

**Department of Sociology & Anthropology
Linfield College
EXPECTATIONS FOR TENURE/PROMOTION TO ASSOCIATE PROFESSOR
and PROMOTION TO PROFESSOR**

OCTOBER 2016

General Faculty Handbook Information Regarding Tenure and Promotion:

Faculty Handbook Standards for Promotion (Section IV.6.7.4):

- *Promotion in rank is a recognition of meritorious work in the three categories described under the faculty evaluation process in this handbook. The earned terminal degree for the individual's field is required for promotion (see IV.9 below) except for cases involving exceptional merit.*
- *Promotion to associate or full professor normally requires tenure status.*
- *Standards for promotion will be higher for the higher ranks, and promotion to professor implies special merit and accomplishments in all three evaluation categories.*

Faculty Handbook Standards for Tenure (Section IV.6.7.5):

- *Although it inevitably relies on accomplishment to date, the granting of tenure is a future-oriented decision. As such, it represents a confident prediction by the college that (a) the individual will continue to do outstanding work in the three evaluation categories described elsewhere in this handbook, and (b) there will be a significant degree of professional compatibility between the individual's contributions and the needs of the college.*
- *Except for cases of exceptional merit, possession of the appropriate terminal degree will be required for granting tenure.*

Teaching Effectiveness:

Consistent with the Faculty Handbook, faculty must demonstrate teaching effectiveness in several important areas, including:

- Knowledge of and enthusiasm for the subject matter
- Attention to the organization of courses as it relates to the level and preparation of the students
- Organization and effective use of class time
- High expectations for each student
- Respect for students' viewpoints
- Use of effective and fair grading methods
- What students take from their courses
- Availability for consultation with students
- Consistent and effective attention to the needs of advisees

Evidence of effective teaching should, at minimum, include:

- Analysis of course evaluations
- Colleague observations
- Syllabi, assignments, and grading rubrics (including, if applicable, online resources such as Blackboard)
- Narratives regarding number of advisees (and effectiveness of advising), colloquium participation, collaborative research projects, work with peer instructors, supervision of community service/internships/theses, independent studies, etc.
- Optional: Outside letters (for example, graduates)

Tenure/Promotion to Associate Professor

In general, candidates for Tenure/Promotion to Associate Professor should demonstrate an ability to critically self-reflect on their own teaching (identifying strengths and addressing weaknesses); strong and/or improving course evaluations; and effective incorporation of Department of Sociology & Anthropology department goals and course learning outcomes (if applicable) into their courses.

Promotion to Full Professor

In the case of promotion to full professor, where "special merit" must be demonstrated, the candidate must have a consistently positive student evaluation record, and both the candidate and departmental colleagues must provide specific examples of outstanding evidence of the positive impact the candidate has on students, e.g. observed interactions with students, both in and out of the classroom, innovative and/or dynamic pedagogical approaches utilized, evidence of encouragement of critical thinking and engagement, or similar traits that one would expect from an exceptional educator. Candidates should also continue to demonstrate effective incorporation of Department of Sociology & Anthropology department goals and course learning outcomes (if applicable) into their courses. Overall, it is incumbent upon both the candidate and departmental colleagues to provide specific context and evidence for special merit in the area of teaching.

Role of Colleague Evaluations of Class Sessions:

Chair: The candidate will be observed by the department chair at least three times prior to going up for promotion to associate and tenure or promotion to full. The date, time, and summary of the observation should be reflected in the Chair's Colleague Appraisal.

Other Tenured Faculty: All other tenured faculty will observe the candidate at least once prior to the candidate going up for promotion to associate and tenure or promotion to full. The date, time, and summary of the observation should be reflected in Colleague Appraisals.

NOTE: These observations can be supplemented with those from co-teaching, guest lecturing, and other related activities.

