

Handbook

2010/2011

*Department
of
Sociology
and
Criminology*

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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 to 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 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

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

Administer the department budget in such manner that department and individual research and instructional needs are met, as much as the allocation will permit.

Conduct department meetings, supervise staff and operate the department in an efficient and democratic manner.

Submit recommendations to the dean on reappointment/promotion/tenure and on merit salary increases, consistent with departmental and university policies and guidelines.

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. When the position of the chair becomes vacant, 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. This person receives a one course (3 credit-hours) reduction per semester.

Basic Duties:

Course Scheduling

- scheduling done as announced by Administration
[The summer schedule is often the most difficult. Issues of proportion of classes before noon, proportion of classes between sessions, and budget restrictions arise. Also, problems of equity, program needs, and seniority must be settled.]

Graduation Audits

- review all graduation applications (done twice a year)
- work with advisors and advisees when problems arise
- report to registrar's office any adjustments, waivers, or substitutions

Student Traffic

- arrange for transfer-advising session before each semester
- meet with off-campus and drop-in students as necessary
- help resolve special student problems (student problems and complaints with individual faculty are dealt with by chair)

Coordinate Department Advising

- work with undergraduate program coordinators for sociology and criminology and the department office staff on fall and spring registration process (some additional advising responsibility tends to fall on the Associate Chair)

Request From Various Campus Offices

- Admissions; Registrars Office; Academic Advising

Miscellaneous

- College catalogue changes
- Other tasks as determined by chair

Graduate Program Coordinator

The Graduate Coordinator is the faculty member assigned by the department to oversee the administrative aspects of the masters program in criminology and public sociology (CAPS). 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.

Selection

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.

Duties (adapted from http://www.uncw.edu/grad_info/gradcoord_jobdesc.html)

- Serve as liaison between the CAPS program and the Graduate School.
- Chair the graduate program committee within the department.
- Initially review applications and convene the graduate program committee in the spring semester to determine admissions to the degree program. It is the coordinator's responsibility to sign applications to accept or deny admission, and forward all admissions decisions to the Graduate School.
- 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.
- Award assistantship and scholarship funds to deserving applicants, in consultation with the graduate program committee (where feasible).
- Oversee advising of graduate students.
- Work with the Graduate School and Registrar's Office in preparing degree audits and making programmatic changes when necessary.
- Prepare and approve forms for transfer credit when appropriate.
- Review and approve forms for DIS (591) credit.
- Review and approve forms for substitutions to the degree program when appropriate.
- Review and approve preparation of curriculum changes.
- Oversee and approve preparation of catalogue material.
- 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 and approve preparation of HR 1.35 (forms for paying graduate students flat rates) and HR 1.60 for paying graduate students' hourly rates; oversee graduate assistantship contract signings by students awarded assistantships at the beginning of each academic year.
- Oversee thesis defense and comprehensive exam procedures.
- Review and approve graduation applications.
- Attend graduate coordinators' meetings held by the Graduate School.

- Facilitate scholarship requests that come from the Graduate School. This includes the New Scholar Award, Jane Logan Lackey Scholarship, Schwartz Graduate Fellowship, Summer Research Award, graduate student travel awards and Graduate Teaching Excellence Award.
- 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
- e-mail and phone 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

Undergraduate Program Coordinator

Basic duties & responsibilities

- Convening track meetings to coordinate course schedules, select graduation award recipients, and promote the major
- Constructing & organizing undergraduate class schedules, including:
 - o helping to schedule the distance learning program in consultation with the Onslow County CRM coordinator, department chair and associate chair
 - o determining how many sections of required classes are required using enrollment trends from previous semesters
- e-mail and phone 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;
- serving on search committees for hires in the program;
- spearheading curriculum revisions including overseeing the submission of proper forms.

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.

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.

FACULTY EVALUATION

Annual Productivity Report (APR)

During the spring semester each faculty member is required to complete the department Annual Productivity Report. Faculty will be assigned to one of three groups (teaching, research or service) to evaluate all faculty members in that particular area. Starting in the spring 2009 semester, the evaluation will be submitted on Digital Measures. Each faculty member must be reviewed in each area by at least one member from her/his own program. The chair will use results from the APR as input in annual merit recommendations and annual evaluations. The chair also prepares an annual written evaluation of each faculty member. The evaluation addresses each of the three areas -- teaching, research, and service.

Tenure-track assistant professors in their first year of employment will be exempt from serving on any of the three APR peer review committees. The chair shall encourage first-year assistant professors to review materials, but they will not be required to participate as evaluators until their second year of employment. First-year assistant professors are not exempted from submitting their own APR materials for review.

Evaluation of 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 chair. The evaluation shall be based on SPOT scores, review of course materials, and at least one classroom observation conducted by a senior faculty member. In online classes, the senior faculty observer will be granted temporary access to the class materials in order to evaluate the instruction. The chair'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 department chair will monitor the required modifications and their effectiveness. This conversation and its content will be documented by the department chair.

Classroom Visitation

All non-tenured faculty members must have their classroom teaching evaluated by two senior faculty members once each semester. The individual being evaluated selects the course being observed at a time convenient to the observers. Observer assignments are done by the chair and will take into consideration the preferences of the untenured faculty member and equitable workloads among senior faculty.

Observers are responsible for completing the Classroom Visitation Report forms and providing copies to the chair 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 chair.

Student Perception of Teaching, (SPOT)

With the exceptions listed, all faculty must participate in the SPOT survey in all courses taught each semester. The exceptions: Directed Individual Study, Senior Projects, Internships/Practica (except classroom sections), courses with less than ten students, and Honors courses. The standardized forms will be provided to faculty at the end of each semester. Online courses must be evaluated by an online version of the SPOT instrument. For further information on the SPOT form and process, refer to the UNCW Faculty Handbook. Faculty must also administer the department's Subjective Evaluation form during the same period. Results of these are made available to faculty the following semester. The chair uses the results as input in making merit recommendations and annual evaluations.

