Role Statement

Christy M. Glass
Assistant Professor of Sociology
Department of Sociology, Social Work and Anthropology
College of Humanities, Arts and Social Sciences
Utah State University

Date of Initial Appointment: August, 2005

Utah State University is committed to creating an environment in which all faculty members can succeed. Probationary faculty members (specifically, assistant professors with tenure eligible appointments) must demonstrate to their Utah State peers that they can manage successfully the multiple responsibilities of a professor at a research-intensive university. Each probationary faculty member will be expected to demonstrate excellence in the major area of emphasis and effectiveness in the other two areas (Research, Scholarship, Creative Activities; Teaching; Service) according to their role assignment. The major emphasis for an untenured assistant professor can only be either the domain of research, scholarship, creative activity, or the domain of teaching.

Research and Scholarship—50% evaluative weight

The domain of research and scholarship represents the major emphasis of your role statement. You will be expected to perform with excellence in this area of your responsibility. You are expected to create a high-quality program of research and scholarship based on the national standards for your professional peer group.

As your Utah State colleagues review the maturation of your program of research and scholarship, they will be looking for the following elements that are commonly associated with successful programs of scholarly activity:

- We expect a steady and consistent record of written products emerging from your program of scholarship. Any periods of time without scholarly productivity will require an explanation.

- We expect you to articulate a clear, focused and coherent theme in your published scholarship. As your career unfolds, we expect that your scholarly achievements will be cumulative in nature (i.e., will build on and have an impact on your area of specialization) and will establish your professional reputation and expertise in a clearly identified scholarly specialization.

- Your program of scholarly activity should be judged by your peers to be significant contributions to the literature in your field. We expect your peers will judge the published products of your research to meet the national professional standards of your discipline. One indicator of these traits is the reputation and stature of the academic outlets in which you choose to publish your research. More specifically, we recognize the importance of:
invitations to present scholarly work in important venues, reviews of your scholarship in influential and well-respected publications, awards and prizes, and grants and fellowships.

- Where appropriate, we recognize external funding (e.g., grants, contracts, fellowships) as an important element to sustain a program of scholarly activity over an extended period of time and to indicate one’s success in the discipline.

- We expect that over time you will be the senior author on a significant portion of your published work and that your scholarship will demonstrate increasing independence from earlier mentors and collaborators.

- Where appropriate, USU recognizes that patents documenting scientific discoveries and inventions are valid indicators of productivity emerging from your program of research and scholarship.

**Teaching – 40% evaluative weight**

In the domain of teaching, you are expected to contribute effectively to the instructional mission of the university. Your specific teaching assignment will be determined each year by the department head and will reflect the needs of your academic unit combined with your areas of expertise.

USU takes very seriously its commitment to teaching. A record of effective instruction is one of the hallmarks of success for faculty at Utah State. As you establish your credentials as an instructor, advisor, and mentor, reviewers of your credentials will look for evidence that you have outlined a teaching philosophy, developed appropriate strategies, methods and materials, and produced desirable student outcomes. They will also look for evidence of ongoing reflection and assessment of your teaching performance in an effort to improve teaching and student learning. On an annual basis, it will be your responsibility to collect, assemble and present the most compelling evidence available to document your ability to provide consistently effective instruction, advising and mentoring over an extended period of time.

As your Utah State colleagues review your teaching and engagement with students, they will be looking for evidence of some of the following elements that are commonly associated with effective instruction:

- We expect you to be able to articulate a philosophy of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor and mentor.

- We expect faculty members to thoughtfully use student evaluations by engaging in reflective practice to identify areas of teaching that need improvement. Student evaluations may also be used to show how a faculty member’s teaching has evolved and improved over time. USU expects student evaluations of your classroom performance to demonstrate your ability to create an environment that invites student learning. University colleagues will look for patterns in your student evaluations. Significant fluctuations in student evaluations from semester-to-semester will require an explanation.
• Where appropriate, we expect you to demonstrate your ability to attract graduate students and to mentor them to the successful completion of their degree.

• We expect systematic and repeated peer evaluations of your classroom performance throughout your probationary period. USU also expects evidence of your reflective response to these peer evaluations and documentation of changes to your instruction that you have made as a result of such feedback. We expect you to provide evidence that improvement in your teaching is taking place when suggested by peer review of teaching.

• We expect you to participate in activities intended to improve your skills as an instructor and to demonstrate your continued commitment to effective instruction.

• We expect you to document your engagement with students outside normal classroom instruction. Such engagement may take many different forms including, involving undergraduate and graduate students in your scholarly activities; supervising independent study; advising student organizations; participating in the Honors Program; working with undergraduate teaching fellows, undergraduate research fellows, or rhetoric associates; or, consulting with students regarding their evolving careers.

• We expect you to provide a variety of types and sources of data about your teaching performance (e.g., student outcomes; portfolios of student work; and course projects). Ultimately, the evidence that you provide regarding your teaching and advising effectiveness will be enhanced, strengthened and be more persuasive if it addresses different aspects of your instruction (e.g., in-class presentations; written course materials; tests and examinations; contributions to the USU honors program; student outcomes data and out-of-class interactions with students).

Service – 10% evaluative weight

In this domain of faculty responsibility, you are expected to demonstrate effectiveness in service to the operations and governance of the University; to your academic profession; and/or to the outreach and extension mission of the University.

