Handbook

Department of Sociology and Criminology

3/2019

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GENERAL INFORMATION

MISSION STATEMENT

The **Department of Sociology and Criminology** is committed to providing quality undergraduate liberal arts education for its students, producing new knowledge through scholarship and research, and performing service to its profession, the university, and community.

As an academic unit within the College of Arts and Science, the primary department goal is the creation and transmission of knowledge through its two social science disciplines, **sociology and criminology**.

To this end, the department's programs provide curricula that **encourage critical thinking, intellectual curiosity, and an understanding of the social science perspective.** Through various and innovative instructional modes, including technologically enhanced and web-based courses, individualized instructions, interdisciplinary curricula, distance learning, internships, and practice, the department seeks to fulfill the university's commitment to providing a quality learning experience for its students.

Excellence in scholarship and research is also viewed as essential to providing an effective and meaningful educational environment. Performing service in the region from the special perspective of sociology and criminology and providing students with the professional training necessary for success in applied settings is also a basic department responsibility.

The **Department of Sociology and Criminology** seeks to increase knowledge of human society from a global perspective and to enhance understanding of the various multicultural segments of American society.

DEPARTMENT ADMINISTRATION

Department Chair

The primary responsibility of the department chair is that of facilitator. Within this orientation the chair will perform the administrative duties of the department and actively participate in its instructional programs. In fulfilling these obligations, the chair should work to maintain the essential unity of the department while at the same time insuring the integrity and security of each of its two disciplines.

The chair is expected to maintain effective communication between the department and the administration. The administration must be made aware of the goals and needs of the department and its individual members, and the faculty must be kept informed of the attitudes and decisions of the administration. The chair also must appropriately communicate with the department on actions taken. In major issues the chair shall make every effort to involve the faculty in the decision-making process.

1. Basic responsibilities of the Chair are outlined in the CAS Policy and Procedure Manual (II-2-3-1).

2. Selection and Term

The term of office will be four years, with the possibility of a one-term renewal at the end of that appointment. The position of department chair is only open to tenured faculty members at the Associate or Full Professor rank.

At the end of a chair's term the department will follow the procedures outlined in the CAS policies regarding the recruitment of a department chair (II-2-3-3). If an internal search is required, a department search committee will make an effort to select candidates from among the current members of the faculty. If the search committee cannot identify suitable candidates from within the faculty, with the Dean's approval, candidates from off campus will be recruited.

3. Review

All department members review the chair annually as a part of the UNCW faculty perceptions of administrative performance process and the peer review process.

Associate Chair

The Associate Chair is appointed by the Chair to assist with administrative duties during the regular academic year. This person receives a one course (3 credit hours) reduction per semester.

Basic Duties

- Academic year and summer session course scheduling – coordinate with Chair and administrative assistants
- Catalog and curriculum changes – coordinate with track leaders to create and submit CAS Course Action Forms and University Studies course submission forms as needed
- Major course substitutions and waivers – available to approve/deny as needed
- Graduation audits – email students not ready to graduate as notices come to the department from Registrar's office (not responsible for summer notices)
- Transfer advising – recruit faculty volunteers, coordinate with track leaders and administrative assistants (not responsible for summer sessions)
- Recruiting events – recruit faculty volunteers for Seahawk Saturday Academics and Student Services Fair (Sept), UNCW Majors/Minors Fair (Sept), and Seahawk Preview Academic Departments Fair (April)
- Chair, Department Curriculum Committee
- Chair, Department Budget Committee

Graduate Program Coordinator

The Graduate Coordinator is the faculty member assigned by the department to oversee the administrative aspects of the master's program in criminology and sociology. The coordinator receives a one-course (3-hour) reduction per semester in teaching load, and a small salary stipend from the Graduate School for summer duties.

<u>Selection</u>

In order to be eligible for the position of Graduate Coordinator, candidates must:
- be a member of the Graduate Faculty;
- be a tenured faculty member at Associate or Full Professor rank;
- and commit to a three-year term.

The selection process will proceed as follows:
1. Interested faculty members who meet the basic eligibility requirements will express their interest to the Department Chair privately.
2. From among those eligible who have expressed an interest, and others whom the Chair considers suitable candidates, the Chair will, in consultation with the outgoing graduate program coordinator(s), select (a) candidate(s) to be nominated to the department. This is a confidential process.
3. The chair will nominate at least one candidate to the department.
4. All department faculty members with voting privileges (tenured and tenure-track) will vote by secret ballot on the candidate(s) offered.

<u>Duties</u> (http://www.uncw.edu/gradschool/coordinators/index.html)
In addition to the duties outlined by the Graduate School (link), the graduate program coordinator will also…

- Review all non-degree applications and, where feasible, consult with members of the graduate program committee on non-degree admissions.
- Review application status reports provided to them by the Graduate School, with possible e-mail and/or phone follow-up contact with applicants.
- e-mail and phone correspondence with prospective students;
- assist in meeting with prospective students and their parents when on campus visits
- Oversee graduate faculty application process in consultation with the Department Chair, and see that applications are signed by the Dean of the College of Arts & Sciences and forwarded to the Graduate School for action.
- Oversee thesis defense and comprehensive exam procedures.
- Attend graduate coordinators' meetings held by the Graduate School.
- Provide the following reports to the dean of the Graduate School when requested: annual report on the Monitoring and Training of Graduate Teaching Assistants required by General Administration; annual report of graduate students' activities; request and justify teaching assistantships and tuition remission needs. Prepare other reports as needed.
- Constructing & organizing graduate class schedules
- assist in representing department as program liaison with various university constituents

Undergraduate Program Coordinator

Basic duties & responsibilities

- Convene track to discuss curriculum changes, select graduation
- award recipients, and promote the major
- Coordinate department group advising sessions each semester
- correspondence with prospective students;
- assist in meeting with prospective students and their parents when on campus visits;
- assist in representing department as program liaison with various university constituents;
- communicating to majors important program information in a timely manner

Selection & Term

In order to be eligible for the position of the Undergraduate Program Coordinator, the Candidate must be a tenured faculty member at the associate or full professor rank. The term for this position is 1 year.

FACULTY EVALUATION

This policy is consistent with the University of North Carolina Wilmington Faculty Handbook requirements for annual faculty evaluations.

I. Purpose: This policy establishes general and specific guidelines, procedures, and evaluation criteria for annual evaluations of faculty conducted in the department.

II. Persons/Scope: All faculty members

III. General Guidelines:
By July 1 of each year, annual written evaluations are provided to all faculty members by the departmental chairperson. Recommendations for merit salary increases, if applicable, rely heavily on the most recent written evaluations. To ensure consistency, each full-time faculty member will provide a report of his/her professional activities each year for review by the chairperson. This annual report will address the three major areas of teaching, scholarship/research/artistic activities, and service. The evaluation of faculty by the chair draws from peer evaluations of teaching, scholarship/research activities, and service; student evaluations of teaching; and each faculty member's summary of his/her professional work for the academic year. The evaluation will consider each of the three areas separately, and an overall evaluation will be included. Each faculty member also has the opportunity to provide a self-evaluation in their annual report.

A. Full Time Faculty
Every full-time faculty member in the department is required to submit an annual report of their professional activities. This annual report must address the three major areas of teaching, scholarship/research activities, and service. The annual productivity report (APR) is generated from individualized online survey responses submitted by each faculty member. The faculty is also required to provide supporting documentation (as detailed below). Within the APR, every faculty member must indicate the percentage of their effort devoted to each of the three work areas, with the total percentage equaling 100. The efforts devoted to each area should reflect the <u>minimum</u> percentages, which are:

Teaching:	60%
Research:	20%
Service:	10%

Faculty members who are permitted exceptions to the above minima include:

(1) faculty members on a teaching load reduction based on service/administrative (e.g., graduate coordinator) and/or research reassignment;
(2) full-time lecturers (100% Teaching);
(3) full-time faculty who are not research active (0% Research in current or previous years); and
(4) faculty members in phased retirement (100% Teaching).

The chairperson will identify these faculty members prior to annual peer evaluation procedures.

The period of review covers teaching, research, and service activities from April 30 of the previous year to May 1 of the current year. The documentation of research covers the three preceding academic years.

The chairperson will use the APR as input in annual merit recommendations and annual evaluations. The chairperson also provides an annual written evaluation of each faculty member. The evaluation addresses each of the three workload areas, and will include information drawn from student evaluations as well as peer evaluations. The faculty member shall have the opportunity to reply in writing to the evaluation. The complete evaluation process must be concluded by July 1 of each year. Recommendations for reappointment, tenure, and promotion (RTP) also rely on the annual cumulative written evaluations, however the procedures for RTP actions are outlined separately within the UNCW Faculty Handbook. Thus, annual evaluations are to be included in RTP dossiers.

B. Part-Time Faculty

Written annual evaluations of all part-time faculty who have taught at least one course in the department over the prior year will be provided by the chairperson. The evaluation shall be based on IDEA scores, review of course materials, and classroom observations conducted by two senior faculty members per year. In online classes, the senior faculty observer will be granted temporary access to the class materials in order to evaluate the instruction. The chairperson's written evaluation will be given to the part-time instructor with an opportunity to discuss as needed and a copy of the evaluation shall be placed in the instructor's department file. As needed, a follow-up supervisory conversation with the part-time faculty member and the chairperson will monitor the required modifications and their effectiveness. This conversation and its content will be documented by the chairperson.

C. Peer Observation

Assistant professors must have their instruction evaluated by two senior faculty members per semester. Lecturers and part-time instructors must have their instruction evaluated by two senior faculty members each academic year. Senior Lecturers are not required to have their instruction observed. The individual being evaluated is responsible for scheduling the observation at a time convenient to both the observers and the instructor. Observer assignments are arranged by the chair and will take into consideration equitable workloads among senior faculty.

Observers are responsible for completing the Classroom Observation Report forms and providing copies to the chairperson and the person being observed. Approval or disapproval of the evaluation is not required. If the person observed disagrees with the evaluation, a summary statement may be submitted to the chairperson.

D. Chairperson Evaluation

The department chairperson follows the same guidelines and procedures as the other full-time faculty for APR and supplemental materials submission. Peer evaluations of the chairperson's materials are submitted directly to the associate chairperson, who forwards them to the Dean.

IV. Procedures for Submission of APR

(1) The chairperson will send an individual link to the annual report survey to all full-time faculty members. Once surveys are completed, the chairperson will compile the responses into an APR report for the faculty member's review for accuracy before final submission for peer evaluation. A template for the APR may be found in the Appendix.

(2) Supplemental documents are to be uploaded by the faculty to the appropriate Sammy folder (e.g., Peer Review APR AY20xx-xx).

(3) Peer evaluators submit their assessments using the electronic forms provided (located in the Sammy folder).

(4) Schedule for submission and evaluation:

(a) Last Friday in March: The chairperson sends the survey link to each faculty member.
(b) Second Thursday in April: The report is generated by the chairperson with each individual's survey submission, and should be reviewed by this date. Annual productivity supporting documentation is due online (Sammy folder – convert to pdf format as much as possible).
(c) Second Friday in April: Compiled Annual Productivity Reports and supporting documents are made available to the faculty peer reviewers (and possibly earlier as they become available).
(d) Fourth Friday in April (or first Friday in May if there is no fourth Friday): Completed peer review evaluation forms are due to the chairperson (except reviews of chairperson, which are due to the associate chair).

V. Guidelines for Evaluation

Evaluations should be conducted in the spirit of collegiality. This is an assessment of our colleagues' contributions, not a ranking (i.e., we are not stacking one person against another). Evaluations should be fair, constructive, and honest.