Reappointment, Promotion, and Tenure (RPT)

Recommendations for RPT for department faculty members will follow the standard procedures approved by the university. Additionally, the chair solicits input from the department faculty and consults with the senior faculty in a confidential executive session prior to making RPT recommendations. The format to be used can be obtained in the department office.

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 is 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. The associate chair is responsible for taking and distributing minutes. 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 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

Work Requests

All office-related work requests are to be recorded in the work request log in the supply room. 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, number of copies, 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 S&B 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 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 locked 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 on campus and will be charged to the departmental budget. Dittos 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 after logging them in.

Please inform the office staff if you cancel, relocate, or change a class. With adequate notice, they will make and post cancellation signs outside the classroom. The office staff will check their voicemail first thing in the morning for class cancellation notices.

A FAX machine, 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 9:00 a.m. every day. Mail is delivered 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, killer rats, 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 and Travel Divas (256-5788). 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 the student academic advising responsibilities. Advising starts two weeks after the break (fall & spring) for the following semester. One week before advising, each student receives an email from their advisor with instructions to sign up for an advising appointment. Faculty receive sign-up schedules to display on their doors. Students cannot register for classes without the "code" number that their advisors give them. Students are required to bring a

prepared tentative schedule with them. Faculty are given their advisees folders and authorization codes.

Some curriculum and graduation requirements are set by the university, others by the department, and yet others by the specific program. UNCW has SeaNet that allows one to view the student's complete academic record. It is strongly suggested that all new faculty attend the advising workshops offered each Fall before advising begins. Additional information is available in the UNCW Advisor's Handbook, the UNCW Undergraduate Catalogue, the major and minor requirement checklists available in the department office, and the department website.

Please refer to the above resources or to a senior faculty member. It is important that we give the students accurate and timely academic advice. Because students can do whatever they want once they leave your office with their code number, it is suggested that your academic advice be documented with a statement signed by the student and faculty advisor and kept in the student's file.

CLASSROOM SEATING

Fire and safety regulations limit the number of seats in each classroom. Therefore, student chairs must not be moved between rooms. Also, course enrollments must not exceed the maximum seat allotment for each room.

Maximum seating capacity per classroom:

Classroom	Maximum
SB 201	30
SB 207	36
SB 209	40
SB 210	42
SB 212	70

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- 15 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

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

Department faculty shall maintain active involvement in professional associations at the international, national and/or regional level. This includes activities such as holding office, presenting papers, organizing session, etc.

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 faculty 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.

Part-time faculty teaching must be evaluated in the same manner as that of untenured full-time faculty: (a) SPOT and the department subjective evaluations will be administered for each course taught each semester, and (b) each semester, two senior faculty members will conduct written classroom observations 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

Required Documents

The tenured faculty member being reviewed shall submit to the department chair one copy of the following set of materials covering the prior five years of teaching, research, and service activities:

1. Annual Productivity Reports
2. SPOT Scores for All course Taught
3. Department Peer Evaluations

Post Tenure Review Committee

A PTR (Post-Tenure Review) committee shall be established for each tenured faculty person being reviewed in a given year. Each PTR committee will be composed of three senior faculty selected by the faculty member being reviewed. In making appointments the faculty member

being reviewed shall take into account disciplinary expertise, faculty workload, and any potential conflicts of interest.

Process for Review

Each member of the PTR Committee will independently review the set of documents and submit a signed written evaluation to the chair. The signed evaluations of the PTR Committee will be for the chair's eyes only and will be destroyed by the chair at the conclusion of the review process. The signed evaluation shall include an overall assessment of the performance of the faculty member being evaluated as "deficient," "satisfactory" or "exemplary" in accordance with established university and departmental criteria.

Criteria for *satisfactory* faculty performance are professional competence; conscientious discharge of duties, taking into account distribution of workload as assigned by the department chair; and efforts to improve performance. More specifically, departmental minimum expectations for satisfactory faculty performance are as follows:

- Teaching: Evidence of ongoing conscientious discharge of teaching responsibilities by meeting classes, being available to students, and by maintaining acceptable teaching ratings from students and peers regarding classroom performance and quality of teaching materials. Evidence of ongoing effort to maintain teaching effectiveness by updating course materials and generally keeping abreast of new developments in one's discipline.

- Scholarship: Ongoing involvement in scholarship as evidenced by generally keeping abreast of new research developments in one's discipline. Other evidence of ongoing involvement in scholarship might include maintaining memberships in professional associations and/or attendance at professional conferences.

- Service: Conscientious discharge of departmental committee assignments and regular participation in the conduct of department business. Evidence of some extra-departmental participation in university, professional and/or community service arenas.

Criteria for *exemplary* performance are sustained excellence in teaching, research/artistic achievement, and service; and professional performance that is substantially above expectation and that significantly exceeds the performance of most faculty. More specifically, departmental criteria for exemplary faculty performance are as follows:

- Teaching: Evidence of teaching excellence as indicated by teaching ratings from students and peers related to classroom performance, individualized instruction, and quality of teaching materials which consistently and significantly exceeds the performance of most faculty. Other evidence of exemplary teaching might include unsolicited student testimonials, receipt for teaching awards, publication in teaching journals, development of new courses or new teaching methods or significant contribution to curriculum and/or program development.

- Research: Evidence of an ongoing pattern of research productivity which includes publication in recognized professional outlets such as peer reviewed journals and scholarly books in non-vanity presses. Other evidence of exemplary research productivity might include a pattern of consistently outstanding peer ratings in research, invited addresses at scholarly conferences, receipt of research awards, and/or funded grants.
- Service: Evidence of extensive and continuous contribution to department service and significant contribution to the university, professional, and or community organizations. Other evidence of exemplary service contribution might include consistently outstanding peer ratings in service, holding leadership positions in service arenas, unsolicited letters of appreciation for service rendered, and/or other service recognition.

Deficient faculty performance is performance that does not meet the minimum criteria for being judged satisfactory, as stated above.