In judging your efforts in the service domain, your Utah State University colleagues will look for evidence of your contributions to a variety of significant and meaningful service activities. You are not expected to provide evidence of your service in all of these areas but, rather, some combination that reflects your commitment to the department, university, and profession. Possible service activities may include:

• Service as a member or leader of substantive departmental, college and university committees and organizations.

• Service to regional or national professional societies and organizations in your field of expertise as evidenced by committee membership and/or holding elected or appointed office.
• Service as a reviewer of manuscripts or member of an editorial board of a professional publication.

• Service as a reviewer of grant proposals for an agency or professional organization.

• Service as a consultant to local, regional, national or international organizations and agencies.

• Service on behalf of the outreach and land-grant mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.

• Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.

The undersigned have reviewed and accepted the conditions that are stated or implied in this role statement.

[Signatures]

Signature of Department Head	Date

Signature of Dean	Date

Signature of Candidate	Date
Annual Role Assignment for Dr. Christy M. Glass, 2010-2011 Academic Year

Dr. Christy Glass is Assistant Professor in the Department of Sociology, Social Work & Anthropology. This is a tenure-eligible, 9 month base position, located on the Logan campus.

I. Teaching and Advising (40%)

The normal teaching load will be the equivalent of four three-credit courses each year. The specific teaching assignment will be determined based on needs in the Sociology program as well as the faculty member's areas of expertise and interest. Specific courses that would be considered as possible components of the annual teaching assignment include the following undergraduate level courses: Introduction to Sociology (SOC 1010), Sociology of Gender (SOC 4370), Sociology of Work and Organizations (SOC 3210), and Senior Research Seminar in Sociology (SOC 4800). At the graduate level, the annual teaching assignment may include Issues in Contemporary Theory (SOC 7010) and Social Change and Development (SOC 6750).

Teaching responsibilities will also include service as faculty advisor to Sociology undergraduate majors and minors and all Honors Students. In addition, responsibilities include contribution to the graduate program in Sociology by advising graduate students, serving on comprehensive examination committees, and serving on supervisory committees of masters and doctoral students.

Courses to be taught during the 2010-2011 academic year will include:

Fall semester:           SOC 4800: Senior Research Capstone  
                      SOC 6750: Social Change and Development

Spring semester:       SOC 1010: Introduction to Sociology  
                      SOC 3320: Sociology of Work & Organizations

II. Research and Scholarship (50%)

Development and presentation of papers or posters for presentation at professional conferences, and submission of manuscripts for publication in a refereed professional journal, are expected. Publication of research findings in appropriate peer-reviewed venues is expected to occur consistently throughout the course of the probationary period.

During the 2010-2011 academic year, Dr. Glass's research activities will include the following: (1) scholarly work associated with her role as Co-Principal Investigator for NSF Grant proposal project titled, "Ethical For Whom? A Comparative Study of Gender and Temporary Labor Migration", (2) completing and submitting manuscripts for review based on her research on inequality, work and welfare in post-state socialist societies in Central and Eastern Europe; (3) completing and submitting manuscripts for review based on her research with Dr. Alisoan Cook on the promotion of women and minorities into senior leadership positions in American
corporations. She will continue to pursue publication of other scholarly research that is in progress and, when appropriate, pursue external grant funding for research.

III. Service (10%)
Dr. Glass will be expected to provide service to the department, college and university when requested and when feasible through participation in department meetings and in selected committee assignments. Service to the profession through activities such as reviewing journal articles or involvement in professional organizations is also encouraged.

During the 2010-2011 academic year, Dr. Glass's service activities will include the following: continued service as the faculty advisor to the Sociology Honors Program, a member of the Sociology Graduate Executive Committee, a member of the Women and Gender Studies Steering Committee, and a member of the search committee for the Director of the Center for Women and Gender. Dr. Glass will participate on additional departmental committees as necessary.

Signatures:

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Department head

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A Context for Role Statements

A role statement is a document that broadly describes the multiple responsibilities of a faculty member at Utah State University and outlines the performance expectations that the University has of faculty members. The role statement establishes general parameters and principles for the employment of faculty at Utah State University.

Role statements should not be confused with annual work plans. An annual work plan describes in detail the specific duties that a faculty member will perform (such as specific courses to be taught or precise research to be undertaken). An annual work plan also may outline the goals for a faculty member for a given academic year in each of their domains of responsibility. While annual work plans may be modified from year to year, role statements are relatively stable and change infrequently. Annual work plans, however, should strive to be consistent with, and reflective of, the general parameters and principles outlined in the role statement.

The Faculty Code of Utah State University (USU) requires that a role statement “be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the director (where applicable) or dean” (Section 405.6.1; italics added for emphasis). Initial role statements can be changed or modified using the procedures described in the Faculty Code (see Section 405.6.1).

The Faculty Code indicates that a role statement “shall include percentages for each area of professional service” (Section 405.6.1). The areas of professional service refer to the traditional domains of faculty responsibility at land-grant universities like Utah State University; i.e., (1) teaching – including classroom instruction and the advising and mentoring of both undergraduate and graduate students; (2) research, scholarship and creative activities; and (3) service – including academic unit operations, campus governance, service to professional organizations, participation in Cooperative Extension programs and professional involvement with community-based agencies and organizations. The percentages allocated to each area of professional service should be adhered to judiciously by the faculty member and it is the responsibility of the faculty member to ensure that his or her efforts mirror these allocations.