Other Important Notes:

- In the Department of Sociology & Anthropology, it is not unusual to see comments about delays in grading on student course evaluations. The department places a strong emphasis on writing, and grading these types of assignments tends to take more time than students might anticipate (particularly when our goal is to provide extensive feedback). However, faculty members are still expected to return assignments within a reasonable timeframe. It is incumbent upon both the candidate and departmental colleagues to help to put such comments, when they occur, into context if possible.
- Sociologists and anthropologists tend to cover topics that (1) are, at times, controversial, and/or (2) may push students outside of their comfort zones. This can lead to a lack of receptivity to course material and potential negative comments about respect for viewpoints (particularly when beliefs are challenged). It is incumbent upon both the candidate and departmental colleagues to help to put such comments, when they occur, into context if possible.
- The Department of Sociology and Anthropology offers a rigorous curriculum and holds students to high expectations. We expect all faculty members to hold high standards and contribute to this ethos. At the same time, students may not appreciate or understand the level of rigor to which they are exposed. Therefore, on course evaluations, we anticipate potential comments regarding courses being too difficult.
- The Department of Sociology & Anthropology encourages students to take responsibility for their learning. Therefore, some ambiguity in pedagogy is warranted (we want to move beyond the standard "banking concept" of education to which students may have become accustomed in the K-12 education system). It is not unusual for students to find this discomfoting at times. If comments are made regarding ambiguity, it is incumbent upon both the candidate and departmental colleagues to help to put such comments, when they occur, into context if possible.

Professional Achievement:¹

General Statement Regarding Professional Achievement:

The Linfield College Department of Sociology & Anthropology strives for its faculty members to participate in professional activity² that contributes to the overall academic mission of the College in the context of liberal arts teaching, and that furthers their own professional development and the larger intellectual enterprise within Sociology, Anthropology, and related fields. While teaching is the most important of the three categories for faculty evaluation, professional activity is essential to effective teaching.

Because we face time and resource constraints, the Sociology & Anthropology Department recognizes the importance of professional activity that reflects diversity and breadth in form, content, audience, and purpose. Additionally, professional activity employing anthropological and sociological perspectives in interdisciplinary realms is increasingly likely and acceptable. Examples of these interdisciplinary areas include environmental studies, gender studies, and area studies (such as Asian studies and Latin American studies), to name a few. The Department also recognizes that professional activity may shift over time – that faculty at different career stages may have different professional activity dossiers, in terms of form, focus, rate, content, audience, and purpose.

In recognizing the importance of professional activity that reflects diversity and breadth, we are also willing to consider activities that traditionally fall outside of standard definitions/conceptions of research. This includes, for example, engagement in public sociology/anthropology. Public sociology/anthropology includes participation as an applied sociologist/anthropologist in consultation, publication, and research for general or policy-making audiences, organizations or communities; presentations at local forums and public gatherings; and other related activities. Dependent on the content and form, these activities could be viewed as either “service to the external community using professional knowledge and skills” (Faculty Handbook, Section IV.6.1.3) or professional engagement/achievement. To be viewed as the latter, tangible outcomes are expected (see table below), and the onus is on the candidate to make a case that any particular activity extends beyond service. While disciplinary/departmental colleagues will review the quality and relevance of the work, we also encourage candidates to provide external support for and assessment of these activities. In any event, a case for tenure and promotion cannot be made solely on the basis of this type of work; however, this could be one component of a broader dossier.

Finally, Sociology and Anthropology faculty members at Linfield often participate in collaborative research with students. Collaborative research with students is valued in our department, as it serves to professionalize the undergraduate student into Sociology, Anthropology, and related fields at the same time that it keeps the faculty member engaged in professional activity. It is important to note that this kind of collaboration can, and often does, result in professional achievement if it meets the criteria under the guidelines below. It is incumbent upon the candidate to clearly delineate their role in the project and how the project fits within their own professional trajectory.

Tenure and Promotion to Associate Professor

While the Department of Sociology & Anthropology values all of the following forms of professional activity, faculty who are successful candidates for tenure and promotion to Associate Professor will necessarily have demonstrated scholarly promise and progress as evidenced by peer-reviewed publishing. Thus, for example, it would be unacceptable for a faculty member going up for tenure to be missing any sort of accepted, in-press, or already-published peer-reviewed publication in his or her dossier.