Chair's Evaluation

In accordance with university policy, the chair shall take into account the input from the PTR committee in preparing the written evaluation of the tenured faculty member being reviewed. The names of the members of the PTR committee shall appear in the evaluation indicating that they were consulted in the formulation of the chair's written evaluation. Also in accordance with university policy, the faculty member reviewed has the option of presenting a dissenting opinion in writing that would be forwarded to the Dean along with the chair's written evaluation.

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

- course/curriculum concerns
- heavy academic advising
- accreditation program review
- technology training leave
- co-curricular activities
- academic administration
- compensation for prior overload
- online courses & other instructional

Research/Service

- externally funded research
- institutionally supported research
- institutional service
- service to the public
- service to the profession
- off campus assignment
- other research/service

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

Credit Hour Equivalents (CHE) and the accumulated credit hours in teaching more than the Standard Load may be retained for use in a later semester, with the Chair's approval, consistent with the CAS Faculty Workload Policy. A faculty member may receive a reassignment, in a particular semester, for research, administration, or other specific duties, if Credit Hour Equivalents and other contributions so warrant. Otherwise, reduction in workload is available.

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.

CREDIT HOUR EQUIVALENT FORMULA:

1	Management of Practicum/Internship	=	TBA w/ Chair
2	Supervision of Senior Project	=	.33 CHE per student credit hour
3	Supervision of a DIS	=	.33 CHE per student credit hour
4	Supervision of Honor's Thesis	=	.33 CHE per student credit hour
5	Laboratory instruction	=	1 CHE each contact per week
6	Large classes (over 60 students)	=	1 CHE
7	More than 2 preparation	=	1 CHE
8	Developing & teaching new course	=	3 CHE
9	Curriculum Development and Change	=	1-3 CHE

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.

MENTORING POLICY

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 should establish the following:

1. A five year planning cycle involving a long-range plan with goals, objectives, and strategies for achievement. The plan should make specific reference to objectives for the future (“Where do we want to go?”) and should set priorities of needs. A representative departmental committee formed by the Chair after extensive consultation with track planning committees should write the five-year plan. All members of each track will constitute the planning committee for its area. The department as a whole should approve the Plan.
2. The Planning Committee in consultation with tracks will conduct yearly assessment in April of progress toward goals.
3. Period review of departmental policies for changes and compliance with new regulations for inclusion in department handbook is the responsibility of the Handbook Committee.
4. Because the department goals should reflect the Departmental Mission Statement, this statement will be reviewed in conjunction with the periodic planning sessions to ensure that any programmatic changes are consistent with the mission statement.
5. A Department Alumni Survey will be forwarded to the Office of Institutional Research for administration to all department graduates every five years, in the year prior to the planning cycle. The results will be utilized to inform departmental advising and the planning process.
6. Sociology and Criminology will meet separately not less than once every two years for the purpose of assessing curriculum needs and program discussion in coordination with the yearly planning cycle. Prior to these meeting, both program coordinators will meet in order to discuss curriculum issues, which may affect both Sociology and Criminology. Any proposals for changes in requirements will be approved if supported by a majority of full-time faculty within that program. Each program will notify the other before any curriculum changes are to take effect.

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. With the exception of a demonstrated curricular need, budget allocations should be distributed to the two programs based on their credit hour production the previous summer.
8. Teaching priority should be given to individuals who did not teach the previous summer.
9. 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.
10. 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).
2. Tenure-track faculty have preference over non tenure-track faculty, regardless of seniority.
3. Tenure-track faculty with more seniority may not displace tenure-track faculty with less seniority.
4. If tenure-track faculty have equal seniority, office preference is decided by highest rank or first to achieve current rank.
5. Individuals on phased retirement relinquish seniority rights.
6. Tenure-track faculty returning to the department after an administrative assignment (e.g., department chair, college or university–level administration, director) may not displace a tenure-track faculty member from an office.
7. Faculty returning from administrative assignment will be assigned a suitable office as soon as possible.
8. Tenure-track faculty should not be required to share office space.
9. Tenure-track faculty on reassignment for one semester or less should not be required to share their office.

PRACTICUM/INTERNSHIP ASSESSMENT

Practicum/internship coordinators are responsible for assessing their programs on an annual basis. At minimum, such assessment should include (1) the names of all practicum/internship students for the current academic year, their placement sites, and the title of their projects (if applicable), (2) a list of participating agencies that supervise students, (3) student evaluations of their practicum/internship experience (separate from the SPOT instrument), and (4) a brief written assessment of the program by the practicum/internship coordinator. The practicum/internship coordinator should solicit input from other faculty, including other coordinators, to insure that the program provides quality learning experiences related to educational objectives. This might entail a periodic examination by faculty of the academic appropriateness of placement sites for their disciplines, or a review of end-of-term projects submitted by students. Liability insurance: Beginning Fall 2006, liability insurance will be required for every UNCW students enrolled in an internship or practicum hours. Students enrolled for these hours will be billed directly for the insurance coverage by Student Accounts. Should a student need to withdraw from an internship or practicum after this date, no reimbursement for the insurance charge will be possible.

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 an 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 two options to choose from: the Criminology Option or the Criminal Justice Option. The two 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 program provides a direct career path in the justice field upon graduation; the criminology option is an excellent preparation for graduate school or law school.