While Utah State University is committed to creating an environment in which all faculty members can succeed, probationary faculty members (specifically, assistant professors with tenure eligible appointments) must demonstrate to their Utah State peers that they can manage successfully the multiple responsibilities of a professor at a research-intensive university. Indeed, the Faculty Code states that a primary function of the role statement is to provide a means by which “the faculty member can gauge his or her expenditure of time and energy relative to the various roles the faculty member is asked to perform in the University” (Section 405.6.1).

Finally, the USU Faculty Code indicates that promotion to the rank of associate professor with tenure is awarded “on the basis by which a faculty member performs his or her role assignment” (Section 405.2.2). Specifically, the Code states that “Each candidate must present evidence of effectiveness in all of the professional services which he or she performs, and must present evidence of excellence in the major emphasis of his or her role statement” (Section 405.2.2;
Italicics added for emphasis). Thus, all role statements must state explicitly which domain of responsibility is the major emphasis for the faculty member and, thus, in which area the faculty member will be expected to perform with excellence.

As indicated previously, tenure-eligible faculty members are expected to contribute to the service mission of the University. The Faculty Code, however, states that: “Although such activities are vital to the mission of the University, they are not expected to constitute a major emphasis in the role statement for tenure-eligible faculty” (Section 405.2.2.4; italics added for emphasis). Thus, the major emphasis for an untenured assistant professor can only be either the domain of research and scholarship or the domain of teaching.

Utah State University is proud that you have decided to join its faculty. As your career evolves and matures, the entire university community looks forward to your becoming an important contributor to the intellectual environment at USU. As a land-grant university, USU is committed to continuing a rich tradition of excellence in teaching, research and service and everyone anticipates that you will contribute significantly to our efforts in each of these areas.

During your probationary period at Utah State, you will be expected to perform to expectations in all domains of your faculty responsibilities. You will be expected to perform with excellence in your major area of emphasis and with effectiveness in the other domains of faculty responsibility. Failure to reach expectations in any domain is cause for dismissal. Indeed, as your probationary period continues, USU expectations will increase. That is, as you progress in your career and become more proficient at balancing your multiple responsibilities, your productivity should increase and our expectations of you will change concomitantly.

You will receive annual performance evaluations from several difference sources (e.g., your Tenure Advisory Committee and your department head) that will provide you with feedback on the progress that you are making. In addition, in the third year of your appointment, the University will undertake a more extensive review of your performance. During your probationary period, if you are not making adequate progress toward promotion and tenure, your contract may be terminated. Finally, at an appropriate time (but no later than the sixth year), the University will make a final decision regarding your promotion and tenure at Utah State University. The details of this final review are specified in the Faculty Code (see Section 405.7).

In the event that you achieve tenure and promotion to Associate Professor, we expect you to demonstrate the high level of productivity and performance necessary to attain promotion to Professor in a timely fashion. After you are granted tenure and promoted to associate professor, a new role statement will be prepared that will guide your continued professional development towards promotion to the rank of Professor. Once you attain that distinction, we further expect you to continue to be a highly productive and effective member of the University community and your professional community throughout the remainder of your professional career.
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Service (10% Evaluative Weight)

Teaching and Advising (40% Evaluative Weight)

Research & Scholarship (50% Evaluative Weight)

Summary Indicators

Anthropology: 2008-2009 Board Top Prof of the Year, 2007-2008 Faculty Advisor of the Year.
CHRISTY M. GLASS, PH.D.
Assistant Professor of Sociology, Utah State University
Tenure and Promotion Self-Assessment, Fall 2010

I joined the faculty of the Department of Sociology, Social Work and Anthropology at Utah State University in the fall of 2005 after completing my Ph.D. in Sociology at Yale University. In accordance with my role statement, evaluative weight assigned to research, my major emphasis area, is 50%, teaching is assigned 40%, and service is assigned 10%. This document details my accomplishments in these areas and provides context for the materials contained within the tenure packet.

RESEARCH

Since arriving at USU, I have developed a strong research trajectory, built lasting collaborative relationships, and contributed breadth and depth to my research areas. Broadly, my research seeks to uncover the market and state-level mechanisms behind the emergence and reproduction of social inequalities. Specifically, my scholarship addresses two primary fields: (1) work and labor markets with a focus on recruitment, hiring, and promotion practices and outcomes, and (2) welfare state institutions and social policies, focusing on policy arrangements and policy-related attitudes and outcomes.

To date, I have made important contributions in my field through peer-reviewed publications, internal and external funding, and presentations at national conferences and universities (Table 1). My cumulative research productivity has followed a steadily increasing trajectory (see Figure 1).

<table>
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<th>TABLE 1: Research &amp; Scholarship</th>
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<td>Peer-Reviewed Pubs.</td>
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The impact of my published work as measured by cumulative citations has also increased significantly over time (see Figure 2). Furthermore, I have increasingly targeted my work to high impact journals. I recently published an article and have another under review in Social Forces, I have published two manuscripts in Ethnic and Racial Studies, I have one article published and another forthcoming in Human Resource Management and a forthcoming article in Gender & Society (see Table 2). I serve as second author on three published manuscripts; for the remaining eighteen peer-reviewed publications, I serve as sole author, lead author or equal author.
FIGURE 1: Cumulative Peer-Reviewed Publications by Year

Cumulative Publications

FIGURE 2: Cumulative Citations by Year

Cumulative Citations

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<th>Journal</th>
<th>Impact Factor</th>
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<tr>
<td>Social Forces</td>
<td>2.492</td>
<td>10/119 Sociology</td>
<td>12%</td>
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<td>Gender &amp; Society</td>
<td>2.405</td>
<td>26/113 Sociology</td>
<td>5%</td>
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<td>2/31 Women's Studies</td>
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<td>Ethnic &amp; Racial Studies</td>
<td>1.900</td>
<td>24/119 Sociology</td>
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<td>2/10 Ethnic Studies</td>
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<td>Human Resource</td>
<td>1.795</td>
<td>75/125 Management</td>
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* 5 year impact factor data from Thomson Reuters 2009 Journal Citation Reports.
** Journal ranking data from Eigenfactor.org.