Promotion to Full Professor

In the case of promotion to full professor, where “special merit” must be established, the colleague must demonstrate excellence in a sustained record of scholarly accomplishments beyond those exhibited prior to the promotion to associate professor. Demonstrated scholarly achievement as evidenced by peer-reviewed publishing remains central. It is incumbent upon both the candidate and departmental colleagues to provide specific context and evidence for special merit in the area of professional achievement.

¹ Portions of the Professional Achievement section are heavily borrowed (at times, verbatim) or revised from the Whitman College Department of Sociology Departmental Guidelines on Professional Activity. See page 7 for further information.

² Throughout this section, we use the term “activity” to broadly include both professional *engagement* and *achievement*. For the purposes of promotion and tenure, where *achievement* is central, the table on page 4 articulates the ways in which the Department of Sociology & Anthropology applies the standards listed in the Faculty Handbook.

| Faculty Handbook Standards (IV.6.1.2): <i>Evidence of professional achievement may include:</i> | Departmental Expectations |
|--|---|
| <i>Research or creative work</i> | A demonstrated trajectory of regular professional <i>engagement</i> is expected. We realize, however, that <i>achievement</i> may be greater in some periods than others (for example, at different ranks). |
| <i>Publications and artistic or professional presentations</i> | <p>This includes activities within and for the discipline of sociology, anthropology, and related fields that advance sociological/anthropological knowledge, presented in descending order. All listed activities demonstrate valuable contributions, but the department considers item #1 necessary for tenure and promotion to both associate and full professor:</p> <p>(1) Research and scholarship leading to peer-reviewed publication of books (including textbooks or articles or chapters in edited books), monographs, or professional journal articles in Sociology or Anthropology, or interdisciplinary work in related fields.</p> <ul style="list-style-type: none"> • Journals: While Sociology and Anthropology Departments at Research I Universities have traditionally emphasized the importance of getting published in the “top-rated” sociology and anthropology journals with very low acceptance rates, it is much more common (and no less valuable) for faculty members at institutions like ours to publish in more specialized and/or cutting edge sociology and anthropology journals, journals that are published by regional professional sociology and anthropology associations, journals that are devoted to sub-disciplines within sociology and anthropology (e.g., theory, family, race, environment), and interdisciplinary journals. • Books/Edited volumes/Monographs: While acknowledging both the low degree of desirability generally assigned to publishing with vanity presses and the fact that the reputability of academic and popular presses changes over time, it would be appropriate for any individual faculty member to articulate and clarify the type of publisher for his or her book/edited volume/monograph. <p>(2) Research and scholarship on the teaching of Sociology, Anthropology, or related fields at the college level.</p> <p>(3) Serving as general editor of a book or monograph or series editor for journals and/or publishers; or serving as a guest editor for one or more issues of a journal.</p> <p>(4) Publication of scholarship not based on original research, including, but not limited to, book reviews, review articles in professional journals, encyclopedia entries, literature reviews, translations, syntheses of existing research, teaching notes, or other similar work.</p> <p>(5) Publication of a manuscript in conference proceedings.</p> <p>(6) Presentation of papers at professional meetings.</p> |
| <i>Peer recognition by professional societies/organizations</i> | <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Invitations to be a manuscript reviewer • Professional awards • Invitations to write book reviews • Invitations to present formal lectures or talks • Invitations to serve on a conference panel as a panelist or discussant • Invitations to edit or contribute to a journal issue or edited volume <p>In general, the candidate should be able to make a case that any particular activity can/should be viewed as peer recognition.</p> |
| <i>Study at other institutions for additional professional credential or toward an advanced degree beyond the terminal degree Linfield requires for the discipline (see this handbook IV.11)</i> | The candidate should contextualize items that may belong in this category. We would expect that study at other institutions would be in related fields. |
| <i>Professional practice and/or development necessary to maintain competency and credentials</i> | <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Attending and participating in special workshops or seminars which are designed to assist the faculty member to keep up on current scholarship, pursue a new line of research, or develop secondary fields of scholarly interest. • Completion of manuscript reviews. |

Other Important Notes:

Disciplinary Norms

In addition to information pertaining to form, content, audience, and purpose of professional activity, it is important to articulate publishing norms in Sociology, Anthropology, and related fields. The following sections discuss norms about authorship, peer review, and online publishing in our discipline.