B.A. SOCIOLOGY, GENERAL PROGRAM

Requirements for the B.A. in Sociology Degree 39 Total Hours in Sociology Required for the Major Effective Fall 2007 Public Sociology Program Option

I. Basic Studies (45 hours)

- | | | |
|----|--|--------------------|
| 1. | ENG 101 _____ | ENG 201 or ENG 103 |
| 2. | PED 101 _____ | |
| 3. | Humanities (12-18 hours) | |
| | Literature (3-9) | _____ |
| | History (3-9) | _____ |
| | Philosophy (3-9) | _____ |
| | Language (3-9) | _____ |
| 4. | Fine Arts (3-9) | |
| 5. | Natural & Math Sciences (10-16 hours) | |
| | * Need 1 Lab Course | |
| | Life (3-9) | _____ |
| | Physical (3-9) | _____ |
| | Math (3-9) | _____ |
| 6. | Social & Behavioral Science (6-12 hours) | _____ |

II. Required Sociology Core for All Majors (21 hours)

- | | |
|--|-------|
| SOC 105 Introduction to Sociology | _____ |
| SOC 300 Methods of Social Research | _____ |
| SOC 301 Sociological Data Analysis | _____ |
| SOC 360 Social Theory | _____ |
| SOC 390 Public Sociology Seminar | _____ |
| SOC 496 (6 credits) Public Sociology Practicum | _____ |

- Students must earn a C or better in SOC 390 to take SOC 496. Only one D is permitted among the core courses of SOC 105, 300, 301 and 360

III. Electives

- IV. Creating a Public Sociology Concentration: (18 hours) With the help of the Public Sociology Coordinator, you will design a substantive area of focus for your Public Sociology Program requirements. Essentially, you will need to identify six three hour courses in a substantive area. ***There are many options in designing your substantive area.*** You should meet with the Public Sociology Coordinator early to design your concentration area. Below are a ***few examples*** of possible ways to create substantive areas:

Inequality

SOC 380	Social Classes
SOC 325	Race
SOC 350	Gender
SOC 305	Population
SOC 303	Mass Media
SOC XXX	Sociology of Poverty
SOC 365	Social Psychology
SOC 305	Population
SOC 347	Sociology of Education

Health and Aging

SOC 220	Birth and Death
SOC 305	Population
SOC 336	Aging
SOC 337	Medical Sociology
SOC 418	Women and Aging
SOC 433	Mental Illness
SOC 438	Social Epidemiology

Human Resources

SOC 340	Organizations
SOC 486	Work and Occupations
SOC 325	Race
SOC 350	Gender
SOC 380	Social Classes
SOC 365	Social Psychology
SOC 347	Sociology of Education

Criminology

SOC 355	Criminology
SOC 375	Juvenile Delinquency
SOC 335	Deviant Behavior
SOC 325	Race
CRJ 315	Victimology
CRJ 370	Minorities and Crime
SOC 449	Sociology of Law
SOC 380	Social Classes

Community

SOC 485	Community
SOC 305	Population
SOC XXX	Sociology of Poverty
SOC 366	Social Change
SOC 326	Social Movements
SOC 315	Urban Sociology
SOC XXX	Rural Sociology
SOC 380	Social Classes

B.A. SOCIOLOGY, PUBLIC PROGRAM

Requirements for the B.A. in Sociology Degree 39 Total Hours in Sociology Required for the Major Effective Fall 2007 General Program Option

I. Basic Studies (45 hours)

- | | |
|---|--------------------------|
| 6. ENG 101 _____ | ENG 201 or ENG 103 _____ |
| 7. PED 101 _____ | |
| 8. Humanities (12-18 hours) | |
| Literature (3-9) _____ | _____ |
| History (3-9) _____ | _____ |
| Philosophy (3-9) _____ | _____ |
| Language (3-9) _____ | _____ |
| 9. Fine Arts (3-9) _____ | _____ |
| 10. Natural & Math Sciences (10-16 hours) | |
| * Need 1 Lab Course | |
| Life (3-9) _____ | _____ |
| Physical (3-9) _____ | _____ |
| Math (3-9) _____ | _____ |
| 6. Social & Behavioral Science (6-12 hours) | _____ _____ _____ _____ |

II. Required Sociology Core for All Majors (15 hours)

- | | |
|------------------------------------|-------|
| SOC 105 Introduction to Sociology | _____ |
| SOC 300 Methods of Social Research | _____ |
| SOC 301 Sociological Data Analysis | _____ |
| SOC 360 Social Theory | _____ |
| SOC 390 Public Sociology Seminar | _____ |
| SOC 490 Senior Project | _____ |

III. Additional Requirements: Additional 24 hours of Sociology courses

- | | |
|-----------|-----------|
| SOC _____ | SOC _____ |
| SOC _____ | SOC _____ |
| SOC _____ | SOC _____ |
| SOC _____ | SOC _____ |

NOTES: All university students must complete a total of 124 hours with an overall average of 2.0 or better. An overall average of 2.0 or better must be maintained in all sociology courses used to satisfy the major. Students may only receive one D in their core sociology courses. All sociology majors may take no more than a total of nine credit hours (including SOC 105) below the 300 level for all sociology courses used to satisfy the major.

IV. Electives (40 credits)

SOCIOLOGY MINOR

21 TOTAL HOURS IS REQUIRED FOR THE SOCIOLOGY MINOR

1. REQUIRED CORE COURSE (3 HOURS)

SOC 105 Introduction to sociology _____ 3 hours

SOCIOLOGY COURSES (18 HOURS)

SOC _____ 3 hours

SOC _____ 3 hours

SOC _____ 3 hours

SOC _____ 3 hours

SOC _____ 3 hours

SOC _____ 3 hours

NOTES: A maximum of 6 hours below the 300 level (including SOC 105) may be used to satisfy the requirements.

An overall 2.00 is required on Sociology courses used to satisfy the major.