Evaluators should take a <u>holistic</u> approach to their evaluations in each of the three work areas. The specific criteria (outlined below) for meeting or exceeding expectations are meant to be considerations, not to be used as a <u>checklist</u> (e.g., to exceed expectations in teaching, one doesn't have to serve on multiple thesis committees). In evaluating research, for example, one should take into consideration both the quantity and quality of a colleague's publications, work in progress, involvement in seeking grant funding, and other engagement in research activities.

Evaluators should take into consideration the amount of responsibility assigned in the area being evaluated. For example, if a faculty member is assigned 25% of their total responsibility to service, then peer evaluators should evaluate the quality of performance based on the reported percentage.

The assessment must be essentially positive and diagnostic, designed to be helpful to the faculty member. Written comments are <u>required</u> to support all numeric ratings. These comments are helpful to the person being evaluated, and to the chairperson in summarizing the peer ratings in the annual evaluations.

The chairperson has the discretion to exclude evaluations that are incomplete, or that the chairperson deems to be at odds with the evaluation policy (i.e., not done collegially or holistically).

VI. Supplemental Documentation (to be uploaded to Sammy folder)

Procedures	**Teaching**	**Research**	**Service**
APR materials should include:	• Syllabi for all classes taught (must include specific information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed); • assignments (one or two representative); • exams (one or two representative); • optional documentation of innovative assignments (one or two); notification of teaching grant awards	• Electronic copies of all scholarly publications (in print or in press) during the review period; table of contents for books published or in press in last three years; • grant proposal abstracts, both funded and under review, in last three years; • notification of research grant awards	No supplemental documentation required

VII. Criteria for Peer Evaluation

Peer reviewers will summarize their evaluations in each work area as follows:
1: Below expectations
2: Meets expectations
3: Exceeds expectations

These evaluations should be weighted appropriately by the percentage effort faculty specified for each area. Where faculty members have 0 percent effort in an area—given differential workload assignments—they should not be evaluated in that area.

Evaluation	**Teaching**	**Research**	**Service**
1. Below Expectations	does not meet expectations	does not meet expectations	does not meet expectations
2. Meets Expectations	Considerations: teaching classes, revising courses, and developing courses, developing and/or implementing innovative teaching strategies; advising, mentoring students in academic matters; supervising interns, DIS, honors, MA theses; including students in research; engaging students in applied learning; engaging in professional development of self and others in a discipline (e.g.,CTE workshops, webinars, conference presentations, SOTL research,	Considerations: at least one peer reviewed article, book, edited book, book chapter (findings from scientific research in scholarly/academic presses) every three years; academic conference presentations (1-2) every three years; involvement in seeking internal and/or external funding, demonstrates engagement in research activity	Considerations: * **Department committees**: Meet the expectations for departmental service for your rank (minimum score 3 for non-tenured, 6 for tenured) (refer to matrix); other departmental service: at least one recurring department service event, such as Majors Fair, Seahawk Saturday, CAS Open House; **College and University**: tenured faculty are expected to participate regularly through elected/appointed positions (such as Faculty Senate, RTP); **Profession**: professional association

	innovative assignments); securing grant - supported funds for educational activities.		membership within the discipline, conference attendance, reviewing manuscripts, committee/section involvement; **Community service**: service related to one's professional expertise is encouraged
3. Exceeds Expectations	Considerations: significant accomplishments in three or more of the aspects listed above; received a teaching award	Considerations: demonstrable success in procuring internal and/or external funding; two or more peer reviewed articles, books, edited books, book chapters (findings from scientific research in scholarly/academic presses) every three years; academic conference presentations (3 or more) every three years	Considerations:* **College or University**: chaired a committee or engaged in multiple service commitments at that level; **Professional**: demonstrated either leadership or extensive service to professional associations, or received a service award

* Note that college/university service obligations vary by rank.

FACULTY MEETINGS

Faculty meetings shall be scheduled by the chair when necessary, but normally no more than once a month. The meeting shall be set at a time when faculty members are best able to attend. The chair may request that teaching schedules be arranged so that a specific time (e.g., Thursday at 3:30 p.m.) is regularly available for meetings. This reserved time slot is also a good time to schedule departmental committee meetings.

To provide ample time to prepare for the meeting, the chair will distribute a tentative agenda to all faculty at least two days prior to the scheduled meeting. Faculty have the opportunity to request topics to be added to the agenda. A final agenda will be distributed to faculty no later than the morning of the meeting. Minutes will be taken of all department meetings. A hard copy of all department minutes shall be maintained in a binder and placed in the main office. Faculty meetings are open to all full-time department faculty and full-time office staff.

BUDGET INFORMATION

The chair will inform the department of the annual budget allocation, in addition to updating the faculty on the status of remaining funds throughout the academic year.

COMMITTEES

The Department of Sociology and Criminology has, among several standing committees, two standing committees, one for each of the two programs. An undergraduate program coordinator, selected by the faculty in that program, is responsible for organizing class schedule requests and other issues of relevance. Other committees will be formed as the need arises.

EQUIPMENT/COMPUTER PURCHASES

The departmental chair will solicit requests for equipment/computer items once each year (usually fall semester). Requests for equipment items and requests for computer needs are made separately. Any faculty member may submit a request for a portion of equipment/computer funds. The chair will compile the requests and present them to the department for approval. If the requests are larger than the appropriation, the department chair in collaboration with the faculty shall determine the allocation priority. In general, the following rank-ordered listing should serve as a guideline when the department must allocate limited equipment/computer funds: 1. Necessary faculty office furnishings. 2. Required instructional equipment. 3. Department office and equipment needs. 4. Equipment serving a combination of needs (e.g., research, instructional, and administrative). 5. Research equipment.

OFFICE PROTOCOL

Office Staff

The Administrative Assistants shall perform duties as prescribed by the chair, in coordination with the faculty, and consistent with the official administrative work plans.

If a staff vacancy occurs, the chair will select a committee of two faculty members, one from each program, to assist in the search process. The final employment decision will be the chair’s.

Work Requests

All office-related work requests are to be recorded in the work request log in the main office. The work material is placed in the tray under the log sheet. Work requests that do not follow this process are disruptive to the office workflow and are likely to get lost. Do not give work requests directly to work/study students. Always give a due date and time on work requests.

If work requests are emailed, they should be sent to both office staff. This prevents work being missed in case one is not in the office. The email should have clear directions including what needs to be done, when it is due, and the number of copies to be made., and, if it's an exam, whether or not answer sheets are needed.

Copying

Each faculty member is issued a limited budget (TBA) each fiscal year for photocopying credit on his or her faculty ID cards. These cards will work in all photocopying machines in Bear Hall and in the library photocopying machine.

Photocopies can be made for work requests of less than 5 copies of the same page. Leave your copy card/ID with your work request, if you want either the staff to make copies for you. Requests for 10 copies or more of any page will be sent to Dittos (Sea Copy). Please email both office staff or log in each individual task separately in the main office. Turn-around time is generally very short but please allow reasonable lead-time for these work requests (one day, depending on task size) and if there are student workers available.

Exams and work requests with confidential information should be logged in and the materials emailed to both office staff and once they complete the assignment they will lock the information in your faculty file. Please note that no undergraduate student may be involved in preparing, collating, distributing, grading, or shredding exams for faculty.

Very large runs (questionnaires, course packets, etc.) must be sent to Dittos SeaCopy Printing Services, SeaPrint on campus and will be charged to the departmental budget. Dittos Printing Service, SeaPrint orders must be approved by the chair or covered by other funds. Course packet copying fees will be handled through the Bookstore.

Other Services

With adequate lead-time, the office staff and their work/study assistants can also provide typing, library material retrieval and returns, and faxing. Faculty should put their ID card in the "IN" folder in the locked file cabinet along with work requests for photocopying and library checkouts should be logged in at the work study desk after logging them in.

Please inform the office staff if you need to cancel, relocate, or change a class. Relocations or changes in a class must follow CAS Policy and approvals. With adequate notice, they will make and post cancellation signs outside the classroom. The office staff will check their voicemail and email first thing in the morning for class cancellation notices.

A FAX machine, and computer with color printer, and scanner are available in the main office for faculty use.

Audio-visual equipment should be reserved. Please do not send students to the office to get AV equipment. Equipment is kept in a locked file cabinet and should be returned there after use. Promptly report any problems with AV equipment to the office staff and put a note on the failed machine.

Out-going inter-campus and US mail can be placed in the mailbag in the bin beside the faculty mailboxes. This mail leaves the department at 7:30 a.m. every day. Mail is delivered picked up at 11:00 a.m. every day. Special mailings through the campus post office need the approval of the chair and the department account number.

The office assistants handle the following:

Copier problems- (please leave them a note if the copier breaks at night)
Textbook orders
Office supplies and equipment needs
Travel requests and reimbursements
Budget
Assigning Advisees and handling advising questions
Class and classroom scheduling
Student correspondence
Classroom space issues
Physical plant needs
Human Resources Paperwork

If you have problems with lights, room temperature, rats, bugs, locks, etc. you may do a work request online or report it to the staff. If you have problems with your computer, contact the office staff or the help desk (x4357). Notify campus security and the department chair of security or safety problems.

Most forms used by faculty are online. Copies of some frequently used forms are in the file cabinet in the department office.

Local and long distance FAX and telephone services are available to faculty. Dial “9” to get off campus, “9-1” to make “800” call, “1” to make long distance calls, and “0” for operator (who can connect you to the telephone company operator). These resources come out of the departmental budget.

TRAVEL REIMBURSEMENT

All travel must be authorized prior to the beginning day of travel by completing a separate Travel Authorization form for each employee involved in official university travel. A Travel

Authorization form must be processed for all travel, even when the traveler is not requesting a travel advance or reimbursement. Additional justification or documentation prior to authorization of travel may be required by the approving authority.

All travel is subject to availability of funds; therefore, the university reserves the right to limit the cost of travel to the limits established prior to the trip.

It is advisable to do the Travel Authorization as soon as reservations are made for airfare, hotel, etc. It is important to not put off this process so that funds can be encumbered to cover the cost of the trip. All travel outside the contiguous United States (including travel to Alaska and Hawaii) requires approval by the Chancellor or appropriate Vice Chancellor. International travel requires more time to allow the travel authorization to be sent to the Provosts Office for approval so it is important to get this done early.

Faculty shall be reimbursed for the full amount (the full department allocation per faculty member) if the individual is a participant in the conference program, e.g., reading a paper, discussant, chairing a session, an officer, etc. At the chair's discretion, partial funding can be provided for conference attendance. Full or partial funding for professional travel can be provided if in the chair's view the travel warrants it.

Airfare arrangements should be made only with university contracted travel agencies in order for it to be direct billed. There are three agencies, In-Travel Agency, Inc. (799-8825), Maupin Travel (919) 821-2146, Fellowship Travel International (FTI)- Only For International Programs and Travel Divas (256-5788 Pan Am (910) 447-4405. University employees are encouraged to use the most economical means of travel.

If other sources, such as WWW sites are used, the traveler must pay with a personal credit card and be reimbursed AFTER the travel takes place. Any ticket or portion of a ticket that is not used for the previously authorized business travel must be returned to the Travel Coordinator in Accounting immediately with a written explanation.

For refunds, original receipts must be submitted (no photo copies or credit card receipts).