1 Does not include ten articles published or accepted for publication in 2009-2010 that have not been available for citation for a sufficient amount of time.
In addition to peer-reviewed publications, I have successfully competed for over $58,000 in external research funding and over $58,000 in internal research funding. My cumulative efforts at securing research funding have increased over time (see Figure 3). My efforts to secure external funding accelerated this year when I became co-PI on a multi-year research project titled, “Global Migrants, Guest Workers and Good Mothers: A Comparative Study of Gender and (Con)Temporary Labor Migration to Spain.” A grant proposal for $394,754 is currently under review at the National Science Foundation.

FIGURE 3: Cumulative Grant Dollars by Year

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2005 2006 2007 2008 2009 2010

Work and Labor Markets

My research in this field is motivated by a broad theoretical question: How do recruitment, hiring and promotion practices contribute to social inequalities? My comparative research in this area examines the impact of structural, institutional and cognitive mechanisms on inequality in paid work. This work relies on individual, organizational and extra-organizational level data.

Individual Level Analyses

At the individual level, I have analyzed gender differences in career attainment over time in two contexts: Central and Eastern Europe and the U.S. Based on analysis of nationally representative survey data in Bulgaria, Hungary, Poland and Russia, I found that while women benefited during the earliest stages of transition, by the mid-1990s women were significantly more likely to face job and wage losses compared to men. My findings from this research are detailed in three peer-reviewed articles (2, 4 & 9)\(^2\), the latter of which has been re-published in Bulgarian, Hungarian, Polish and Romanian, increasing the accessibility of my work to scholars in those countries. In 2005 I was invited to present this research at Yale Law School’s Work and Citizenship lecture series.

A second project that examines gender inequality in paid work at the individual level is based on longitudinal analysis of the impacts of obesity on men and women’s careers in the

\(^2\) Numbers in parenthesis correspond to ordering of published manuscripts on the Curriculum Vitae.
U.S. A recent paper published in *Social Forces* (15) challenges existing scholarship by showing that women's careers are negatively impacted by obesity *indirectly* through reduced educational attainment rather than *directly* through employer discrimination or marriage market processes.

**Organization Level Analyses**

At the organization-level, I have again analyzed gender differences in career attainment in Central and Eastern Europe and the U.S. Between 2004 and 2008, I conducted extensive fieldwork throughout Hungary's finance sector, which revealed the emergence and reproduction of significant motherhood penalties among professional workers since 2004. This work extends the literature on motherhood penalties by identifying the social, political and economic conditions in which discrimination occurs. I have been invited to present findings from this research at Yale University's Initiative on Labor and Culture, the University of Utah's Sociology Lecture Series, and Utah State University's Applied Economics Seminar Series. I also presented this research at the 2010 Annual Meetings of the American Sociological Association's Regular Session on Gender and Work. A manuscript based on this research will be published in February 2011 in *Gender & Society* (19).

In the U.S. context, I served as co-PI on an NSF/USU ADVANCE-funded project on recruitment and hiring of women faculty in science. I collected data on all faculty applicants in STEM fields over a seven year period. This unique data set allowed analysis of the organizational-level processes that affect the recruitment and hiring of women scientists. Preliminary findings were presented at the 2009 Annual Meetings of the American Sociological Association and were subsequently featured in an article in *Inside Higher Ed*, on the blog sites for the National Council on Research on Women and Affirmative Action, and on several "best practices" websites around the country, including the University of Wisconsin's Women in Science and Engineering Leadership Institute and the American Association of University Women. Findings from this project are detailed in a forthcoming article in *Diversity in Higher Education* (17) and will provide concrete solutions to organizations seeking to increase recruitment and hiring of women candidates.

**Extra-Organizational Analyses**

Finally, a third area of research focuses on shareholder reactions to diversity efforts of firms, including the naming of women and ethnic/racial minorities to top management positions. Findings reveal substantial bias toward diversity initiatives among shareholders. This work advances the literature on inequality in paid work, particularly scholarship on the "glass ceiling", by identifying a mechanism outside of the firm that may impact firm-level outcomes. This research has resulted in several publications in sociology and management journals, including two in *Ethnic and Racial Studies* (12, 16), two in *Human Resource Management* (13, 21), and one in the *Journal of Workplace Rights* (14), which was a best paper nominee at the 2009 Meetings of the Western Academy of Management. Excerpts from this work have recently been featured in the "Discoveries Section" of the American Sociological Association's journal *Context*, which features cutting-edge research of broad interest to sociologists. An additional manuscript from this work is currently under review at *Social Forces*.

**Welfare State Institutions & Social Policies**

My work in this field considers the relationship between welfare institutions and social policy arrangements and social inequalities. Specifically my work has analyzed (1) the effects of
welfare state restructuring in Central and Eastern Europe on gender relations; (2) the effects of policy changes in Central and Eastern Europe on political attitudes by class and gender; and (3) the effects of marriage law and marriage-related policies on economic outcomes.