- *Authorship*: Usually in Sociology, Anthropology, and related fields, if someone is listed as a first author, he or she is considered to be the primary author (unless otherwise noted). Sometimes it is the case that a pair or small group of authors publishes more than one manuscript together, and they simply rotate the authorship order for each publication. Sometimes authors are listed alphabetically. The term “corresponding author” is not used frequently in Sociology/Anthropology, but if it is, it refers either to the primary author or to the author who is in charge of email/mail correspondence with an editor and subsequent readers. There is variation within the disciplines of Sociology and Anthropology about whether students or other research assistants who perform data collection are entitled to be authors. Issues surrounding authorship should be addressed by the candidate in descriptions of their own work.
- *Peer Review*: The peer review process in Sociology/Anthropology journals is most often double-blind peer review (the authors do not know names of reviewers, the reviewers do not know names of authors), except in cases when an editor invites submissions and does one or more rounds of reviewing her or himself. Usually between two and four reviewers provide feedback and recommendations to an editor to decide whether a manuscript should be rejected, asked to be revised and resubmitted, or accepted. It is very unusual for a manuscript to be accepted without any revision. The review process for journal articles can take between 3 and 12 months, depending on the editor, time of year, and reviewer delays. Time to publication can be significantly longer. The review and writing process for books may be longer and varies by publisher and project.

As with many disciplines, peer review is a criterion upon which considerable merit is based in publishing. However, it is also common for sociologists and anthropologists to participate in edited volumes, special issues of journals, and other professional tasks that are *invited* by scholars in the field. This kind of location for publishing may be regarded as equivalent to peer review, especially if the candidate can make a good case for it.

- *Online v. traditional publishing*: Online publishing is increasingly common within Sociology and Anthropology, but it can vary in content, audience, and purpose. Publishing items listed in category “1” above in an online format is the same as publishing them in paper version. Participation in blogs, news stories, or popular websites can be considered professional activity (with some justification from the individual faculty member), but would not be considered peer reviewed. Just as with other norms that vary within the discipline, the reputability and purpose of this kind of professional activity is something that individual faculty members would want to address in descriptions of their own work.

Service:

According to the Faculty Handbook (IV.6.2), teaching effectiveness is the most important of the three evaluation categories, followed by professional achievement and service. Of the latter two categories, professional achievement takes precedence. While service to Linfield, the profession, and the community is the least important category, it is nonetheless significant. While department expectations vary somewhat by faculty status (particularly with regard to the level and timing of specific types of service), we believe that it is imperative for faculty members to effectively participate on college-wide committees of the faculty, and in departmental and divisional affairs. The table below describes our expectations for each standard listed in the Faculty Handbook; our expectations for tenure/promotion to associate professor and promotion to full professor are also discussed.

| Faculty Handbook Standards (IV.6.1.3): <i>Evidence of service may include:</i> | Departmental Expectations |
|---|---|
| <i>Regular and effective participation on college-wide standing committees of the faculty</i> | We broadly define “college-wide” service to include: <ul style="list-style-type: none"> • Standing faculty committees • Ad hoc committees • Working groups • Search committees outside of the Department of Sociology & Anthropology • Taskforces • Other related institutional committee service |
| <i>Effective participation in departmental and divisional affairs (including service as chair where applicable)</i> | Effective participation in departmental and divisional affairs is expected. |
| <i>Work with student activities and organizations</i> | Work with student activities and organizations may be included as evidence of service. |
| <i>Direct assistance with the external relations work of the college (e.g., recruiting students, speaking to alumni groups)</i> | Direct assistance with the external relations work of the college may be included as evidence of service. |
| <i>Service to the external community using professional knowledge and skills</i> | Service to the external community using professional knowledge and skills may be included as evidence of service. This includes, but is not limited to: <ul style="list-style-type: none"> • participation in consultation, publication, and research for general or policy-making audiences, organizations or communities, or presentations at local forums and public gatherings.³ |
| <i>Service to a professional society/organization</i> | Service to a professional society/organization may be included as evidence of service. This includes, but is not limited to: <ul style="list-style-type: none"> • formal participation in disciplinary and academic organizations, including holding offices and active committee and/or mentoring work for national, regional, and local professional and/or social issue-related organizations. • participation in professional meetings including the organizing and chairing paper sessions, serving as a presider, leading workshops, and participation in non-scholarly panels. |
| <i>Service to Online and Continuing Education</i> | Service to OCE may be included as evidence of service. |