STUDENT ADVISING

All faculty share student academic advising responsibilities. The department does group advising, which starts two weeks after the break (fall and spring). One week before advising is to begin, students will receive an email from the department notifying them to sign up for one of six group advising sessions. The sign-up sheets will be posted on the doors to the main department office. Students are required to review their degree audits and to bring their audits with them to their group advising session. After each advising session, students will receive their personal identification numbers (PIN).

At the group advising sessions, students will receive an overview of university, departmental, and program requirements. At each session, several faculty members will be on hand to answer individual student questions, as well. It is strongly suggested that new faculty consult the additional advising information available in the UNCW Advisor's Handbook; the UNCW Undergraduate Catalogue; the major and minor requirements checklists available in the department office, and on the department website.

Although the primary method of advising is in the large-group format, each student is also assigned a primary faculty advisor. If students have individual issues or questions that are not covered by the group advising sessions, the students may schedule an individual advising session with their primary faculty advisor, <u>after</u> attending a group advising session. New faculty should consult the above resources or speak with a senior faculty member should individual student questions arise. It is important that we provide students with accurate and timely academic advice.

New assistant professors will have no advisees their first semester and a reduced advisee list their second semester. After that time, they will be assigned a full complement of advisees.

POLICIES

FACULTY RECRUITMENT

The Provost, Dean of the College of Arts and Sciences, and the UNCW Human Resource Office establish the major steps involved in faculty recruitment at the administrative level. The procedures are provided in writing to the department chair at the start of the hiring process. For legal reasons, departments are required to follow these procedures closely when recruiting faculty.

In brief, the procedures include development of a description of the position, announcing the position in appropriate professional outlets, establishing a search committee whose responsibility it is to screen applications and recommend final candidates to the department, interviewing final candidates by the department faculty and the appropriate dean, and submitting a recommendation to the chair and to the dean. The compliance officer reviews the hiring process and applicant pools. The department chair and recruitment committee chair are responsible for filing various forms required by the dean and the compliance officer in a timely manner.

While the major steps involved in faculty recruitment are administratively determined, the department has considerable discretion in the recruitment process. Similarly, each program within the department has a good deal of flexibility in how it conducts a faculty search. Nonetheless, the following department guidelines should be adhered if feasible.

Department Guidelines

1. Either the sociology or criminology program tracks may recommend to the department the hiring of a new faculty member (either a new or replacement position). The program track shall determine the "type" of person to be recruited based on curriculum needs and student demand. Should the university authorize the positions, the program track bears the major responsibility for the selection, screening, and interviewing of candidates.

2. The department chair shall seek volunteers to serve on the recruitment committee. The department chair shall also appoint a chair of the recruitment committee. Faculty from outside the program area may serve as members of the recruitment committee, including, when relevant, faculty from outside the department. The department chair serves as a nonvoting member of the recruitment committee.

3. The department chair shall keep the entire department informed of the recruitment progress throughout the recruitment process.

4. The university adheres to a policy of Equal Employment Opportunity/Affirmative Action. Thus, the department shall be mindful of this policy in its recruitment decisions. In practice, this means the department will make a special effort to seek out and identify minority candidates to fill faculty positions.

5. The recruitment committee will ultimately narrow the applicant pool to a short list (e.g., 10- 1 5 applicants). The recruitment committee and its chair shall contact by telephone applicants on the short list for further screening. The purpose of the call is to determine if the applicant's interest in the position continues, and to clarify information in the applicant's file. Additional information (e.g., examples of written work, teaching evaluation, etc.) may be requested of the applicants at this time.

6. The vitae of the short list of applicants will be available to the department faculty. This includes letters of recommendation, examples of written work, course outlines, teaching evaluations, and other supporting materials requested of the applicants.

7. The department chair in collaboration with the recruitment chair will organize the on-campus interview so that sufficient time is available for all activities and expectations to proceed smoothly. Normally, this will mean that a one and one-half day interview should be planned. In addition, the faculty and candidate are to be provided with a schedule of events, with adequate time for relaxation for the candidate.

8. It is the responsibility of the department chair to clearly communicate to each candidate during his or her interview the nature and expectations of the position. Information on tenure and promotion, salary, resources, etc. should be provided. Also, relevant pamphlets and written information should be given to each candidate, such as Chamber of Commerce brochures, real estate packages, and the University Catalogue.

9. The faculty should be mindful of the importance of projecting to candidates a positive image not only of our work but also the university and the community as well. In this regard, the faculty should make every effort, at minimum, to introduce themselves to interviewing candidates. In addition, faculty should try to attend talks given by candidates, lunches, socials, etc. This applies to department faculty not in the program track as well.

10. The recruitment committee will recommend to the department the applicant to be offered the position. The department will then recommend its choice to the department chair. If there is disagreement between the recruitment committee and the department on a candidate, the groups should discuss the issue. If no agreement is reached, the department chair shall decide, taking into consideration the positions of the recruitment committee and the department.

11. Applicants will be notified of the status of their applications in a timely manner. Applicants who clearly do not meet our requirements should be notified immediately of our withdrawal of their candidacy after the advertised deadline. Normally, letters notifying the remaining unsuccessful applicants will await a final hiring decision. Unsuccessful applicants who were invited to campus for an interview will be notified by telephone by the department chair.

GRADUATE FACULTY STATUS

The basic requirements to become graduate faculty at the university level are outlined by the Graduate School's policy. In addition to these requirements, the department determines eligibility for graduate faculty status utilizing the following criteria:

Department graduate faculty should normally publish at least two articles of scholarly merit in a peer-reviewed journal or one scholarly book every five years. Major scholarly works other than peer-reviewed articles (i.e., book chapters and monographs) should satisfy the requirement. Other professional writing such as technical reports, encyclopedia entries and book reviews may be considered as part of one's scholarly accomplishments. Obtaining external funding is highly valued and will be viewed favorably.

Department graduate faculty shall maintain active involvement in professional associations at the international, national and/or regional level. This includes a research presentation or other activities such as holding office, organizing sessions, etc. at one or more regional, national, or international scientific meeting within five years.

The spirit of the above criteria is to be inclusive rather than exclusive and to fully recognize the various means and methods of maintaining an active scholarly life. However, should the above criteria clearly not be met, the department chair and members of the department graduate faculty will conduct a review of the applicant. Any special circumstances will be considered in the formulation of a recommendation. The committee, may, for instance, agree to waive a research presentation at a meeting if a candidate publishes more than two research papers in the five-year period.

SENATOR SELECTION

It is the department's position that all faculty members should have the experience of serving on the Senate. Consequently, department representatives on the University Faculty Senate are typically selected on a rotating basis. However, we should strive to have at least 2 senior faculty in the senate at any one time for continuity.

SENIOR FACULTY

For reappointment of assistant professors and for all tenure recommendations, "senior faculty" is defined to include all tenured faculty in the department. For promotion recommendations, "senior faculty" is defined to include all tenured faculty holding at least the rank for which the candidate is seeking promotion. That is, tenured associate and full professors recommend regarding promotion to associate professor; full professors recommend regarding promotion to full professor. If there are fewer than five full professors (excluding the chair) in the department, full-time associate professors with the longest service to the department are granted senior member status to regain this minimum. If there is more than one associate professor with the same length of service required to achieve the minimum, then all those associate professors with that length of service will be included.

PART-TIME FACULTY

The department may need to hire part-time and full-time temporary faculty. Before such employment can be offered, the chair will consult with the faculty from the relevant program for their input and recommendation.

Part-time faculty must be available for consultation with students either before or after classes they teach. The department shall provide space for part-time faculty to meet with students. In addition, part-time faculty will receive university email accounts and provide students with their university email address to facilitate opportunities for questions and consultation. Part-time faculty must conform to all department and university policies and procedures related to their teaching duties.

All part-time faculty members must receive a formal orientation conducted by the chair. The chair will develop the procedure, format and content of the orientation, and make this information available in written form to the department.

The chair must assign a “teaching mentor” to each part-time faulty member, as determined by the chair. The teaching mentor must be a member of the senior faculty (tenured associate or full professor) from the program within which the part-time faculty member is teaching.

The evaluation of part-time faculty teaching shall be based on (a) IDEA scores and the department subjective evaluations for each course taught each semester, (b) review of course materials, and (c) classroom observations conducted by two senior faculty members per year, which will be submitted to the chair. One of the senior faculty may be the “teaching mentor.”

REAPPOINTMENT, PROMOTION AND TENURE

[University policies guide department policy. Consult with the University Faculty Handbook for official university policy on reassignment, promotion and tenure.]

It is highly recommended that faculty anticipating any RPT application meet with the Department Chair and at least one senior faculty member in the semester prior to application.

Department Voting

Only tenured faculty vote on reappointment, promotion, and tenure matters. All tenured and tenure-track faculty vote on programmatic matters. All full-time faculty vote on routine business matters. The Department Chair determines the type of discussion and whose vote will be solicited on a case-by-case basis.

External Review for Promotion and Tenure

The candidate will advise the Chair of his/her desire to use external reviewers no later than the semester prior to the formal application for RPT. At that time the candidate will provide the Chair the names and address of three individuals (excluding the candidate’s doctoral advisory/dissertation committee members).

The process for soliciting and using the External Reviews is as follows:

a) The candidate will provide for the Chair the names and address of three individuals (excluding the candidate's advisory/dissertation committee).

b) After consultation with the Senior Faculty, the Chair shall select two reviewers from the list.

c) Reviewers will be contacted by the Chair and asked to make a written recommendation on the promotion/tenure decision. The reviewers will be provided with the candidate's dossier, and University and Department policies on promotion and tenure.

d) The reviewers' written, confidential assessment will be added to the candidate's dossier. Senior Faculty will see this assessment prior to the Chair's meeting with the Senior Faculty members.

Chair's Role in Reappointment, Promotion and Tenure

The department chair must establish and notify the faculty regarding the department RPT calendar including due dates for application within one week of the posting of the university RPT calendar.

The department chair will convene a meeting in executive session of tenured faculty to consider reappointment, promotion and tenure applications. Prior to that meeting the chair will have solicited written feedback (to be kept anonymous) from all senior faculty regarding their individual recommendations for or against promotion and tenure of the applicants. The chair will summarize the individual recommendations during the executive sessions meeting, facilitate and record the conversation and its outcome. The chair will call for an advisory vote of the senior faculty, and record that vote. The chair will write a memo to the Dean documenting the senior faculty's recommendation as well as his/her recommendation. All diverse views will be reflected in the memo. Five days prior to forwarding the dossier to the Dean, the chair will inform the senior faculty, in writing or electronically, as to the nature of the recommendation from the Department. If a majority of the senior faculty disagrees with the recommendation from the Chair, they have the right to submit a separate elaborated recommendation to the Dean. One separate recommendation is permitted which must be signed by a majority of the Department's senior faculty. All recommendations will be forwarded to the Dean as part of the candidate's RTP dossier.

POST-TENURE REVIEW

a. Faculty to be reviewed

PTR is required of all tenured faculty whose primary responsibilities (50% or more) are teaching and/or research and/or service. The chair, the dean of the College of Arts and Sciences, in concert with the provost, shall determine whether that person meets the criteria for mandatory review.

b. Timetable

Faculty for whom PTR is required must undergo a review no later than the fifth academic year following the most recent of the following review events:

1. award of tenure and/or promotion at UNCW

2. prior post-tenure review

3. return to faculty status following administrative service of two years or more

   Exceptions shall be made in the following cases:

   i. A period when a faculty member is on leave from professional duties shall not be included as part of the five years between mandatory review events; in such cases, the maximum interval shall be extended accordingly. See UNCW policy 03.240 Postponement of Reappointment, Tenure, Promotion and Post-tenure Review.

   ii. A period when a faculty member has reassigned time shall be included as part of the five years between mandatory review events; however, a faculty member who is temporarily assigned to duties away from the Wilmington area (e.g., Swansea, Wales, but not to include teaching in programs offered at distance locations, i.e., Onslow County) during the period when a review is required shall undergo review during the semester when duties in the area are resumed.

   iii. PTR is not required of a faculty member who is in phased retirement or has officially set an irrevocable retirement or resignation within the next 12 months.