**Welfare States and Gender Relations**

The first body of scholarship analyzes the impact of welfare state restructuring in Central and Eastern Europe on gender relations. An article in Social Politics (7) identifies key national-level political differences that led to wide variations social policy outcomes in the region. We then identify how these state-level variations impact gender relations in paid work and the family. This paper makes an important contribution to literature by showing how policy arrangements in this region diverge in important ways from more advanced welfare regimes in Western Europe. This paper was recently cited in a broad review of this literature by one of the leading scholars in this field, Dr. Ann Orloff.

**Welfare States and Political Attitudes**

A related project considers how changes in welfare policy arrangements in Central and Eastern Europe affect political attitudes toward redistribution and the role of the state. In a recently published book chapter (5), we find that, contrary to predictions about the declining significance of class, social class plays a critical role in shaping political attitudes in the region. A paper published in the *International Journal of Sociology* (8) extends this work by challenging dominant theories of political formation by identifying class as well as gender as key factors shaping emergent political cleavages. A related article expands this framework to compare political attitudes in Central, Eastern and Western Europe. This manuscript is currently under review at the *International Journal of Comparative Sociology*.

**Marriage Law & Economic Outcomes**

The third strand of research in this area analyzes the economic consequences of U.S. marriage law and compares the U.S. to other Western democracies that have extended marriage rights to same sex couples. This work appears in a series of law journal articles published by top-ranked law schools, including the University of Michigan (ranked 9th in the nation), the University of California-Berkeley (ranked 7th in the nation), and the University of Texas-Austin (ranked 15th in the nation). The first paper in this series (6) examines the full range of economic benefits available to married couples. A second paper (10) compares the evolution of same-sex marriage law in Canada to the U.S. A forthcoming article (18) compares the evolution of marriage law in five European countries that have extended full marriage rights to same sex couples. A fourth paper, recently accepted at the *Journal of Gender, Social Policy & Law* (20) outlines a legal challenge to the Defense of Marriage Act that draws upon our economic framework and historical comparisons of other nations.

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Research Trajectory

I recently completed research on three funded projects. However, my research productivity will continue to increase in the coming years when I will focus my efforts on two new research projects that extend my research on recruitment, hiring and promotion practices and state policy arrangements.

The first project, titled "The Role of Employer Recruitment and Hiring Practices in Motivating Migration from the Rust Belt to the Mountain West," was funded for five years by the Utah Agricultural Experiment Station beginning in June 2010. This project will examine the role of employer recruitment and hiring practices in motivating migration patterns. Of particular interest will be how Western employers construct employment practices in ways that shape the racial and gender characteristics of workers. The project will collect survey as well as in-depth interview data from employers across a number of sectors. These data will be complemented by interviews with workers who have migrated to the West. Given the multi-method design of this project, as well as its relevance to the literature on gender, race and work, I expect this project to yield substantial returns in terms of top-tier publications as well as increased competitiveness for external funding.

The second project is titled "Global Migrants, Guest Workers and Good Mothers: A Comparative Study of Gender and (Con)Temporary Labor Migration to Spain." A multi-year research proposal for $394,754 is currently under review at the National Science Foundation. This project will study a widely touted European guest worker program in order to identify how contemporary labor migration is constructed and accomplished in gendered ways. Under the terms of the program, European agricultural producers recruit women with young children from Romania and Morocco. Because children are prohibited from migrating, mothers are compelled to return to their home country when their contracts expire. At the macro level, the project will analyze how state institutions facilitate labor migration in gendered ways. At the meso level, we will examine recruitment and hiring practices to identify how employers rely on gender constructs to draw workers into migration circuits. Finally, at the micro-level, we will interview workers to uncover the ways they accommodate, negotiate and/or contest gender constructs. Due to its theoretical significance and policy relevance, this project will yield substantial returns in terms of publications and policy advocacy opportunities.

TEACHING

My primary goals as a teacher are to challenge my students' assumptions, enrich their view of the social world, and provide the support necessary for their success. My teaching accomplishments have been recognized at the department, college, university and professional level. In 2008 I was named USU's Social Science Teacher of the Year as well as the Teacher of the Year in the Department of Sociology, Social Work and Anthropology. The same year I was recognized as one of USU Mortar Board's "Top Profs" of the Year. In 2007, I was one of three finalists for my college's Faculty Advisor of the Year. During Summer 2009 I was selected to serve as co-Director of an intensive summer course titled "Work and Inequality in a Global Economy" for faculty, researchers and graduate students held at Central European University (CEU) in Budapest, Hungary. I have been invited back by the CEU to teach an intensive workshop on gender and welfare regimes in Summer 2011.

My teaching load since arriving at USU has been 2-2, and I have taught a total of twenty-one courses (Table 2). In addition to eight new course preparations, including four graduate seminars, I have served on eleven undergraduate and twenty-one graduate student thesis committees.
TABLE 2: Teaching and Advising

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>New Undergraduate Courses</th>
<th>Undergraduate Theses Advised</th>
<th>New Graduate Courses</th>
<th>Graduate Theses Advised</th>
<th>Average Teaching Effectiveness*</th>
<th>Average Course Quality*</th>
<th>Teaching Load (Total # of Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>21</td>
<td>5.6 (5.1)</td>
<td>5.5 (5.1)</td>
<td>2-2 (1,247)</td>
</tr>
</tbody>
</table>

*Department averages in parentheses.