Sociology Course Descriptions

- SOC 105. Introduction to Sociology (3)
SOC 110. Sociology in contemporary Life (3)
SOC 200. Sociology of Sport (3)
SOC 205. (ANT 205) Human Societies (3)
SOC 215. Modern Social Problems (3)
SOC 220. Sociology of Birth and Death (3)
SOC 300. Methods of Social Research (3) Prerequisite: SOC 105.
SOC 301. Sociological Data Analysis and Interpretation (3) Prerequisite: SOC 300.
SOC 303. Mass Media and Society (3) Prerequisite: SOC 105.
SOC 304. Popular Culture (3) Prerequisite: SOC 105.
SOC 305. Population (3) Prerequisite: SOC 105.
SOC 306. Sociology of Culture (3) Prerequisite: SOC 105 or consent of instructor
SOC 315. Urban Sociology (3) Prerequisite: SOC 105.
SOC 325. Racial and Ethnic Group Relations (3) Prerequisite: SOC 105.
SOC 326. Collective Behavior and Social Movements (3) Prerequisite: SOC 105
SOC 335. The Sociology of Deviant Behavior (3) Prerequisite: SOC 105.
SOC 336. Sociology of Aging (3) Prerequisite: SOC 105 or GRN 101
SOC 337. Medical Sociology (3) Prerequisite: SOC 105.
SOC 340. Organizations in Modern Society (3) Prerequisite: SOC 105.
SOC 345. Sociology of the Family (3) Prerequisite: SOC 105.
SOC 346. Sociology of Religion (3) Prerequisite: SOC 105.
SOC 347. Sociology of Education (3) Prerequisite: SOC 105.
SOC 348. Sociology of Art (3) Prerequisite: SOC 105 or consent of instructor.
SOC 349. Sociology of Children and Childhood (3) Prerequisite: SOC 105.
SOC 350. Gender and Society (3) Prerequisite: SOC 105. Focus on gender in social life.
SOC 355. Criminology (3) Prerequisite: SOC 105.
SOC 360. Social Theory (3) Prerequisite: SOC 105 and six additional hours in sociology.
SOC 365. Social Psychology (3) Prerequisite: SOC 105
SOC 366. Social Change (3) Prerequisite: SOC 105
SOC 375. Juvenile Delinquency (3) Prerequisite: SOC 105.
SOC 380. Social Classes (3) Prerequisite: SOC 105
SOC 390. Applied Sociology Seminar (3) Prerequisite: SOC 300, 301, and 360.
SOC 418. Women and Aging (3) Prerequisite: At least junior standing and either SOC 336 or consent of instructor.
SOC 433. Sociology of Mental Illness (3) Prerequisite: SOC 105.
SOC 438. Social Epidemiology (3) Prerequisite: SOC 105 or consent of instructor.
SOC 449. Sociology of Law (3) Prerequisite: SOC 105 and junior/senior standing.
SOC 485. The Community (3) Prerequisite: SOC 105
SOC 486. Sociology of Work and Occupations (3) Prerequisite: SOC 105 and three additional hours in sociology or economics
SOC 490. Senior Project (3) Prerequisite: SOC 301, 360 and senior status.
SOC 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean
SOC 495. Topical Seminar (1-3) Prerequisite: SOC 105 and consent of instructor.
SOC 496. Practicum in Applied Sociology (3-6) Prerequisites: SOC 300, 301, 360, and 390; junior or senior standing; instructor consent
SOC 498. Internship in Applied Sociology (3-6) Prerequisites: SOC 300, 301, 360, 390. Restrictions: junior or senior standing, at least a 2.00 GPA, and instructor consent, cannot take internship and practicum. SOC 499.
Honors Work in Sociology (2-3) Prerequisite: Eligibility for honors program and senior standing.

B.A. CRIMINOLOGY OPTION

Effective Fall 2008 (39 hours)

Basic Studies (45 hours)

- | | | | | |
|----|--|-------|-------|-------|
| 1. | ENG 101 _____ ENG 201 _____ (or ENG 103) _____ | | | |
| 2. | PED 101 _____ | | | |
| 3. | Humanities (12-18 hours) | | | |
| | Literature (3-9) | _____ | _____ | _____ |
| | History (3-9) | _____ | _____ | _____ |
| | Philosophy (3-9) | _____ | _____ | _____ |
| | Language (3-9) | _____ | _____ | _____ |
| 4. | Fine Arts (3-9) | _____ | _____ | _____ |
| 5. | Natural & Math Sciences (10-16 hours) | | | |
| | Lab Course | _____ | _____ | _____ |
| | Life (3-9) | _____ | _____ | _____ |
| | Physical (3-9) | _____ | _____ | _____ |
| | Math (3-9) | _____ | _____ | _____ |
| 6. | Social & Behavioral Sciences (6-12) | _____ | _____ | _____ |

Required Core for All Majors (18 hours)

- | | | |
|-------------|----------------------------------|-------|
| CRM 105 | Introduction to Criminal Justice | _____ |
| SOC 105 | Introduction to Sociology | _____ |
| CRM/SOC 255 | Criminology | _____ |
| CRM/SOC 300 | Methods of Social Research | _____ |
| CRM/SOC 301 | Data Analysis | _____ |
| CRM 495 | Senior Seminar | _____ |

Criminology Primary Electives (6 hours)

(Select any 2 of the following)

- | | | |
|-------------|----------------------|-------|
| CRM 310 | White Collar Crime | _____ |
| CRM 315 | Victimology | _____ |
| CRM 375 | Drugs and Crime | _____ |
| CRM 420 | Collective Violence | _____ |
| CRM/SOC 455 | Advanced Criminology | _____ |

Criminology Secondary Electives (6 hours)

(Select any 2 CRM courses not in the Core or Primary Electives – See full list on back)

CRM _____ CRM _____

Social Science Electives (9 hours)

(Select 3 any social science courses from approved list – See full list on back)

Secondary Electives for Criminology Option

CRM 110 Issues in Criminal Justice	_____
CRM 307 Police in Society	_____
CRM 320 Criminal Courts	_____
CRM 330 Corrections	_____
CRM 350 Juvenile Justice	_____
CRM 370 Minorities, Crime & CJ Policy	_____
CRM 380 Criminal Law	_____
CRM 381 Criminal Procedure	_____
CRM 385 Law of Evidence	_____
CRM 390 Media, Crime and Justice	_____
CRM 405 Criminal Justice Administration	_____
CRM 410 Comparative Criminology	_____
CRM 415 Advanced Methods in Criminology	_____
CRM 425 Trials of the Century	_____
CRM 450 Criminal Justice Theory	_____
CRM 460 Crime and Public Policy	_____
CRM 490 Criminal Justice Practicum (+ lab)	_____