   At the beginning of each academic year, each dean shall provide department chairs/school directors a list of faculty required to be reviewed during that year.

c. Procedures

Performance shall be reviewed for the preceding five years, unless one or more of the above conditions exists. At the beginning of the PTR cycle, faculty members will prepare, in consultation with their chair/school director, a brief written five-year plan or set of goals consistent with the expectations of the department/school. This plan can be modified annually by the faculty member in consultation with the department chair/school director as deemed appropriate.

A faculty member being reviewed shall provide a succinct written report, for the period being evaluated, on all aspects of professional activities in teaching, research/artistic achievement, and service. Faculty members who have professional responsibilities or modified assignments that affect the balance of their duties between teaching, research, and service must note this in their report, and the PTR process at all stages must take this balance into account. The report shall include (where applicable) courses taught, theses and dissertations directed, and all evaluations of teaching; documentation of publications, performances, and presentations; service activities; copies of all annual evaluations for the years under review; and the goals established by the faculty member and a brief statement of progress toward achieving the goals.

PTR must include peer review of faculty professional performance by three tenured colleagues of the faculty member's record in teaching, research/artistic achievement, and service. All members of the peer review committee must be tenured faculty. The faculty member being reviewed shall not have the option of selecting members of the peer review committee.
The peer reviewers shall present a written peer review committee recommendation, either individually or collectively. The peer review committee recommendation is advisory to the department chair. The department chair will develop a written evaluation. The evaluation by the department chair shall state whether the faculty member's overall professional performance *exceeds expectations*, *meets expectations* or *does not meet expectations* and the major reasons for the determination.

Criteria for meeting expectations are professional competence and conscientious discharge of duties in relation to the goals/plan established at the beginning of the review period, taking into account distribution of workload as assigned by the department chair/school director. Performance below these criteria does not meet expectations.

Criteria for exceeds expectations are sustained excellence in the teaching, research/artistic achievement, and service portfolio; and professional performance that is substantially above expectations and that significantly exceeds the performance of most faculty in the unit and the university.

The chair will inform the PTR peer review committee of the outcome of the recommendation. The department chair shall provide a copy of the chair's written evaluation and the peer review committee recommendation to the faculty member and shall meet with the faculty member to discuss the evaluation. The faculty member has the option of attaching a written response to this evaluation. No later than ten days after the evaluation meeting, the department chair shall forward the faculty member's PTR report, a list of the peer evaluators, a copy of the written evaluation, and the faculty member's written response, if any, to the appropriate dean.

The dean will conduct an evaluative review of these materials and provide the department chair and the faculty member a written statement reporting the outcome of the review (*exceeds expectations, meets expectations or does not meet expectations*) and the major reasons for the determination. The faculty member has the option of attaching a written response and requesting a meeting with the dean to discuss the evaluation. This written response should be presented within ten working days of the dean's written notification to the faculty member.

If the department chair and dean each conclude that the faculty member's performance meets or exceeds expectations, the PTR process is complete. In order for a faculty member to receive a final rating of exceeds expectations, the chair/school director and the dean must both render a rating of exceeds expectations. Otherwise, the final rating is reported as meets expectations.
If the department chair/school director and dean agree that the faculty member's performance does not meet expectations, the faculty member and chair/school director will, in consultation, create an individual development or career plan that includes specific steps designed to lead to improvement, a specified timeline in which improvement is expected to occur, and a clear statement of consequences should improvement not occur within the designated timeline.
If the evaluations of the department chair and the dean differ from one another, and either provides an evaluation of does not meet expectations, the PTR process will proceed to the University RTP Committee for an evaluative review. The submitted materials, along with the department chair/school director and dean evaluations, and any written responses by the faculty member, should be forwarded to the RTP committee within fifteen working days of the dean's notification to the faculty member.

The Chair of the University RTP committee will provide the Provost a written recommendation reporting the outcome of the committee's review (*exceeds expectations, meets expectations or does not meet expectations*). The committee's recommendation is advisory to the Provost. The Provost will render a final decision, in writing, to the faculty member, chair/school director, and dean. The Provost's decision completes the PTR process.

Throughout the process, reviewers at any level should recuse themselves if they believe their relationship with the faculty member prevents them from fair and objective consideration of the faculty member's performance for PTR. No person related to or having a romantic relationship with the faculty member may deliberate or recommend on a PTR action. Accordingly, deliberations must follow the UNCW 08.190 Employment of Related Persons (Anti-Nepotism) Policy.

All documents that played a substantive role in the review, all evaluative reviews (including peer review committee recommendations) and actions taken as a result of the review will be maintained in the faculty member's personnel file located in the appropriate department/school/dean's office. These files will be maintained for a period consistent with the UNC General Records Retention and Disposition Schedule. Faculty may appeal any decision within the PTR process if the faculty member feels his or her rights were violated or that procedural irregularities cast doubt on the validity of the decision.

The dean will provide the Provost with a written report listing the name of faculty members reviewed during the academic year, a summary of the outcomes of those reviews, confirmation that all UNCW PTR policies and procedures were followed, and any additional information as required by UNC General Administration.

d. Outcomes

The department chair, dean, and Provost (when applicable) shall be responsible for providing the faculty member under review with written feedback clarifying the reason for the assessment. Information regarding an assessment that falls into the category of exceeds expectations will be shared with relevant parties in regard to university rewards and awards. Information regarding the assessment that falls into the category of does not meet expectations, whether that evaluation comes from the department chair/school director, dean, or Provost, will include a description of the faculty member's assigned duties and directional goals established. In the case of performance judged to meet expectations, the department chair/school director or dean shall forward to the faculty member a copy of the evaluation by the deadline set by the Provost. Normally, within ten working days of receipt of the evaluation or within ten working days following the denial of an appeal of the finding of does not meet expectations, the department chair/school director and faculty member shall meet and, in consultation, begin to create a development plan that is the product of mutual negotiation. The plan should respect professional self-direction and should be flexible enough to allow for alteration. The plan should represent both a commitment to improvement by the faculty member and to the support of that improvement by the department chair/school director, dean and institution. Establishment of a development plan is not a disciplinary action; rather it is a mechanism for committing to specific development goals and strategies. The plan should be developed within one month after the initial meeting and shall include the following:

1. specific strategies and steps designed to lead to improvement,
2. delineation of specific outcomes that constitute improvement,
3. resources to be committed, if any,
4. a specified timeline, not to exceed three years, in which the improvement is expected to occur,
5. a statement regarding new allocation of responsibilities, if duties are modified as a result of an assessment,
6. a statement of the process by which performance under the plan will be evaluated and feedback provided to the faculty member, including possible peer mentoring processes, and clear specification of who will conduct the evaluation. The evaluation must include at least semi-annual progress meetings with the department chair/school director, followed by a report to the dean.
7. a clear statement of consequences should the improvement not occur in the designated timeline.

The faculty member and the department chair shall sign the development plan, and the department chair shall forward a copy to the dean who must approve the plan and any resources to be committed.

Progress toward achieving goals in the development plan will be reviewed in subsequent performance reviews by the department chair, who will provide detailed feedback to the faculty member. These reviews will occur semiannually. A copy of these reviews will be provided to the dean. At the end of the time specified in the development plan, the department chair will review the faculty member's performance and make one of the following recommendations: (1) the faculty member's performance has improved and no further action is necessary pending the next regularly scheduled PTR, (2) the faculty member's performance has improved but not to the expected level, requiring adjustments in the developmental plan and/or the faculty member's workload, or (3) the faculty member's performance continues to be below expectations, in which case the chair/school director may recommend to the dean the imposition of appropriate sanctions.

If the dean agrees with the department chair/school director recommendation that no further action is necessary, the review process stops pending the next regularly scheduled PTR, i.e. the date five years from the original PTR date. If the dean agrees with the recommendation for adjustments in the development plan and/or workload, the changes are implemented and the performance will be reevaluated semiannually. The post tenure review stops when the performance meets the expected level within the specified timeframe. If the dean agrees with the department chair/school director recommendation for the imposition of serious sanctions, the dean forwards this recommendation to the Provost, who will make the final decision regarding such action. Serious sanctions that may be imposed include demotion, salary reduction and recommendation for discharge.

If the dean disagrees with the department chair evaluation of progress toward achieving goals in the development plan, the dean, department chair and the faculty member shall meet with appropriate offices within the University as agreed upon by all parties to resolve the issues. If differences cannot be successfully resolved, the issue will be forwarded to the Provost or his/her designee for final arbitration and resolution.

e. Due process

The Code states: "A faculty member who is the beneficiary of institutional guarantees of tenure shall enjoy protection against unjust and arbitrary application of disciplinary penalties. During the period of such guarantees, the faculty member may be discharged or suspended from employment or diminished in rank only for reasons of incompetence, neglect of duty, or misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty" (VI: 603). Due process and the right of appeal as specified in The Code and UNCW's Policies of Academic Freedom and Tenure (Chapter IV.A) shall be guaranteed. The outcome of evaluation should be confidential—that is, confined to the appropriate university persons or bodies and the faculty member being evaluated—and released only at the discretion or with the consent of the faculty member.

A faculty member may appeal to the Faculty Professional Relations Committee (FPRC) a finding of does not meet expectations, a finding of non-compliance with a development plan, or the imposition of sanctions other than discharge, suspension from employment, or diminishment in rank. A faculty member may appeal the imposition of serious sanctions (discharge, suspension from employment, or diminishment in rank) to the Hearings Panel as specified in Chapter VI of The Code.

f. Appeals

A faculty member may appeal a finding of does not meet expectations if there has been an alleged violation of due process. The appeal must be made by letter to the chair of the Faculty

Professional Relations Committee - FPRC (Faculty Senate Article V.B.1), within ten working days after the faculty member has received the written evaluation from: 1) the department chair/school director, and dean, and/or (2) the Provost. Faculty may also appeal a finding of non-compliance with a development plan using the above process. Again, this appeal must be based on violation of due process.

The FPRC, with assistance from the UNCW Office of General Counsel, reviews the request of the faculty member in order to determine whether the decision may have been based upon violation of due process. A finding of does not meet expectations or a finding of non-compliance with a development plan may not be based upon (1) the faculty member's exercise of rights guaranteed by either the First Amendment to the United States Constitution or Article I of the North Carolina Constitution; (2) discrimination based upon the faculty member's personal characteristics, such as age, color, handicap, national origin, race, religion, sex, or sexual orientation; (3) personal malice; or (4) procedural irregularities that cast reasonable doubt upon the validity of the decision and which may include but are not limited to the following:

> i. a process not in compliance with the policies and procedures set forth in this document
> ii. a process not in compliance with the policies and procedures set forth in the departmental/school/college PTR policy
> iii. a process not in compliance with existing policies of faculty evaluation published in The Code or the UNCW Faculty Handbook
> iv. a finding of does not meet expectations that is inconsistent with the faculty member's annual evaluations for the period under review, unless reasons for the finding are both extraordinary and also clearly and reasonably articulated in writing
> v. a finding of non-compliance with a development plan that is inconsistent with the terms stated in the development plan.