In all of my courses, students consistently rate instructor effectiveness and overall course quality substantially higher than departmental means (see Figures 3 and 4). Students recognize that though my courses are tough, I am available to help them succeed. Typical student comments include the following:

- The course was challenging but [Prof. Glass] gave everyone a fair chance to succeed.
- Dr. Glass is very willing to assist students in any way to ensure success.
- Instructor has great concern for her students. Not only their opinions, ideas and comments but also their success in the course.

Several students have stated that my courses have provided one of the best learning experiences at USU. Student comments include:

- This was among my best courses in my entire educational experience thus far.
- This has been my best semester ever. I have never been so excited to learn.
- This has been such an amazing class! Thank you for teaching with such passion and enthusiasm.
Teaching Philosophy

I take seriously Ken Bain’s imperative that great teachers inspire “expectation failure” among their students. Expectation failure occurs when students are confronted with information that cannot be explained by their existing paradigm. When students experience expectation failure, they begin to move beyond their taken-for-granted assumptions and search for new explanations. When they seek evidence with which to build these new explanations, they experience lasting intellectual growth. In short, they learn.

Expectation failure is particularly critical in sociology courses because students often enter sociology classrooms with strong assumptions about the social world. They often believe social phenomena like gender, the family, or income inequality are merely a reflection of what is natural and therefore inevitable. My job is to confront students with evidence that challenges these assumptions and then help them build new, empirically-based explanations for social outcomes.

4 The two low points in the figure indicate semesters where I taught large introductory courses with an average enrollment of 250. These courses typically receive evaluations below departmental means. Since 2005 the average for overall course quality for introductory courses has been 4.8 while the average for all departmental courses has been 5.1; the average for instructor effectiveness for introductory courses has been 4.9 while the average for all departmental courses has been 5.1.
Teaching Practice

I rely on a variety of strategies to inspire expectation failure. One of most effective tools for challenging taken-for-granted assumptions about the "nature" of social life is to demonstrate through examples, assignments and exercises how social relations differ widely across time and space. Thus, as with my research, most of my courses are organized historically and comparatively. Evidence of profound historical and comparative variation inspires two types of expectation failure. First, students learn that the way things are is not how they have always been. Second, students learn that there are many alternative ways social life could be (and often is) organized.

I begin each semester of my gender course by asking students to answer a deceptively simple question such as, "What is a family?" Students quickly provide definitions, often referring to nature or biology to do so. Over the course of the semester, students read historical accounts of family structures in pre-modern periods and accounts of how the modern concept of the "nuclear family" emerged in response to specific economic and social conditions that emerged during the Industrial Revolution and the post-war period. Students also read cross-cultural analyses that underline the variation in family structures across cultural, national, class and racial/ethnic boundaries. When confronted with historical and comparative evidence that complicates their taken-for-granted ideas about the "nature" of family, students then modify their definitions and adopt new perspectives on how the institution of the family is constructed in different ways over time and across space. This experience is not always pleasant. One student wrote the following on his/her course evaluation, "At first I didn't like how the instructor made me change my way of thinking." However, over the semester students learn to appreciate this building-block approach to learning. Typical student evaluations include comments like the following:

This course was very interesting because it presented a new perspective about gender.

I was exposed to so much new material in this field!

You expanded my knowledge of the world around me, for which I am extremely grateful.

Teaching Development

By reinforcing certain practices and suggesting areas for improvement, student feedback and structured faculty peer reviews have provided an invaluable resource for improving my teaching style and strengthening the substantive focus of my courses. In terms of teaching style, peer reviewers suggested I become more attentive to my movement and positioning and more effective with visual aids in the classroom. While I continue to be physically active, energetic and demonstrative in the classroom, my movements are more focused on engaging the students and on coordinating my movements to the pace of the lecture. Students frequently comment on this aspect of my lectures. A student in a recent undergraduate course wrote that "lecture was always informative and engaging". I have also begun to use a greater variety of visual aids in my lectures, including the white board, video, instructor cam, and power point slides.

In terms of substantive improvements, some peer reviewers noted that my lectures tended to be overly ambitious. This feedback motivated me to revise several of my lectures to include less and better organized material in order to allow more depth of coverage and to invite more students to raise questions and discuss material. Students appreciate the level of
organization in my courses as well as the opportunity to discuss and debate issues in class. Typical comments include:

Awesome class! Super organized and a lot of thought behind the organization and selection of readings.

Prof. Glass was always extremely organized, synthetic and methodical. This was especially important for looking at the broad perspectives.

I thought you did an excellent job with how you presented information in class. I liked how it was more of a discussion and how you got the class involved and really thinking.

Overall these changes have improved the quality of my courses and deepened student engagement by exposing students to a greater variety of and better organized material.

Advising and Mentoring

A great deal of my teaching efforts is devoted to working with undergraduate and graduate students outside of the classroom in the form of mentoring and advising. Since 2005, I have advised twenty-one graduate and eleven undergraduate thesis projects. I currently serve on seven graduate thesis committees at the Ph.D. level, two of which I chair, and four at the Master's level, three of which I chair. I also currently serve as the primary advisor for two Honors thesis projects.

My success as a mentor is best illustrated by the successes of my students. Three of my undergraduate students presented their research at national sociological conferences, and four additional students have had their senior thesis projects accepted for presentation at the 2011 Annual Meetings of the Pacific Sociological Association. Three of my Master’s students have gone on to PhD programs, and two of my current Master’s students were recently admitted to USU’s PhD program in sociology. Finally, a paper co-written with one of my current Master’s students is forthcoming at a law journal published by Berkeley Law School (18).