Approved Social Science Courses

SOC 315 Urban Sociology	_____
SOC 325 Racial & Ethnic Group Relations	_____
SOC 335 Deviant Behavior	_____
SOC 340 Organizations in Modern Society	_____
SOC 360 Social Theory	_____
SOC 375 Juvenile Delinquency	_____
SOC 380 Social Classes	_____
SOC 449 Sociology of Law	_____
ANT 211 Forensic Anthropology	_____
PSY 221 Adolescent Psychology	_____
PSY 245 Drugs and Behavior	_____
PSY 347 Psychopathology	_____
SWK 311 Child Abuse and Neglect	_____

B.A. CRIMINAL JUSTICE OPTION

Effective Fall 2008 (39 HOURS)

Basic Studies (45 hours)

1. ENG 101 _____ ENG 201 _____ (or ENG 103) _____
2. PED 101 _____
3. Humanities (12-18 hours)
 - Literature (3-9) _____
 - History (3-9) _____
 - Philosophy (3-9) _____
 - Language (3-9) _____
4. Fine Arts (3-9) _____
5. Natural & Math Sciences (10-16 hours)
 - Lab Course _____
 - Life (3-9) _____
 - Physical (3-9) _____
 - Math (3-9) _____
7. Social & Behavioral Sciences (6-12)

Required Core for All Majors (18 hours)

- | | | |
|-------------|----------------------------------|-------|
| CRM 105 | Introduction to Criminal Justice | _____ |
| SOC 105 | Introduction to Sociology | _____ |
| CRM/SOC 255 | Criminology | _____ |
| CRM/SOC 300 | Methods of Social Research | _____ |
| CRM/SOC 301 | Data Analysis | _____ |
| CRM 495 | Senior Seminar | _____ |

Criminal Justice Primary Electives (6 hours)

(Select any 2 of the following)

- | | | |
|---------|-------------------------|-------|
| CRM 307 | Police in Society | _____ |
| CRM 320 | Criminal Courts | _____ |
| CRM 330 | Corrections | _____ |
| CRM 380 | Criminal Law | _____ |
| CRM 381 | Criminal Procedure | _____ |
| CRM 460 | Crime and Public Policy | _____ |

Criminal Justice Secondary Electives (6 hours)

(Select any 2 CRM courses not in the Core or Primary Electives – See full list on back)

CRM _____ CRM _____

Social Science Electives (9 hours)

(Select 3 any social science courses from approved list – See full list on back)

Secondary Electives for Criminal Justice Option

CRM 110 Issues in Criminal Justice	_____
CRM 310 White Collar Crime	_____
CRM 315 Victimology	_____
CRM 350 Juvenile Justice	_____
CRM 370 Minorities, Crime & CJ Policy	_____
CRM 375 Drugs and Crime	_____
CRM 385 Law of Evidence	_____
CRM 390 Media, Crime and Justice	_____
CRM 405 Criminal Justice Administration	_____
CRM 410 Comparative Criminology	_____
CRM 415 Advanced Methods in Criminology	_____
CRM 420 Collective Violence	_____
CRM 425 Trials of the Century	_____
CRM 450 Criminal Justice Theory	_____
CRM/SOC 455 Advanced Criminology	_____
CRM 490 Criminal Justice Practicum (+ lab)	_____

Approved Social Science Courses

SOC 315 Urban Sociology	_____
SOC 325 Racial & Ethnic Group Relations	_____
SOC 335 Deviant Behavior	_____
SOC 340 Organizations in Modern Society	_____
SOC 360 Social Theory	_____
SOC 375 Juvenile Delinquency	_____
SOC 380 Social Classes	_____
SOC 449 Sociology of Law	_____
ANT 211 Forensic Anthropology	_____
PSY 221 Adolescent Psychology	_____
PSY 245 Drugs and Behavior	_____
PSY 347 Psychopathology	_____
SWK 311 Child Abuse and Neglect	_____

CRIMINAL JUSTICE PRACTICUM GUIDELINES
CRM 490
CRML 490



UNIVERSITY OF NORTH CAROLINA WILMINGTON

Department of Sociology and Criminology

601 South College Road * Wilmington, NC 28403-3297 * 910-962-3432 * fax 910-962-7385

Rev. 04/08

Introduction

The Criminal Justice Practicum is an applied learning program designed to help students develop a more complete understanding of the criminal justice system through real-world experience. The practicum builds upon and enhances the education students receive in the traditional classroom setting. Criminal justice programs at colleges and universities began regular use of applied learning in the late 1960s. Over the past 30 years, UNCW has placed hundreds of criminal justice students in local, state and federal agencies to augment the learning process. Former students frequently mention the Criminal Justice Practicum as the most important learning experience in their undergraduate education, and an essential first-step in entering the professional work force directly out of college.

The practicum will greatly enhance your personal and professional development. You will gain valuable experience in a criminal justice agency. You will also begin to develop a network of professional relationships. These contacts often lead to future employment, occasionally in the agency where you completed your practicum, or by having your contacts write letters of recommendation or make calls to colleagues in other agencies. But as in most things in life, you only get out what you put in. *Your professional career starts right NOW! Promise yourself to make the most of this opportunity.*

Educational objectives of practicum

- X Expand and enrich student understanding of the criminal justice system;
- X Supplement classroom learning with active real-life learning;
- X Apply social science theories and principles to the real world;
- X Develop professional knowledge and skill-sets necessary for future employment;
- X Help refine career plans and goals.

Practicums vs. Internships

There tends to be confusion regarding the difference between a **practicum** and an **internship**. Actually, practicums and internships are quite similar. Both are a type of experiential learning where students “learn by doing.” Both practicums and internships require an agreement among the student, the university, and the participating agency; students typically work for an entire semester in an agency for academic credit under the direction of a faculty instructor and an agency supervisor. An additional similarity between practicums and internships is that students are normally expected to complete a semester-long project or write a paper at the conclusion of the experience.

The main difference between practicums and internships is the degree of formal instruction built into the experience. Practicums stay closer to the traditional classroom format. For example, the Criminal Justice Practicum requires weekly classroom meetings to share students’ experiences and to integrate core concepts and theories learned through formal study of the discipline. Practicum students and the faculty instructor work closely together through frequent communication. By way of contrast, internships often entail less formal contact between the student and faculty instructor during the semester and seldom is there a classroom component. Student-*interns* are monitored more by the participating agency than by the university.