Based on issues of due process, the committee will determine whether or not the appeal should be upheld and communicate a recommendation to the Chancellor or Provost, as appropriate. If the Chancellor or Provost decides to uphold the appeal, the PTR process will be reinitiated. If the appeal is not upheld, the PTR process is concluded.

g. Failure to agree on a development plan

If a mutually acceptable plan is not reached within one month after the initial meeting, the currently existing mediation process of the University shall be utilized. If a mediated settlement cannot be achieved utilizing this process, the Associate Vice Chancellor of Human Resources or his/her designee shall advise adjustment by the dean, and the dean shall act as arbitrator in the development of a plan. The dean has the authority to utilize appropriate University offices and services to assist with achieving agreement on the development plan. If, after arbitration, a faculty member refuses to formulate the development plan, the dean will refer the faculty member to the Provost for final arbitration and resolution. Failure of the faculty member to participate in good faith toward the creation of the development plan may result in the imposition of sanctions up to and including dismissal.

Faculty Workload Policy

Objective: To enable faculty to most effectively perform their professional responsibilities and to enhance opportunities for progress in their respective disciplines.

Rationale: As teaching is the primary mission of the university, and as non-teaching activities are a significant part in any given semester of an individual faculty member's workload, the teaching load must often be adjusted to insure the quality of its delivery. Therefore, faculty teaching and non-teaching expectations must be flexible and coordinated, consistent with departmental needs, College of Arts and Sciences faculty workload policy, and the changing patterns of faculty interests.

Standard Teaching Load

In the Department of Sociology and Criminology a standard workload is the sum of a faculty member's total teaching, research and service activities. It is the equivalent of four 3-credit hour courses per semester (12 hours), in addition to the other faculty professional obligations. Faculty who are considered to be "research active" (which automatically includes all junior faculty) normally have a teaching load of three 3-credit hour courses per semester (9 hours). Faculty teaching the equivalent of four courses will have a lower research expectation than "research active" faculty.

Reduced Teaching Load

A Reduced Teaching Load is one course below the full load, including equivalents. A reduced teaching load must be proposed in communication with the Undergraduate Program Coordinator and must be ultimately approved by the Department Chair. To qualify, activity is required above and beyond normal expectations in one or more criteria.

Criteria for Reduced Teaching Load:

Instructional	Research/Service
- course/curriculum concerns	- externally funded research
- heavy academic advising	- institutionally supported research
- accreditation program review	- institutional service
- technology training leave	- service to the public
- co-curricular activities	- service to the profession
- academic administration	- off campus assignment
- compensation for prior overload	- other research/service
- online courses & other instructional	

Teaching More Than Standard Load

Sociology and Criminology faculty willing and able to teach more than the standard load should be appropriately rewarded. Quality of instruction should not be sacrificed and the criteria justifying assignment of the standard teaching load may remain intact, depending on the circumstance of the assignment. While teaching more than 12 credit hours in a semester should generally be discouraged, with appropriate justification, this option may be approved by the Chair. The associated compensation is the Chair's decision, after consultation with the faculty member.

Twelve Credit Hour Compensation Options:

1. future course reductions
2. reduction in research and/or service expectations
3. overload pay, if available
4. other compensation as determined by Chair and faculty member

Use of Accumulated Workload Credit

Department members will be responsible for completing a Record of Banked CHEs for each semester in which these CHEs are earned and submitting this form to the department chair. The department chair will keep a copy of each of these forms in the faculty members file.

When a faculty has accumulated 3 CHEs s/he may petition the department chair for a one-course reassignment. In order for a course release to be granted for a particular semester, the chair will determine that all instructional needs can be met and obtain the approval of the Dean's office. Two-year scheduling takes place each January, at which time the chair will determine course releases to be requested to the Dean's office for the following academic year, taking into account scheduling needs. The Dean's office has final approval on CHEs requests.

Normally, Criminology track faculty will be considered for reassignments in the fall semester and Sociology faculty in the spring semester. However, if there is no eligible candidate from the appropriate track, faculty members from the other track may be considered. If there are multiple requests made, the chair will award the reassignments using the following criteria in the order of listing:

- the faculty with the highest number of earned CHE's
- the faculty member with the lowest academic rank
- the faculty member closest to tenure

Credit Hour Equivalents

Credit Hour Equivalents are the additional "credit hours" assigned for student contact, various instructional efforts, and any other activity outside the normal course structure. Equivalents combined with course credit hours (as listed in the University Catalogue) create a faculty member's teaching workload.

Conclusion

Departmental resources and the program needs in a given year must be considered as the mix between teaching and non-teaching is formulated into the department's faculty workload structure. While this document is the official workload policy of the Department of Sociology and Criminology, there are times when the chair, because of curricular needs, may determine that it is necessary to exceed the standard teaching load for a faculty member during a particular semester or perhaps deny a workload request. Close communication between the chair and faculty, particularly the program coordinators, is most important in these deliberations.

[RECORD OF BANKED CREDIT HOUR EQUIVALENTS [form]]

FACULTY DEVELOPMENT & MENTORING POLICY

The goal of faculty development is to provide resources for faculty members to cultivate skills and knowledge related to teaching, research, and service. In addition to informing faculty of professional development opportunities available on campus, the department specifically provides allotted professional development funds to be spent on travel to conferences and resources (ex. software) that can be used to enhance teaching, research or service.

Faculty development is available to all tenure-track and tenured faculty. Resources are available to phased retirees on a case-by-case basis and to lecturers upon request and the department's ability to support it. The department does not offer professional development funds to part-time instructors. Travel to professional association conferences within the fields of sociology and criminology have priority for faculty development.

The goal of the mentoring program is to assist tenure-track faculty in their transition to the department, offer feedback and suggestions as to expectations and improvement, and act as a sounding board for any questions or concerns of the tenure-track faculty member.

Each tenure-track faculty member will be provided the opportunity to be paired with a mentor from the tenured faculty. At their request tenure-track faculty members will be assigned a volunteer mentor by the Chair. Each pair should set their own schedule at the initiation of the tenure-track member. Interactions may include observing classroom teaching, reviewing instructional materials, conferring on research plans and needs, discussing departmental expectations for tenure and promotion and any other issues deemed relevant by both participants. These relationships are expected to be confidential and supportive. Good mentoring is built on a strong relationship of honesty, trust, and good faith. If at any time during the mentoring relationship, either of the participants prefers to terminate the mentoring arrangement, s/he is free to do so without repercussions or negative consequence. Though we anticipate strong supportive mentoring to help shape a successful bid for promotion and tenure, participating in the voluntary mentoring policy does not in and of itself ensure successful outcomes of promotion and tenure applications.

Also, tenure-track faculty opting not to request a mentor should consult with the department chair on an alternate plan, to be devised by the chair and that faculty member.

Support for Research

The Department encourages efforts to expand opportunities for faculty research and professional development. Further, the Department encourages faculty members to avail themselves of existing professional development opportunities for which they qualify, including but not limited to: Research Reassignment Awards, Charles L. Cahill Awards, Summer Research Initiatives, and faculty travel to research sponsored awards.

Distance Learning

Students in the Onslow County Criminology Extension Program will be assigned a permanent advisor as are all students in the program. Typically, this advisor will be the Director of the Onslow County Extension Program, with the chair serving as ‘back-up’ advisor on degree-specific needs. The advisor and the Department Chair will work closely to monitor student needs and progress. Scheduling and management of this program will be a coordinated effort among the Director, the Department Chair, Associate chair and Undergraduate Coordinator.

DEPARTMENT PLANNING

Planning is an essential process in departmental development and should reflect the university’s and department’s missions. Specifically, the department will engage in ongoing planning at department meetings and retreats.

SUMMER SCHOOL

Scheduling of courses for summer school is the responsibility of the chair, in coordination with the associate chair and faculty in the two programs. The summer schedule should optimize the department's credit hour production, while at the same time attempting to satisfy program and individual needs. The department's summer program should reflect a balance between what is marketable in summer offerings and faculty-student-department preferences and needs. Faculty on phased retirement shall retain the right to teach in the summer school program during their phased retirement period.

The following specific guidelines are recommended:

1. The two program areas should be represented in the summer school schedule.
2. Faculty should alternate first and second session teaching from year to year.
3. Full-time, tenure track, and phased retirement faculty should have priority in summer teaching.
4. Each program develops its own schedule recommendation.
5. Opportunity to teach should be rotated among faculty if funds are limited.
6. Opportunity to teach more than one course should be rotated among faculty if funds are limited.
7. Teaching priority should be given to individuals who did not teach the previous summer.
8. Each program should have the responsibility of determining who will teach in its area in the event of insufficient funding. However, the chair must ultimately approve these decisions.
9. As is financially feasible, the department will support summer study abroad programs, attempting to obtain funding for these from outside sources.

FACULTY COURSE INFORMATION

Student grades may be posted on office or classroom doors only in a form that will protect student privacy i.e. that will not enable students to determine the grades of other students. Each course taught within the department must have a written (or electronic) syllabus that includes specific information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed. Individual faculty have discretion regarding the return of exams, papers, or other student work to students.

ONLINE COURSES

The department encourages its faculty to offer online courses. Faculty who offer an online course for the first time will have a reduction in course enrollment 20 maximum in upper division courses, 25 maximum in lower division courses. Course enrollments for online courses will be the same as classroom course for faculty who have taught online previously. Faculty are discouraged from offering their entire schedule online in any one semester. Both summer session courses may be offered online.

FACULTY OFFICE ASSIGNMENTS

The department chair – in collaboration with the Dean's office and affected faculty members – assumes responsibility for decisions about faculty office assignments. In many situations, the assignment of faculty offices is straightforward and agreeable to all (e.g., merely rotating offices between the in-coming and out-going department chair). Occasionally the allocation of faculty office space poses a dilemma. The following is a guide to help the department chair make the best decision regarding faculty offices.

General Guidelines:

1. Faculty office assignments are based on seniority (time served at UNCW) regardless of rank.
2. Full-time faculty with more seniority may not displace full-time faculty with less seniority.
3. If full-time faculty have equal seniority, office preference is decided by highest rank or first to achieve current rank.
4. Individuals on phased retirement relinquish seniority rights.
5. Full-time faculty returning to the department after an administrative assignment (e.g., department chair, college or university–level administration, director) may not displace a full-time faculty member from an office.
6. Faculty returning from administrative assignment will be assigned a suitable office as soon as possible.
7. Full-time faculty should not be required to share office space.
8. Full-time faculty on reassignment for one semester or less should not be required to share their office.

POLICY FOR ASSESSING SENIOR SEMINAR

Senior seminar papers (SOC 490, SOC 496, and CRM 495) must follow the criteria indicated on the rubric for assessment. Senior seminar (SOC 490, SOC 496, and CRM 495) instructors should remove names from all student papers and load those and the paper assignment to the assessment folder on the department Sammy drive no later than the end of the first week of the following semester.

PROGRAM INFORMATION AND REQUIREMENTS

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

The Department of Sociology and Criminology at the University of North Carolina Wilmington offers undergraduate degree programs in sociology and criminology.

THE SOCIOLOGY PROGRAM offers a general introduction to the study of human society and social behavior. Sociology students learn about the social world and how to do research on human populations by collecting and analyzing social data. Majors can select the general sociology option or public sociology option and develop an area of concentration in human resources, health and aging, community organization and planning, criminology, inequality cultural studies, family or globalization. Students who select the public sociology option may also complete a related internship in the local community. Training in research skills and knowledge of social systems has wide application in a variety of work settings including business, government, and social service agencies.