Tenure and Promotion to Associate Professor

In the case of tenure/promotion to associate professor, regular and effective participation on college-wide standing committees of the faculty (as defined above) is expected in the immediate years before tenure and promotion to associate professor. Effective participation in departmental and divisional affairs is also expected. Untenured faculty members are not permitted to chair the department. Service in the other areas may be included as evidence as well.

³ Dependent on the content and form, these activities could be viewed as either “service to the external community using professional knowledge and skills” (Faculty Handbook, Section IV.6.1.3) or professional engagement/achievement. To be viewed as the latter, tangible outcomes (see table under “professional achievement” section) are expected, and the onus is on the candidate to make a case that any particular activity extends beyond service.

Promotion to Full Professor

As is the case with tenure/promotion to associate professor, regular and effective participation on college-wide standing committees of the faculty (as defined above), departmental affairs, and division affairs is expected for promotion to professor. In the case of promotion to full professor, the candidate must have demonstrated special merit and a record of accomplishment by consistently having served in a variety of ways (see above), and, in particular, having demonstrated effective leadership. It is incumbent upon both the candidate and departmental colleagues to provide specific context and evidence for special merit in the area of service.

Other Notes Regarding the Department of Sociology & Anthropology Guidelines:

Grants

Writing peer-reviewed grant proposals and receiving grants from external organizations is valued by the Department of Sociology & Anthropology. As grants serve a variety of purposes (for example, underwriting research, improving teaching, or enhancing service), it is incumbent upon the candidate to place grant information in the appropriate section of the promotion/tenure file. It is important for individual faculty members to be able to indicate what proportion of grants submitted by sociologists/anthropologists are funded regardless of the outcome of his or her particular grant application(s). It is also imperative that candidates for promotion and/or tenure clearly document their role, as well as the role of others, in the writing and execution of the grant. Candidates should include verification of this information from the Grants Administrator and the Director of Foundation and Corporate Relations.

Other considerations:

- Writing a grant but *not* receiving funding is still a valuable form of professional engagement.
- Internal grants are also valued, but do not carry the same weight as those received from external organizations.

External and Internal Validation

The professional achievement section reflects appropriate disciplinary standards and expectations within our discipline. This section includes a description of the types and expected levels of scholarship, the particular kinds of public scholarly products, and the types of peer review that are most common and valued within our disciplines (including interdisciplinary scholarship). We borrowed heavily here from the guidelines on professional activity at Whitman College (“The Whitman College Department of Sociology Departmental Guidelines on Professional Activity”; attached). Some adjustments are made throughout, particularly where we needed to (1) match the guidelines to the standards for promotion/tenure in our own Faculty Handbook (section IV.6.1), and (2) adjust for the interdisciplinary nature of our department (we are not simply a sociology department). [Please note that Whitman College is listed as one of Linfield’s “Competitor Schools,” and is also on our “Tuition Pricing List”; their guidelines are modeled on guidelines at both Kenyon College and St. Olaf College.]⁴

⁴ The Whitman document from which we borrowed does not address standards for teaching and service. In constructing these sections, we borrowed heavily from already-approved promotion/tenure guidelines at Linfield College (particularly HHPA and the Department of Education).