Eligibility for Enrollment

An overall GPA of 2.00 (2.3 GPA in the major) and senior standing are the minimum program requirements for enrollment in the criminal justice practicum. This is a “Permission Only” course, meaning that students must receive the formal permission of the instructor before they may enroll in the class. Students must be in good standing with the university and have no major criminal record. **NOTE: MOST AGENCIES REQUIRE A BACKGROUND CHECK OF STUDENTS. A SERIOUS BLEMISH ON YOUR RECORD OR PENDING CHARGE MAY DISQUALIFY YOU FROM THE PRACTICUM.**

Credit Hours

The criminal justice practicum is a 4-hour block. Students must enroll in both CRJM490 Practicum (3 hours) and CRML 490 Practicum Lab (1 hour). The CRM 490 Practicum course requires students to work *a minimum* of 150 hours during the semester in their assigned agency, or roughly 10 to 12 hours per week over a 15 week period. A time sheet is used to record the hours. The CRML 490 Practicum Lab is held once a week. The lab gives students the opportunity to meet with the instructor and other practicum students to discuss various issues related to the course.

Enrollment Procedures

- X Meet with practicum instructor at least ONE FULL semester before you intend to take the course. Your junior year is a good time to start planning for the practicum. You and the instructor will discuss your career plans and to decide what agency would be the best fit for you (see *List of Agencies*, attached).
- X Fill out the *Intent Form* (attached) and return to practicum instructor.
- X Meet with your main academic advisor for course scheduling. Try to arrange your classes on a MWF or TR sequence so that you have time available to work in the agency.
- X Have practicum instructor enter “Course Override” into the computer to enable you to register for CRM 490 and CRML 490. This is done at the normal time for registration.
- X Once enrolled in the practicum, make contact with agency supervisor to set up practicum interview (*this needs to be done early but absolutely no later than the last day of classes in the semester prior to the start of your practicum*).
- X Take a copy of your resume to interview. Dress professionally.
- X Keep your practicum instructor up-to-date during this entire process.
- X Be ready to start practicum as soon as the semester begins.

Please understand that the criminal justice practicum requires a SIGNIFICANT amount of time, energy and commitment. It is not an easy course, and it is not for everyone.

List of Agencies

Criminal Justice Practicum

Bannum Place of Wilmington
Bladen County Sheriffs Department
Brunswick County Adult Probation & Parole
Coastal Horizon Center (TASC)
CUE -- Center for Missing Persons
Jacksonville Police Department
Juvenile Detention Center
Juvenile Services Division
Kure Beach Police Department
Naval Criminal Investigative Services
New Hanover County District Attorney's Office
New Hanover County Correctional Center
New Hanover County Sheriffs Department
North Carolina Adult Probation & Parole
North Carolina Adult Probation & Parole
North Carolina Justice Academy
North Carolina State Bureau of Investigation
Pender County Correctional Facility
Pender County Sheriffs Department
Public Defender's Office
UNCW Campus Police
U.S. Coast Guard - Wrightsville Beach
U.S. Coast Guard - Marine Safety Office
U.S. Probation
Wilmington Police Department
Wrightsville Beach Police Department

Criminal Justice Practicum

Intent Form

(Please Type or Print Clearly)

Name: _____ Major: _____

Address: _____ Total Hrs Completed: _____

_____ Total GPA: _____

_____ CRJ GPA: _____

I.D. Number: _____ Phone: __ (____) _____

UNCW E-Mail: _____

I request permission to enroll in the criminal justice practicum (CRM 490) and the practicum lab (CRML 490) for the _____ (fall/spring) semester of _____ (year).

Have you met and discussed your desire to enroll in the practicum with your CRJ advisor?

Yes _____ No _____ Advisor's Name: _____

Please list your top three placement choices (refer to *List of Agencies*):

1st _____

2nd _____

3rd _____

Special reason(s) why you desire a certain placement:

What are your career aspirations?

Student Signature: _____

Date: _____

DEPARTMENT GUIDELINES

GUIDING PRINCIPLES FOR COURSE SCHEDULES (adopted 9/24/09)

1. We must work more proactively to increase the number of majors in both of our undergraduate programs.
2. Increase 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 basic studies classes can be ‘doubled’ so long as they are offered during ‘prime-time’ hours or in the 6:00-7:15 time slot. 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.
5. Required 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 Sociology of the Family, or Soc of Deviance).
7. One 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 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.

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://www.uncw.edu/cas/about-resources.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 Report (attached)

Peer Evaluation (attached)

Classroom Observation (attached)

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY
2009 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):

Semester Course Number Enrollment

(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):

Semester Student Name Project Title

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

Semester Student Name Project Title

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

Semester Student Name Project Title

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

Semester Student Name Project Title

7. Sociology Senior Projects (list as follows):

Semester Student Name Project Title

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

- a. Number of General College Advisees
- 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 PROCEDURES

Each full-time faculty member shall be evaluated annually by peers in the department. The evaluation of full-time faculty includes faculty activities from January 1st of one year to January 1st of the previous year. The results of peer evaluation shall be combined with the results of Student Perception of Teaching (SPOT) data and the chair's own assessment as the basis for the chair's annual written evaluation of faculty performance.

Committee Structure

Peer evaluation shall consist of three groups of evaluators, one each for teaching, research, and service. Continuing full-time faculty are eligible to serve as evaluators. Part-time faculty or non-continuing faculty on one year contracts are ineligible. The department chair is also ineligible as well as administrators who hold faculty ranks within the department but report directly to someone other than the department chair.

The number of evaluators will be determined by the size of the number of eligible faculty. Each of the three groups will be composed of a third of the eligible faculty, with odd number faculty (if any) assigned to the teaching group. Each group of evaluators shall consist of at least one senior faculty member and at least one from each disciplinary program. Each member of each evaluation group shall evaluate all faculty (including the chair but excluding themselves) in that area.