SERVICE

Since arriving at USU, I have actively participated in departmental, college, university and professional committees, campus-wide organizations, and professional reviews. My service commitments have focused on promoting student research and training, increasing the diversity and international offerings of the university, and supporting research excellence within the profession. A summary of some of my service activities is provided in Table 3.

TABLE 3: Service Activities

<table>
<thead>
<tr>
<th>Departmental Committees*</th>
<th>College-Level Committees</th>
<th>University Committees &amp; Organizations</th>
<th>Professional Committees &amp; Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4</td>
<td>10</td>
<td>17</td>
</tr>
</tbody>
</table>

*Does not include graduate student and comprehensive exam committees.
Professional Service

Through service to the profession, I aim to support research excellence within my discipline. I am an active member of a number of professional organizations and serve as a reviewer for several top-ranked peer-reviewed scholarly journals, including American Sociological Review, American Journal of Sociology, Social Forces, Gender & Society, Social Politics, Sociological Theory, Work and Occupations and Human Resource Management. As of 2010, I serve on the Membership Committee of the Pacific Sociological Association. This appointment will allow me to build membership in the association and to promote graduate student research and participation at the annual meetings. I have also been invited to serve as an outside reviewer for The National Endowment for the Humanities, the Israeli Science Foundation, SAGE Publications, Pine Forge Press, and Rowan & Littlefield. Finally, in recognition of my work in Central and Eastern Europe and Russia, I have been invited to serve as an outside reader for a Ph.D. student at the Central European University in Budapest, Hungary and as a discussant for the Annual Conference on Middle East and Central Asia Politics, Economies and Societies.

University and College Service

My service commitments to the university and college aim to promote undergraduate and graduate student research and to increase the diversity and international offerings of the institution. At the university level, I have served on the Women and Gender Studies Program’s (WGS) Steering Committee (2006-2010), the HASS Internationalization Steering Committee (2009-2010), the search committee for the Director of USU’s Center for Women and Gender (2010), and the College of HASS Annual Awards Selection Committee (2009). I currently serve on the Curriculum Committee for the Center for Women and Gender as well as the URCQ Grant Review Committee, which is responsible for funding outstanding undergraduate research projects. I have also taken a leadership role in campus-wide student-based organizations. I serve as departmental advisor for USU’s Honors Program. In this role, I have participated in several mock receptions and interviews for Honors scholarship candidates. I have also served as a faculty judge for USU’s annual Graduate Student Symposium (2008, 2010) and twice given the keynote address at the Women and Gender Studies Program annual events (2006, 2010). I am the faculty advisor for two student-run organizations, Activism without Apology, Respecting Equality (AWARE) and USU’s Students against Sweatshops (USU-SAS). I have also served as a Representative for Allies on Campus at the international students conference. Finally, I have represented USU at three national graduate student recruitment conferences (California Forum for Diversity in Graduate Education, 2005; University of Michigan Graduate Recruitment Fair, 2008, 2009).

Departmental Service

Since arriving at USU, I have played an integral part in strengthening my department’s undergraduate and graduate research and training offerings through service on several departmental committees. At the undergraduate level, I have served as the Honors Advisor since 2006. In this capacity I have advised all of our undergraduate honors students and mentored and advised four honors student thesis projects, three of which were presented at the annual meetings of the Pacific Sociological Association.

At the graduate level, I currently serve on the Graduate Executive Committee, which is responsible for instituting changes in the graduate program curriculum and graduate handbook and facilitating graduate recruitment and admissions. I also serve on the Graduate Committees
on Social Problems and Inequality, Social Change and Development, and Social Theory. I have also served on two faculty search committees, one for the anthropology program in 2008 and one for the sociology program in 2010.

SUMMARY

Since arriving at USU in 2005, I have demonstrated excellence in research, developed a strong research trajectory, built lasting collaborative relationships, and contributed breadth and depth in each of my research areas. My effectiveness and commitment to teaching has been recognized at the department, college, university, and professional level. I challenge my students' assumptions, enrich their view of the social world, and provide the support necessary for their success. My service commitments have focused on promoting student research, increasing the diversity and international offerings of the university, and supporting research excellence within the profession. My accomplishments in research, teaching and service thus far have been supported by outstanding colleagues and the enriching intellectual community I have found at USU. I look forward to building upon my current successes in the coming years.
CHRISTY M. GLASS
Department of Sociology, Social Work & Anthropology
Utah State University
0730 Old Main Hill
Logan, UT 84322-0730
435-797-1258/christy.glass@usu.edu

ACADEMIC EMPLOYMENT

2005- Assistant Professor of Sociology, Utah State University
2009 Co-Director, Central European University Summer University, “Work and Inequality in a Global Economy”

EDUCATION

Ph.D. Sociology. Yale University, 2005
M.Ph. Sociology (with Honors). Yale University, 2003
M.A. Sociology (with Honors). Yale University, 2002
B.A. Russian and East European Studies (with High Distinction). The University of Michigan, 1995

RESEARCH AND TEACHING AREAS

Work and labor markets, focusing on recruitment, hiring and promotion practices and outcomes; Welfare state institutions and social policies, focusing on policy arrangements and policy-related attitudes and outcomes.