The Whitman College Department of Sociology Departmental Guidelines on Professional Activity*

I. Statement

The Whitman College Department of Sociology strives for its faculty members to participate in professional activity that contributes to the overall academic mission of the College in the context of liberal arts teaching, and that furthers their own professional development and the larger intellectual enterprise within Sociology and related fields. Teaching is our most important professional activity, and professional activity is essential to effective teaching.

Being a faculty member at a small liberal arts college in a rural area is unique in that it both provides benefits for and places constraints upon professional activity that are not found in other kinds of colleges or universities.

The Sociology Department recognizes the importance of professional activity that reflects *diversity* and *breadth* in form, content, audience, and purpose. Additionally, professional activity *in interdisciplinary realms outside of Sociology* is increasingly likely and acceptable. Examples of these interdisciplinary areas include environmental studies, gender studies, culture and media studies, race and ethnic studies, social psychology, business research, politics, higher education research, religious studies, and criminology/criminal justice, to name a few.

The Department also recognizes that professional activity may shift in its focus over time – that faculty *at different career stages* may have different professional activity dossiers, in terms of form, content, audience, and purpose. Part of this may relate to faculty members becoming increasingly involved in local applied sociology endeavors such as evaluation research, consulting, or serving on local committees devoted to social issues. It is not uncommon for local non-profit organizations to seek the expertise of a local reputable social scientist to assist with their own research and development efforts, and faculty in our department are often some of the first people who are asked to help. Because public sociology counts as professional activity, it is normative for faculty to participate in this kind of work.

Finally, Sociology faculty members at Whitman often participate in *collaborative research with students*. While this kind of work is considered part of teaching in the College's formal evaluation processes, it is important to note that this kind of collaboration can, and often does, result in professional activity in categories "A" and "B" below. This is especially meritorious, as it serves to professionalize the undergraduate student into Sociology and related fields at the same time that it keeps the faculty member involved in professional activity.

II. Guidelines

The Department of Sociology considers all of the following forms of professional activity to be valuable. However, faculty who are successful candidates for tenure and promotion to Associate Professor must be engaged in activities falling within Category "A" below, and will necessarily have demonstrated scholarly promise and progress in the area of peer-reviewed publishing. Thus, for example, it would be unacceptable for a faculty member going up for tenure to be missing any sort of accepted, in-press, or already-published peer-reviewed publication in his or her dossier. Faculty who are candidates for promotion to the rank of Professor will already have demonstrated professional activity sufficient to merit tenure. However, it is often the case that the more important scholarly work happens after tenure. Therefore, in order to earn the rank of full professor, Sociology faculty must present a record of continuing scholarly work, including but not limited to publications.

The following are considered meritorious professional activities in the Sociology Department at Whitman College:

A. Activities within and for the discipline of sociology and related fields that advance sociological knowledge in descending order. All listed activities demonstrate valuable contributions, but the College considers item #1 necessary for tenure and promotion:

1. Research and scholarship leading to peer-reviewed publication of books (including textbooks or articles or chapters in edited books), monographs, or professional journal articles in Sociology, or interdisciplinary work in related fields.
 - a. Journals: While Sociology Departments at Research I Universities have traditionally emphasized the importance of getting published in the “top-rated” sociology journals with very low acceptance rates (e.g., *American Journal of Sociology*, *Social Forces*, *Social Problems*), it is much more common (and no less desirable) for faculty members at institutions like ours to publish in more specialized and/or cutting edge sociology journals, journals that are published by regional professional sociology associations, journals that are devoted to sub-disciplines within sociology (e.g., theory, family, race, environment), and interdisciplinary journals. Journal articles in Sociology are usually between 8,000-12,000 words, and research notes are about half that. But the length of a manuscript is not necessarily related to merit.
 - b. Books/Edited volumes/Monographs: While acknowledging both the low degree of desirability generally assigned to publishing with vanity presses and the fact that the reputability of academic and popular presses changes over time, it would be appropriate for any individual faculty member to articulate and clarify the type of publisher for his or her book/edited volume/monograph.
2. Research and scholarship on the teaching of Sociology at the college level.
3. Serving as general editor of a book or monograph or series editor for journals and/or publishers; or serving as a guest editor for one or more issues of a journal.
4. Publication of book reviews or review articles in professional journals.
5. Publication of a manuscript in conference proceedings.
6. Writing peer-reviewed grant proposals and receiving grants from organizations that underwrite research and writing or other significant professional development. Writing a grant but *not* receiving funding is still a valuable form of professional activity. It is important for individual faculty members to be able to indicate what proportion of grants submitted by sociologists are funded regardless of the outcome of his or her particular grant application(s).
7. Participation in professional meetings including the presentation of papers, organizing and chairing paper sessions, leading workshops, and participation in panels.
8. Attending and participating in special workshops or seminars which are designed to assist the faculty member to keep up on current scholarship, pursue a new line of research, or develop secondary fields of scholarly interest.