Assignment of faculty to evaluation groups shall be made by the chair under the guidelines described above. The chair shall rotate assignments yearly as much as possible under this arrangement. In other words, faculty should ordinarily expect to serve one year on each type of evaluation group on a three-year cycle.

Evaluations submitted by each group (teaching, research, service) shall be done independently (rather than as a committee of the whole). Signed evaluations shall be returned to the chair by the data requested. Evaluation forms (excluding signatures) shall be returned to the faculty member being evaluated.

Whenever feasible, the chair shall appoint at least two faculty members from each discipline to serve on each evaluation committee. Minimally, however, every faculty member shall be peer evaluated in each area by at least one member of his or her own program discipline. If a faculty member is the only representative in a given evaluation group (and therefore must exempt herself, then the chair shall appoint a faculty member from that discipline to submit a separate evaluation of that faculty member on that specific dimension (in addition to the other evaluations submitted of that faculty member by other members of that specific evaluation group).

Annual Activity Report

Each faculty member in the department shall file an Annual Activity Report with supporting documentation (form for the annual report is included in Appendix A of this document). Documentation should be provided for all three areas to be evaluated:

teaching, research, service. Peer evaluators will use a standard instrument that includes the areas to be evaluated and a rating scale. The Peer Evaluation Instrument is included in Appendix B of this document.

Evaluation Procedures

The faculty member being evaluated will be informed of the names of his/her evaluators, but the individual evaluations submitted shall be anonymous to all except the chair of the department.

Participation in peer evaluation shall be mandatory and is an indicator of department service. The chair shall designate a reasonable deadline for completion of evaluation forms. Completed evaluation forms shall be turned in to the chair (except in the case of peer evaluations of the chair, which shall be turned in to the assistant chair who will forward the results of the chair' peer review to the dean).

Each faculty member shall have the opportunity to respond in writing to evaluations submitted by the peer evaluators. The chair may also meet with the individual faculty members to discuss their peer evaluations.

Weighting Procedures

On Annual Activity Reports, faculty shall indicate the proportion of their total effort devoted to each assigned area of responsibility totaling to 100%. Responsibilities of the faculty are assigned by the chair with approval of the Dean (responsibilities of chairs are assigned by the Dean with approval of the Provost). Full-time faculty are ordinarily expected to teach, to do research and perform appropriate service. There is **minimum** expectation for fulfillment of responsibilities in these areas. Consistent with the College of Arts and Sciences Workload Policy, the proportion of effort in those areas of responsibility ordinarily should be as follows:

Teaching	60%
Research	20%
Service	10%

The above minimums allow 10% flexibility for an individual faculty member to decide in consultation with the chair how she or he should be evaluated for the calendar year, based on the effort put forth by the individual faculty member within that time period in these respective areas of responsibility.

Exceptions to the above minimums are possible but require the approval of the chair and the dean.

In evaluating faculty performance, peer evaluators should take into account the amount of responsibility assigned in the area being evaluated for each faculty member. That is, peer evaluators should evaluate the quality of performance in a given area taking into account the amount of assigned responsibility within that area. In other words, if a faculty

member is assigned 20% of their total responsibility in the service area, then peer evaluators should evaluate the quality or performance given what would be expected of 20% effort in service (and NOT, for instance, the quantity of performance compared to other faculty members assigned to 10% responsibility in that area).

INSTRUCTIONS FOR COMPLETING PEER EVALUATION INSTRUMENT

You have been assigned to evaluate members of the Sociology and Criminal Justice Department in the area of _____ [to be completed by department chair]. Attached you should find a **Peer Evaluation Instrument** and a **Peer Evaluator's Guide**. Use the guide in completing the instrument. (Do not attempt to compute averages). Based on the areas and criteria identified on the guide, **circle the number that most closely corresponds to your overall evaluation of the faculty member** in the area of teaching, research, or service [to be assigned by the department chair].

After completing the rating, you may comment on the strengths and/or weaknesses of the faculty member in the area being evaluated. To assure anonymity, you may wish to type your responses since copies of the evaluations may be shown to the faculty member being evaluated.

In evaluating faculty performance, peer evaluators should take into account the amount of responsibility assigned in the area being evaluated for each faculty member. That is, peer evaluators should evaluate the quality of performance in a given area taking into account the amount of assigned responsibility within that area. In other words, if a faculty member is assigned 20% of their total responsibility in the service area, then peer evaluators should evaluate the quality of performance given what would be expected of 20% effort in service (and NOT, for instance, the quantity of performance compared to other faculty members assigned to 10% responsibility in that area).

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.

Peer Evaluator's Guide

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 journals, scholarly books in non-vanity presses, extensively involved in scholarly projects (independently and/or with peers), receipt of research awards, invited addresses at national forums, very active research involvement and activity, etc.

Peer Evaluator's Guide

III. Service

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

Highest rating for leadership roles in professional organizations, 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 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:

<u>OUTSTANDING</u>			<u>GOOD</u>			<u>MARGINAL</u>		
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 for the preceding three calendar year's worth of research activity, the overall evaluation of this faculty member's scholarly activities, level of research involvement, and research record is:

<u>OUTSTANDING</u>			<u>GOOD</u>			<u>MARGINAL</u>		
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.

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-

<u>OUTSTANDING</u>			<u>GOOD</u>			<u>MARGINAL</u>		
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.]

Signature of Peer Evaluator:_____ Date:_____

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 faculty members are observed annually by tenured faculty.

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

The College of Arts & Sciences requires that each *non-tenured* faculty member be observed four times a year by two different tenured faculty members. For *each calendar year*: one observer is selected by the chair from a pool of five tenured faculty members provided by the faculty member to be observed. The second observer is selected by the chair from the tenured faculty (including anyone from the pool of five). The chair, in confidence, reveals, to the faculty member to be observed the name of the second observer. The faculty member to be observed may object "with cause" to the chair's selection. However, the selection of the second observer is up to the chair. The chair should seek to ensure a fair distribution of the workload among senior faculty.

3. **How often?**

Four observations of each non-tenured faculty member 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.

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 VISITATION 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.