THE CRIMINOLOGY PROGRAM offers a broad social science examination of criminology and the justice system. The multi-disciplinary nature of the curriculum enables students to gain a deeper understanding of American society and its diversity. Required core courses include Introduction to Criminal Justice, Criminology, Research Methods, Data Analysis and Senior Seminar. Students have three options to choose from: the Criminology Option, the Criminal Justice Option, and the Public Criminology Option. These options are designed to give students a firm understanding of the field while at the same time offering flexibility in course selection. Students may also complete a field placement in a local agency such as the Wilmington Police Department, the District Attorney's Office, Cape Fear Substance Abuse Center, or other criminal justice agency. The criminal justice option provides a direct career path in the justice field upon graduation. The criminology option is an excellent preparation for graduate school or law school. The public criminology option provides students with intensive training in using sociology/criminology to inform real life social issues.

REQUIREMENTS FOR B.A. IN SOCIOLOGY: GENERAL SOCIOLOGY OPTION
REQUIREMENTS FOR B.A. IN SOCIOLOGY: PUBLIC SOCIOLOGY OPTION
REQUIREMENTS FOR A SOCIOLOGY MINOR

REQUIREMENTS FOR B.A. IN CRIMINOLOGY: CRIMINOLOGY OPTION
REQUIREMENTS FOR B.A. IN CRIMINOLOGY: CRIMINAL JUSTICE OPTION
REQUIREMENTS FOR B.A. IN CRIMINOLOGY: PUBLIC CRIMINOLOGY OPTION
REQUIREMENTS FOR A CRIMINOLOGY MINOR

CRIMINAL JUSTICE PRACTICUM MANUAL AND APPLICATION FORM

DEPARTMENT GUIDELINES

GUIDING PRINICIPLES FOR COURSE SCHEDULES (ADOPTED 10/17/16)

I. Purpose: To create a consistent and transparent policy on scheduling Fall and Spring semesters, as well as Summer sessions.

II. Persons/Scope: All faculty

III. Guiding Principles: In addition to complying with all college and UNCW guidelines this policy is guided by the principles below.

This scheduling process attempts to acknowledge and incorporate faculty preferences for both courses and times and the curricular needs of the department to create a schedule that meets student demands and facilitates student progress through our curriculum.

Faculty preferences include such issues as progress toward RTP or promotion, professional enrichment, and must be consistent with workload policy.

Faculty will work cooperatively and collectively to co-construct a schedule that provides variety in both content and times for all faculty in the department to rotate through preferred courses and times. In addition:

1. We must work more proactively to increase the number of majors in both of our undergraduate programs.
2. Monitor the number of sections we offer of both SOC 105 and CRM 105, to meet student demand.
3. Double sections of any class should be restricted as follows: only university studies classes can be 'doubled' so long as they are offered during 'prime-time' hours. No upper level classes can be scheduled as double sections.
4. In order to keep faculty preps to our customary "two preps per semester" practice, two sections should be at the 1xx or 2xx level (same class) and 1 section of an upper-level or graduate class, or 2 sections of upper level classes that fill regularly (e.g., CRM/SOC 300, CRM/SOC 301, SOC 345).
5. Required core courses for the majors can have multiple sections per semester, but not too many – we need to meet, but not exceed, the demand. Undergrad Program coordinators should look at past enrollment trends in the required classes to identify the demand-level for these classes, and thus identify how many sections of these classes should be offered.

6. Upper-level degree electives should be offered without multiple sections in a semester – so one section of Criminal Law, or one section of Social Psychology for instance – not two. Unless, as indicated by past enrollment trends the class historically fills to capacity (such as SOC 335 or SOC 345).

7. One sociology senior seminar per major per semester should be our limit, until the student demand rises to the level that we have to offer more.

8. Use of the 3:30-4:45 T/Th teaching timeslot should be reserved for part-time lecturers. Full time tenured and tenure-track faculty should avoid this teaching time in order to participate fully in departmental meetings.

9. Deviations or exceptions to these guidelines require the approval of the Department Chair. Also, once the schedule is reviewed internally and submitted to the Dean's office, changes will be made only under emergencies or exceptional circumstances, and only with the approval of the Chair or Associate Chair.

IV. Procedures: The Chair of the department has final authority on approving and forwarding the department schedule. Drafting the schedule may be delegated in part or whole to department designees.

A. Background:

The department decided in spring 2015 to operate on a 2-year scheduling practice. We are keeping in mind that this 2-year schedule will be flexible in as much as there will certainly be changes made here and there. The guiding principle, however, is that we map out a 2-year sequence, particularly for all our core courses in the majors. This will provide a better understanding of electives and ability to offer more electives and substantive courses for our majors.

With this in mind, the Dean's office has a set of guidelines to which we must comply. These are:

1) No double sections for upper level classes (300 and 400)
2) No double sections at 8:00 am; or after 2:00 pm
3) Overloads should be avoided at all costs and be utilized for emergency purposes only. The desire is to keep our research active status strong, and overloads detract from the research active status for the whole university. If overloads are required, they should never be more than 1 per year per faculty member. Again, only on emergency-needed basis for full time faculty and must be approved from Dean's office.
4) Tenure track faculty should only be given an overload if there is no other option and must be approved by Dean's office.

5) Part-timer lecturers can only teach 3 courses per semester at the entire university (not just per department). The Chair will communicate with the part time lecturer to confirm their teaching load across campus.

B. General Guidelines:

Below reflects a simple bullet-point guideline (not necessarily a timeline) that must be adhered to during the scheduling process. CRM and SOC track coordinators may be consulted in generating the two-year schedule of courses for both tracks.

1) Department classrooms:
    a. BR 101 (35 seats; paired in tables)
    b. BR 161 (30 seats; computer classroom; owned by PIA after 3 PM)
    c. BR 200 (34 seats; moveable)
    d. BR 206 (35 seats; moveable)
    e. BR 208 (35 seats; moveable)
    f. BR 219 (35 seats; moveable)
    g. BR 281 (15 seats; seminar layout)
    h. RL Aud (75 seats; fixed; owned by CAS&RL but we have first rights to use)
2) Faculty senators cannot be scheduled to teach on Tuesday afternoons between 2:00 and 4:45.
3) All full-time faculty should have Thursday afternoons from 3:30-4:45 free for department meetings
4) Room assignments should accommodate faculty needing disabled access. Faculty needing access should inform the Associate Chair or Chair when indicating their course preferences.
5) Room assignments for double sections is Randall Library Aud, and Kenan Aud as needed.
6) All SOC/CRM 1xx and 2xx level classes should be capped at 35; upper level classes are capped at 30, with the following exceptions:
    a. online courses should be capped at 30 and **have 800 section numbers.**
    b. writing intensive courses should be capped at 25:
        i. CRM/SOC 256, CRM/SOC 300
        ii. SOC 304
        iii. CRM 495
        iv. SOC 490
        v. CRM/SOC 391 and 496

c. CRM/SOC 301 (Data Analysis) – all face to face sections of this course should be scheduled in BR 161 (before 3 PM)

d. all 500-level courses – these should be scheduled in BR 281 if available

7) All courses are 3 credit hours, with the following exceptions:

a. CRM/SOC 505 and 509 are 1 credit hour courses (overloads)

b. CRM/SOC 496 is a 6-hour course offered every Spring semester

8) Seats assigned to CRM/SOC cross-listed courses should be divided evenly between CRM & SOC

9) Comment sections should be reviewed each semester

10) CHEs must be requested to Chair and then approved by Dean's office prior to scheduling; goal is to allow course buyout with earned CHE's for one CRM faculty in Fall, SOC faculty in Spring. Chair will communicate course reductions to track coordinators and Associate Chair

11) Part time lecturers should be assigned to teach 100-200 level courses only unless holds PhD or ABD, or with Chair approval

12) Full time lecturers teach a 4-4 load, unless reduced for service, research, or administration work. Phased-retirement faculty will have a 2-2 or 4-0 load, depending on their contract.

13) Faculty members who are NOT research active should have a 4-4 load. This will be reviewed again in January for the next academic year. NOTE: Research Active status determined every January 15th from the Dean's office and should be shared with the Associate Chair prior to scheduling.

14) Graduate Coordinator has a 2-2 course load

15) Associate Chair has a 2-2 course load

16) Chair has a 1-1 course load, or may request a 0-2 or 2-0 course load at their discretion.

17) Onslow CRM Extension Coordinator has either a 4-course or 3-course load per semester (subject to enrollment and approval by the Chair)

18) Trial courses need to be approved by CAS Associate Dean for Student Policy and Curriculum. A standard CAF needs to be submitted (by Jan. 15 for upcoming AY). Please note the catalogue language below, which indicates that you can offer a trial course a second time within two regular semesters, but after that the course needs to have a permanent number. Also, trial courses may not be cross-listed. That can be done when a course is submitted for permanent approval. (See catalog description below):

Trial Courses: Academic departments may offer special trial courses during the fall and spring semesters on a one-time basis without adding them to their regular departmental *offerings. A second trial offering, if additional data are essential, must be within two regular semesters of the first. Numbers designating these special courses are 292 and 492. Descriptive information on trial courses does not appear in the catalogue but is on file in the Office of the Registrar.*

19) Honors course section numbers begin with 300. The home department assigns classroom. The restrictions should say: SSATEXT "For Honors Students Only" and SSARES should have the following honors restrictions: FH, SH, JH and UH.

20) Cornerstone course section numbers and classrooms are assigned by University College each fall. Contact the UC project assistant for section number.

21) When STUDY ABROAD classes are ready for entry into Banner, admin does the following:

    - Restrict enrollment to "Permission of Instructor."
    - Use course code (section #) 800 and building code 999.
    - Enter ALL classes, DISs, cross-listed courses, etc., associated with your program in this fashion.
    - Class offerings may frequently change throughout the year and you need to make sure that classes are entered properly so that any student who enrolls in, say, a DIS as an extra class will only be paying DE rate. (That means a professor would have to create a separate section, with an 800 section #, if one student were to take her DIS while abroad and other students take one here on campus.)

C. Task Assignments (subject to change as we adjust to 2-year scheduling):

<u>Note on Basic Duties</u> (adapted from the Department Handbook):

Graduate Coordinator: Solicit initial desired schedules from graduate faculty for fall and spring semesters for two-year period.

Associate Chair: Solicit initial desired schedules from all full-time faculty for fall and spring semesters for two-year period, as well as summer sessions. Coordinates combined departmental academic year and summer session course scheduling – the Associate Chair coordinates with the graduate coordinator, Onslow CRM extension coordinator, and administrative assistant assigned by the Chair to do scheduling.

Chair: Work with Associate chair to ensure that departmental teaching assignments and the needs of the department and the desires of the individual faculty are, as much as possible, mutually satisfied.

<u>Graduate Coordinator:</u>

1) Works with faculty and track coordinators to construct & organize graduate class schedules.
2) Send completed schedules for fall and spring to Associate Chair (early Jan.).

Associate Chair:

1) Requests desired schedules from faculty in both tracks, as well as the CRM Extension coordinator.
2) Reviews items <u>A. 1-5 and B. 1-18 above</u> and communicate with the Chair and individual faculty members to make adjustments if necessary
3) Uses scheduling templates from previous semesters, determining how many sections of required classes are required using enrollment trends from previous semesters
4) Checks on part-time faculty allocations with Chair prior to scheduling
5) Signs off and sends to Administrative Assistants (cc: Chair) (Summer: early Oct.; Fall: late Jan.; Spring: late Feb.)
6) Sends penultimate schedule to Chair after Banner entry (Fall: early Feb.; Spring: mid Mar.)