B. Applied professional activities using sociological expertise:

1. Participation as an applied sociologist in consultation, publication, and research for general or policy-making audiences, organizations or communities, or presentations at local forums and public gatherings.
2. Formal participation in disciplinary and academic organizations, including holding offices and active committee and/or mentoring work for national, regional, and local professional and/or social issue-related organizations.
3. Participation in academic administration that requires theoretical and/or methodological skills utilized in sociological investigations (e.g., teaching evaluation, assessment, survey design, organizational analysis, etc.).

4. Evidence of expertise used in public media forms (e.g., interviews with newspapers or other media forms; citation of a faculty member's research in media form; serving as an "expert" in a popular media outlet).
5. Creative work that utilizes skills and methods present in sociological research and theorizing (e.g., art displays, publishing creative work, incorporating creative forms into traditional research projects).

III. Disciplinary Norms

In addition to information pertaining to form, content, audience, and purpose of professional activity, it is important to articulate publishing norms in Sociology and related fields. The following sections discuss norms about authorship, peer review, and online publishing in our discipline.

A. *Authorship*: Usually in Sociology and related fields, if someone is listed as a first author, he or she is considered to be the primary author (unless otherwise noted). Sometimes it is the case that a pair or small group of authors publishes more than one manuscript together, and they simply rotate the authorship order for each publication. Sometimes authors are listed alphabetically (this is usually noted). The term "corresponding author" is not used frequently in Sociology, but if it is, it refers either to the primary author or to the author who is in charge of email/mail correspondence with an editor and subsequent readers. There is variation within the discipline of Sociology about whether students or other research assistants who perform data collection are entitled to be authors. This is something that individual faculty members would want to address in descriptions of their own work.

B. *Peer Review*: As with many disciplines, peer review is a criterion upon which considerable merit is based in publishing. However, it is also common for sociologists to participate in edited volumes, special issues of journals, and other professional tasks that are *invited* by scholars in the field. This kind of location for publishing may be regarded as equivalent to peer review, especially if the candidate can make a good case for it.

The peer review process in Sociology journals is most often double-blind peer review (the authors do not know names of reviewers, the reviewers do not know names of authors), except in cases when an editor invites submissions and does one or more rounds of reviewing her or himself. Usually between two and four reviewers provide feedback and recommendations to an editor to decide whether a manuscript should be rejected, asked to be revised and resubmitted, or accepted. It is very unusual for a manuscript to be accepted without any revision. The review process for journal articles can take between 3 and 12 months, depending on the editor, time of year, and reviewer delays. The review and writing process for books is necessarily longer and varies by publisher and project.

C. *Online v. traditional publishing*: Online publishing is increasingly common within Sociology, but it can vary in content, audience, and purpose. Publishing items listed in category "A" above in an online format is the same as publishing them in paper version. Participation in blogs, news stories, or popular websites can be considered professional activity (with some justification from the individual faculty member), but would not be considered peer reviewed. Just as with other norms that vary within the discipline, the reputability and purpose of this kind of professional activity is something that individual faculty members would want to address in descriptions of their own work.

Drafted May-September 2010

**Some items borrowed or revised from Kenyon College's and St. Olaf College's Departments of Sociology and Sociology/Anthropology Guidelines for Professional Activity*