service. Faculty members are not expected to perform active service in all of these categories in any one review period or even across an entire career. However, they are expected to demonstrate that

to perform. Thus in commenting on a colleague's service, faculty members should look for specific contributions that the colleague has made: work performed, projects completed, documents drafted, historical perspective or constructive criticism provided, questions raised that had not previously been considered, students well served (e.g., through conscientious advising or effective direction of adjunct faculty). Evidence of effective service can be provided through the products of such work and the commentary of colleagues and students.

The following forms of evidence are also relevant to the evaluation criteria employed in reviews. These examples are intended to be neither prescriptive nor exhaustive but rather to illustrate the kinds of additional documentation one may choose to include in their PAF.

examples of any materials developed for use in student advising and evidence of effective advising (e.g. metrics of retention, graduation rates, student satisfaction, and degree plans for advisees),

Specific Sociology Departmental Expectations: Service

Sociology faculty are expected to nurture a respectful and engaging spirit regarding relations within departmental faculty and across the College. All Sociology faculty must be engaged intellectually and conceptually with the needs of students in a changing world and integrate these insights into an ever expanding scope of understanding. All department members are expected to engage in on-going reflection of department curriculum, serve on departmental committees, and attend department meetings. The sociology department works from a perspective of assumed confidence of its faculty members who collectively create a culture of trust and camaraderie; given that not all service work creates documentation by nature, a narrative of service completed will suffice.

The attached departmental expectations have been approved through June 2015.*

Department Chair Signature [Signature]
Date 10/12
Dean Signature Maureen Brandon Date 10/12
Provost Signature [Signature] Date 10/12

to dean for review at any time. *A department or program may submit changes to expectations to the dean and program are subject to approval by both the dean and provost. Any changes submitted by a department or program are subject to approval by both the dean and provost.

All expectation statements will need to be re-affirmed during the winter term 2015