Administrative Assistant:

1) Reviews items <u>A. 1-5 and B. 1-21 above</u>
2) Assigns rooms and enters schedule into Banner (Summer: mid Oct.; Fall: early Feb.; Spring: mid Mar.)
3) Signs off and sends back to Associate Chair for review
4) Graduate Coordinator informs Admin Asst of # of hours per faculty member on CRM/SOC 598/599 hours.

Chair:

1) Contacts and confirms part-time faculty hired for each semester
2) Receives signed-off Banner entry from Associate Chair (Summer: mid Oct.; Fall: early Feb.; Spring mid Mar.)
3) Reviews items <u>A. 1-5 and B. 1-18 above</u>
4) Signs off and provides final OK for Banner entry to Admin Asst.
5) Approved DIS/Internship/Honors thesis hours shared with Admin Asst.
6) Completes Course Outlier Form (docx) and Admin or Special Assignments Form (xlsx) for the upcoming semester and submits to Dean's Office.
7) January: Calculates CHE and negotiates decreased and increased course loads with faculty and Dean's office for upcoming AY.

V. Additional Documentation: Schedule preference worksheet (TBD)

APPENDIX: FORMS

Nearly all forms used by faculty, staff and students at UNC Wilmington are available online in electronic versions. Below is a summary of some of the more frequently requested forms and policies and procedures available online:

University Faculty Handbook: http://www.uncw.edu/fac_handbook/
[Information on faculty governance, faculty responsibilities, employment, professional development, and university policies affecting faculty.]

UNCW Policies and Procedures: http://www.uncw.edu/policies/

CAS Policies and Procedures: http://www.uncw.edu/cas/documents/CombinedPP.pdf

Course Action Forms: http://uncw.edu/cas/faculty.html
[add new course, change course description, internship site approval]

Instructional Forms: http://www.uncw.edu/reg/forms.htm
[transient study, assigning incomplete, substitution/waiver, DIS, conversion of grade, internship enrollment]

Department Forms:
The Department of Sociology and Criminology has several forms used internally for instructional purposes:

ANNUAL PRODUCTIVITY FORM

PEER EVALUATION PROTOCOL

PEER EVALUATOR'S GUIDE

CLASSROOM OBSERVATION

CLASSROOM OBSERVATION REPORT

B.A. SOCIOLOGY/CRIMINOLOGY GRADING RUBRIC

MASTER'S PROGRAM GRADING RUBRIC FOR THESES AND INTERNSHIP PAPERS

RECORD OF BANKED CREDIT HOUR EQUIVALENTS

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY
2016 ANNUAL PRODUCTIVITY FORM

Name

Rank

Contract Status

Date

Develop on separate sheets a statement of your activities during this academic year (including summer). Follow the format below (reporting only on areas appropriate for your position). If you do not have anything appropriate to list in a particular category, indicate "N/A." **USE THE LETTER AND NUMBERING SYSTEM BELOW.**

A. TEACHING:

1. Percent of Time Involved (your estimate)

2. Courses Taught (list as follows):

   <u>Semester</u> <u>Course Number</u> <u>Enrollment</u>

   (Note: Indicate which of the courses you taught if any was either a new UNCW course or new preparation for you.)

3. Honors Projects Directed (list as follows):

   <u>Semester</u> <u>Student Name</u> <u>Project Title</u>

4. Honors Committees Served On (list as follows):

   <u>Semester</u> <u>Student Name</u> <u>Project Title</u>

5. Masters Thesis Committees Served On (list as follows):

   <u>Semester</u> <u>Student Name</u> <u>Project Title</u>

6. Directed Individual Study Projects (list as follows):

   <u>Semester</u> <u>Student Name</u> <u>Project Title</u>

8. Practica/Internships Directed (list as follows):

Semester Student Name Placement

9. Innovative Teaching Initiatives

10. Efforts to Upgrade Teaching Abilities

    (Note: Include Formal Programs and Workshops Attended. Provide specific names and dates.)

11. Advising

    b. Number of Departmental Advisees
    c. Other Advising Activities You Deem Pertinent

12. Other Teaching Activities You Deem Pertinent

B. RESEARCH (Note: Provide names, titles, page numbers, dates, etc. wherever appropriate)

1. Percent of Time Involved (your estimate)

2. Refereed Books (Provide Complete Bibliographic Reference)

    a. Books Published
    b. Books In Press
    c. Books Under Review
    d. Books In Progress

3. Refereed Book Chapters (Provide Complete Bibliographic Reference)

    a. Book Chapters Published
    b. Book Chapters In Press
    c. Book Chapters Under Review
    d. Book Chapters In Progress

4. Refereed Journal Articles Published (Provide Complete Bibliographic Reference)

   a. Articles Published
   b. Articles In Press
   c. Articles Under Review
   d. Articles In Progress

5. Book Reviews Published (Provide Complete Bibliographic Reference)

   a. Book Reviews Published
   b. Book Reviews In Press
   c. Book Reviews Under Review
   d. Book Reviews In Progress

6. Technical Reports

   a. Technical Reports Published
   b. Technical Reports In Progress

7. Abstracts

   a. Abstracts Published
   b. Abstracts In Press

8. Grants

   a. Grants Received (Titles, Names, Amounts)
   b. Grants Under Review (Titles, Names, Amounts)
   c. Grants Applied For But Denied (Titles, Names, Amounts)

9. Conference Papers (Give Names, Titles, Conferences, Location, Dates)

10. Other Research Activity You Deem Pertinent

C. SERVICE (Give Names and Dates Whenever Appropriate)

(Note: If you served in a leadership capacity for any committee or organization, indicate office held in parentheses--e.g. Faculty Recruitment Committee (chair))

1. Percent Time Involved (your estimate)

2. Department Service

   a. Committees
   b. Other

3. College of Arts and Science

   a. Committees
   b. Other

4. University

   a. Committees
   b. Other

5. Profession

   a. Offices Held in Professional Associations
   b. Memberships in Professional Associations
   c. Manuscripts Reviewed (List Number and Publisher/Granting Agency)
   d. Professional Meetings Attended (Names, Locations, Dates)
   e. Organizer/Discussant at Professional Meetings (Names, Titles, Locations, Dates)
   f. Other

6. Professionally-Related Community Service (i.e. service that you provide to the community that specifically draws on your disciplinary expertise)

   a. Community Lectures Given (names of organizations, titles, dates)
   b. Professionally-Related Boards and Community Organizations Memberships (note leadership positions held, if any)
   c. Other

7. Other Community Service (give names of organization, nature of service rendered, dates, etc.)

D. PERSONAL EVALUATION (OPTIONAL)

PEER EVALUATION PROTOCOL

Each full-time faculty member in the department, regardless of rank, is required to provide an annual productivity form and supporting documentation. The form for this document is included in the department handbook, and is generated through Digital Measures. Faculty members are required to include information and documentation in all three areas to be evaluated: teaching, research, and service. In addition, all faculty members must indicate the proportion of their effort devoted to each of the three areas and the total percentage should equal 100. Full-time faculty members are usually expected to be active in teaching, research, and service. There is a minimum expectation to fulfill responsibilities in these areas. The efforts devoted to each area should reflect the *minimum percentages* which are:

Teaching:	60%
Research:	20%
Service:	10%

Evaluators: Use the forms that are included in the "Peer Evaluator Guide and Forms" attachment, completing, printing and signing one form per person being reviewed. Please take into consideration the amount of responsibility assigned in the area being evaluated. **For example, if a faculty member is assigned 25% of their total responsibility to service, *then peer evaluators should evaluate the quality of performance based on the reported percentage***. Also, please use the guidelines for evaluating the particular area of responsibility (teaching, research, or service) when assigning a "score" or rating. (For example, first determine if the faculty member's record warrants an "outstanding," a "good," or a "marginal" rating prior to assigning a numeric "score."). ***Written comments are required for "marginal" ratings. While written comments are not required to support your "outstanding" and "good" ratings, you are strongly encouraged to do so.*** These comments are quite helpful to the person being evaluated and to the chair in summarizing the peer ratings in the annual evaluations. Such comments need not be elaborate. **Remember to assign a score and sign your evaluation forms for each person you are evaluating**.

In completing the *Annual Productivity Peer Evaluation Instruments*, please remember the following:

1. The *period of review* covers teaching and service activities from April 30 of the preceding year to May 1 of the current year. The documentation of **research** covers the three preceding academic years.

2. Indicate the percent time involvement in teaching, research, and service. These percents should add up to 100 and must be within the required minimum ranges (please note comments stated above on minimums). If a faculty member reports percentages outside the minimum without prior approval, then I suggest that evaluators assume the following percentage distribution: Teaching:
60%, Research 25%, and Service, 15%.

3. The Annual Productivity Form is designed to be comprehensive. It is not expected that every faculty member will have something to put down in every sub-category. It is fine to indicate N/A for any given category.

4. DO NOT include IDEA scores or student-written comments/evaluations in your supporting documents for teaching. In order to avoid "halo" effects, the peer evaluation of teaching (which emphasizes organization, content, rigor, and substance) is intentionally blind to student evaluation of teaching (which emphasizes style and performance). In other words, overall evaluation involves multiple inputs on multiple dimensions from multiple sources.

5. DO include bibliographic information of all published work (i.e. DO NOT leave out dates, page numbers, publisher, etc.), as well electronic copies of publications.

6. DO provide dates and activities (e.g., instead of "Gave five lectures to community groups," list dates, lecture titles, and names of community groups to which the lectures were presented).

7. DO take this exercise seriously and carry out this responsibility in a *judicious and professional* manner. Peer evaluation is an important part of a faculty member's annual evaluation and it does contribute significantly to each and every overall evaluation. Please refer to the guidelines and rating scale definitions that are included in the instrument folders for teaching, research, and service.

PEER EVALUATOR'S GUIDE

I. **Teaching***

1. ***Instructional Materials:*** handouts, textbooks, supporting materials, activities, audio-visual aids, etc.

   * Highest rating for materials, which reflect the most current and relevant knowledge in the field and are clearly focused, well designed, and well organized.

2. ***Course Syllabi:***

   * Highest ratings for syllabi that are informative clearly focused and show evidence of maintaining high standards (appropriate rigor, range and depth of coverage).

3. ***Exams/Tests/Assignments:***

   * Highest rating for well-focused and well-designed exams/assignments that reflect appropriate rigor, range, and depth of coverage.

4. ***Teaching Development and Innovation*:** creative and innovative teaching strategies, special efforts to improve teaching expertise, curriculum development (e.g., new course design), professional meetings/institutes/-workshops attended to improve teaching, etc.

5. ***Direct* Student *Involvement:*** student involvement outside the classroom (DIS, honors projects, student participation in research, study abroad, etc.).

   *Highest rating for evidence of being extremely active in implementing and exploring innovative strategies, techniques, and ideas to enhance teaching effectiveness; making contributions to teaching outside the classroom including directing honors thesis, supervising senior projects, and DIS projects, advising, etc. showing concern for improving teaching and maintaining high standards in the classroom.

II. Research*

1. Research record includes books, refereed journal articles, contracts/grants received, etc.

2. The level of research involvement includes: published abstracts, non-refereed journal publications, papers presented at professional meetings, grants applied for, manuscripts in review, manuscripts in progress, etc.)

3. Scholarly activities include: colloquia presentations, book reviews, journal article reviewer, textbook reviewer, grant reviewer, journal editor, editorial board of journal, professional meetings/institutes attended to stay current in the field, memberships in professional organizations, etc.

*Highest rating for publication in recognized peer-reviewed journals, scholarly books in non-vanity presses, extensive involvement in scholarly projects (independently and/or with peers), receipt of research awards, invited scholarly addresses at national forums, very active research involvement and activity, etc.

III. Service*

A. ***Professional*****:** organizing/chairing session, discussant, committee member, officer, memberships, and other roles in academic professional associations' honors and awards, etc.

   * Highest rating for leadership roles in academic professional associations include: committee membership in professional organizations, honors and awards for service to profession, etc.

B. ***University*****:** university committees, senate, conducting workshops/colloquia for faculty, etc.

   * Highest rating for leadership roles and labor include: intensive committees and projects.

C. ***Department:*** department committees, departmental projects and activities, faculty sponsor of student organizations, program coordinator, etc.

   * Highest rating for leadership roles and labor intensive committees and projects.

D. ***Community:*** Advisory boards, board of directors, unpaid consulting, public lectures, interviews with media, conduct workshops, etc. related to professional expertise or as University representative.

   * Highest rating for leadership positions, active participation in several community programs, groups, etc.

TEACHING PEER EVALUATION INSTRUMENT

Name of Faculty Member Being Evaluated: ______________________________

I. *TEACHING:* Based on materials provided, the overall evaluation of this faculty member's contributions to teaching is on the scale below. Please provide check marks next to each category indicating where the faculty member ranks on the scale.

OUTSTANDING			GOOD			MARGINAL		
9	8	7	6	5	4	3	2	1

OUTSTANDING: Instructional materials, course syllabi, and exams/tests/assignments show active concern for improving teaching and maintaining high standards in the classroom; evidence has made significant contributions outside the classroom.

GOOD: Showed evidence of concern for teaching and was involved to some extent with students and teaching outside of the classroom.

MARGINAL: Indicative of problems as a teacher; showed little interest in teaching beyond meeting classes; little or no involvement with the teaching function other than regular classes.

COMMENTS: Please use the space below if you wish to comment on particular strengths and/or weaknesses in this area.

[To be removed by chair prior to distribution to faculty member being evaluated.]

Signature of Evaluator________________________ Date: __________________________

RESEARCH PEER EVALUATION INSTRUMENT

Name of Faculty Member Being Evaluated: _________________________________

II. *RESEARCH:* Based on materials provided, the overall evaluation of this faculty member's scholarly activities, level of research involvement, and research record is on the scale below. Please provide check marks next to each category indicating where the faculty member ranks on the scale.

OUTSTANDING			GOOD			MARGINAL		
9	8	7	6	5	4	3	2	1

OUTSTANDING: Publication in recognized journals, scholarly books in non-vanity presses, extensively involved in scholarly projects, receipt of research awards, invited addresses at national forums, very active research involvement and activity, etc.

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GOOD: Some involvement with scholarly projects; recent research involvement, recent research accomplishment in at least one category (paper presentation, work in progress, grant(s) submitted, etc.

MARGINAL: Showed little or no involvement in scholarly activity; little or no research involvement; no record of research.

COMMENTS: Please use the space below if you wish to comment on particular strength and/or weaknesses in this area.

____

[To be removed by chair prior to distribution to faculty member being evaluated.]

Signature of Evaluator________________________ Date: __________________________

SERVICE PEER EVALUATION INSTRUMENT

Name of Faculty Member Being Evaluated: ______________________________

III. *SERVICE:* Based on materials provided, the overall evaluation of this faculty member's service to the department, university, community, and the profession is on the scale below. Please provide a check mark next to the category indicating where the faculty member ranks.

OUTSTANDING			GOOD			MARGINAL		
9	8	7	6	5	4	3	2	1

OUTSTANDING: Played a key role in the conduct of departmental business; major contributions to the university, professional organizations, or community

GOOD: Attended departmental meetings and participated in departmental business; some extra-departmental service (in university, professional organizations, and/or community)

MARGINAL: Showed little interest in departmental affairs; little or no involvement in extra-departmental service

COMMENTS: Please use the space below if you wish to comment on particular strength and/or weaknesses in this area.

To be removed by chair prior to distribution to faculty member being evaluated.

CLASSROOM OBSERVATION PROCEDURES

1. **Who is observed?**

   Any faculty member on tenure track who is not tenured shall be observed annually by tenured faculty. In addition, part-time and full-time lecturers are observed annually by tenured faculty.

2. **How are the observers selected?**

   The College of Arts & Sciences requires that each *non-tenured* assistant professor be observed four times a year by two different tenured faculty members. For *each calendar year:* the department chair shall choose four observers from the pool of senior faculty. The chair should seek to ensure a fair distribution of the workload among senior faculty.

3. **How often?**

   Four observations of assistant professors shall be conducted annually until the faculty member becomes tenured. Two of the observations occur during the Spring semester and the other two during the Fall semester of the same calendar year. Within this framework, two different faculty observers will observe two different classes each during the year. The two observing faculty members may attend the class together, or they may observe the same class on different days during the semester. For example, if faculty members A and B have been selected to observe faculty member C during the 2001 calendar year, A and B may observe the same class at the same time or A and B may observe the same class on different days. The following semester A and B may observe C on the same day and time or on different days. The decision may be made by the faculty member being observed provided it can be reasonably arranged by the parties involved. Full-time and part-time lecturers must have their classroom teaching observed by two senior faculty members per year. Full-time lecturers who achieve the status of senior lecturer shall no longer have to have their classroom teaching observed.

4. **The Evaluation Instrument:**

   A *written evaluation* from each observer shall be provided to the faculty member being observed and to the department chair. The results of the evaluation shall be presented using a narrative form with a guide for the observer. These evaluations become part of the "data" used by the chair in annual evaluations and RTP decisions.

GUIDELINES FOR CLASSROOM OBSERVATION

Instructions

You may choose any method you like to record your impressions of the class you visited. Many observers find that taking "narrative" notes during the class roughly simulates the students' experience in class while allowing for evaluative notes. It is recommended that, prior to the class, observers familiarize themselves with the categories and guide for peer observation shown on the report form.

As soon as possible after an observation is completed, each observer should review the observation notes and record the impressions on the report form. The report should reflect a balanced picture of the instructor's teaching, specifying areas of particular effectiveness as well as areas that could be improved (and suggestions for carrying out the improvement.)

Each faculty member observed and the department chair should receive a copy of your report.

CLASSROOM OBSERVATION REPORT

Instructor: ______________________Observer: ____________________________

Class Number, Title, and Sections: _______________________________________

Date of Observation: __________________________________

Comment on the *substance and effectiveness* of the faculty member's presentation:

Substance might include: Does the instructor seem to have good command of the material? Does the instructor distinguish between factual material and opinion? Does the instructor present divergent viewpoints when appropriate and explain to the class how and why such viewpoints are different? Does the instructor include a sufficient amount of relevant material in a class period? Is the depth and breadth of material appropriate to the level of the course?

Effectiveness might include: Does the instructor’s method of teaching seem appropriate for the material? Did the instructor answer questions appropriately? If discussions occurred, were they handled appropriately by the instructor? Did the instructor speak in a manner that could be easily heard? Is the instructor’s oral delivery too rapid, too slow? Is the language used by the instructor understandable to the students? Does the instructor's presentation show clear signs of planning and organization? Does the instructor use alternate explanations when students do not understand? Does the instructor use handouts and audiovisual aids effectively?

Summary comments. Please provide an overall assessment. Comment briefly on particular strengths as well as areas that could be improved, if any.

B.A. SOCIOLOGY/CRIMINOLOGY GRADING RUBRIC

Paper #: __________________________ Semester: ____________ Evaluator ______________________

Please rate this student in comparison to other students you have known at UNCW using the following scale. The level of performance demonstrated by this student is:

Think about the below as you would a paper you are grading for class:

1 = significantly below expected levels
2 = below expected levels
3 = at expected levels
4 = above expected levels
5 = significantly above expected levels

With respect to the five criteria (a-f) listed below:

____ (a) Framing of substantive topic (SLO 3)

____ (b) Understanding and/or application of theory (SLO 1)

____ (c) Use of and/or discussion of research methods (SLO 2)

____ (d) Organization of paper (SLO 3)

____ (e) Quality of writing (SLO 3)

____ (f) Critical thinking (SLO 4)

Sociology and Criminology
B.A. Student Learning Outcomes

SLO 1: Students will use basic theoretical ideas to better understand a sociological or criminological issue.

SLO 2: Students will demonstrate knowledge of basic methodological approaches used by social scientists.

SLO 3: Students will present a clear and well-written analysis of a criminological or sociological issues.

SLO 4: Students will demonstrate critical thinking skills.

Last edit: September 2016
"BA rubric detailed 2016"

MASTER’S PROGRAM GRADING RUBRIC FOR THESES AND INTERNSHIP PAPERS

Student name: ___________________________ Date of defense: _______________

Thesis committee chair _____
Committee member _____
Ex officio _____

Please rate this student in comparison to other M.A. students you have known at UNCW using the following scale. The level of performance demonstrated by this student is:

1 = significantly below expected levels
2 = below expected levels
3 = at expected levels
4 = above expected levels
5 = significantly above expected levels

With respect to the five criteria (a-e) listed below:

____ (a) Framing of substantive topic (SLO 3)

____ (b) Understanding and application of theory (SLO 1)

____ (c) Application of methodology (SLO 2)

____ (d) Quality of writing (SLO 3)

____ (e) Quality of communication skills demonstrated during oral defense (SLO 4)

Sociology and Criminology
Master’s Program Student Learning Outcomes

Students graduating with a M.A. degree from the Department of Sociology and Criminology will be able to:

SLO 1: Students will a*pply theory to the analysis of* substantive topics.

SLO 2: Students will use research methods to address formal questions or hypotheses.

SLO 3: Students will present a clear and well-written analysis of a criminological or sociological issue.

SLO 4: Students will communicate in oral form at a scholarly and professional level.

RECORD OF BANKED CREDIT HOUR EQUIVALENTS

FACULTY MEMBER ______________________ **SEMESTER** ______________________

Work Performed (Check all appropriate) **Credit Hour Equivalent**

_____491 ______ credit hours @ .2 CHE per student credit hour _______

_____498 ______credit hours @ .2 CHE per student credit hour _______

_____499 ______credit hours @ .2 CHE per student credit hour _______

_____591 ______credit hours @ .2 CHE per student credit hour _______

Supervision of a Master's Thesis = 1CHE _______

SEMESTER SUBTOTAL _______

FORWARDED FROM PREVIOUS SEMESTER _______

LESS CHE WITHDRAWN IN CURRENT SEMESTER _______

TOTAL BANKED/FORWARDED CHE ______________

Faculty Member Signature **Date** **Department Chair Signature** **Date**

Procedure: Department members will be responsible for completing a Record of Credit Hour Equivalents by graduation day of each semester in which these CHEs are earned and submitting the designated form to the department chair in order to be eligible for recognition and reward for these extra workload duties. The chair will file these in the faculty member's file and in a CHEs file. The chair will return a signed copy to the faculty member.

One course (3-4 CHEs) may be 'cashed in' once every five (5) years, if approved by the Dean's office.

Supervision of Summer Directed Individual Studies does not count as workload, as the faculty member receives compensation for this work.