HONORS, GRANTS, FELLOWSHIPS

Awards and Honors
2008 USU Social Science Teacher of the Year
2008 USU Mortar Board Top Professor of the Year
2008 USU Sociology Teacher of the Year
2007 Faculty Advisor of the Year Finalist

Grants and Fellowships
2010 “The Role of Employer Recruitment and Hiring in Motivating Migration from the Rust Belt to the Mountain West.” (PI) USU Agricultural Experiment Station Project #.UTA01028. Annual budget approximately $22,000
2010 College of Humanities, Arts and Social Sciences Travel Award. $1,000
2009  "Ethical for Whom? A Comparative Study of Spain’s Guest Worker Program." (co-PI) Faculty Research and Creative Activities Grant awarded through the College of Humanities, Arts & Social Sciences at Utah State University. $5,446

2009  "Professional Status, Employment Conditions and Union Attitudes in the Intermountain West." International Brotherhood of Electrical Workers (IBEW). $37,978.92

2009  "Work and Inequality in the Global Economy." Central European University SUN Grant. $20,590.90

2007- Women and Gender Research Institute Travel Grant. Received annually 2006-2009. $500/year

2006  "Recruitment and Hiring of Women Faculty in Science, Technology, Engineering and Math (STEM)." USU/NSF ADVANCE Grant. $16,000

2006  "Gender Inequality Within Work Organizations: Firm-Level Analysis of Hiring, Promotion and Wage Setting Decisions in Hungarian Firms." USU New Faculty Research Grant. $13,494

2004  "The Economics of Marriage: Challenging the Federal Protection of Marriage Amendment using Socioeconomic Data." Gill Foundation Research Support Grant. $15,000

2004  The John F. Enders Fellowship. Awarded through the Graduate School at Yale University.

2004  G.W. Leitner Fellowship. Awarded through the Yale Center for Area Studies.

2004  Camp Fund Research Grant. Awarded through Yale University’s Department of Sociology.


Pending Requests for Funding


PEER-REVIEWED PUBLICATIONS
*denotes first or sole authorship or equal contribution


Invited Book Reviews


Manuscripts Under Review


*Cook, Alison and Christy Glass. "Testing the Glass Cliff Theory of Racial Discrimination among NCAA Head Coaches." *Social Forces*
Manuscripts in Progress


*Glass, Christy. “Gender and the Reorganization of Work Time during the Market Transition.” In preparation for submission to *European Review of Sociology*.

*Glass, Christy. “Labor Market Trends during the Transition to Capitalism in Central Europe: A Synthesis of Recent Findings.” In preparation for submission to *Social Forces*.

*Glass, Christy. “Revalued Resources or Gender-Based Penalties? Changes in the Gender-Based Wage Gap during Market Transition.” In preparation for submission to *Work, Employment & Society*.

Other Publications


INVITED TALKS & PRESENTATIONS


“Writing Women Back Into History: For What Purpose?” Invited Keynote Address, Utah State University’s Women’s History Month Celebration, March 2010.
"State Maternalism Goes to Market: Employer Practicas in the Hungarian Finance Sector." Invited Presentation, University of Utah Sociology Department Lecture Series, November 2009.


"Why Women's Studies Students at USU Should Care about Striking Workers in Miami." Invited Keynote Address, Women & Gender Studies Graduation Banquet, December 2006.


"Gender Inequality and the Emergence of Capitalism in Eastern Europe: A Review of Recent Findings." 2004. Invited presentation. The Center for Comparative Research, Yale University. New Haven, CT.

PRESENTATIONS AT PROFESSIONAL MEETINGS


TEACHING & ADVISING

Undergraduate Courses Taught

Introduction to Sociology
Sociology of Gender
Sociology of Work and Organizations
Undergraduate Research Seminar

Graduate Courses Taught

Issues in Contemporary Theory
Social Change and Development
Work & Inequality in a Global Economy
Theory and Research in Social Change

Student Advising & Mentoring

Ph.D. Committees (7 current)
Anita Armstrong, Sociology (Chair)
Matt Cottrell, Sociology (Chair)
Elizabeth Reiter, Sociology
Stephanie Malin, Sociology
Rebecca Smith, Sociology
M Christine Brower, Sociology
Jennifer Pope, Sociology

Joyce Mumah, Sociology
Lori Porecca, Sociology
Angie Dahl, Psychology
Katie Peterson, Psychology
Yan Guo, Sociology
Hyojun Park, Sociology

Master's Committeees (3 current)
Karin Abel, Sociology (Chair)
Kevin Hanks, Sociology (Chair)
Steven VanGeem, Sociology (Chair)
Theresa Fedor, Sociology

Elizabeth Kiester, Sociology (Chair)
Matt Cottrell (Chair)
Kelly Lawrence, Sociology
Logan Reid, Sociology

Senior Theses Supervised (3 current)
Rachel Jaggi (2010)
Jyllisa Doney (with A. Austin) (2010)
Ryan Gabriel (with P. Petzelka) (2010)
Janae Sirrine (with S. Browne) (2009-10)
J. DuMouchel (with P. Petzelka) (2009)
R.J. Leamaster (2008)

Corbrett Hodson (2008)
Ryan Bair (2008)
Traci Strong (2008)
Kevin Hanks (with P. Petzelka) (2007)
Brandi Harline (2007)
PROFESSIONAL MEMBERSHIPS AND SERVICE

Professional Memberships
2003- American Sociological Association
2003- ASA Section on Organizations, Occupations, and Work
2003- ASA Section on Labor and Labor Movements
2003- ASA Section on Gender and Sexuality
2005- Pacific Sociological Association
2003- Sociologists for Women in Society
2002- Council for European Studies

Professional Service
2011- Membership Committee, Pacific Sociological Association
2009- Co-Director of Intensive Summer Training Program titled “Work and Inequality in the Global Economy” at Central European University, Budapest, Hungary.
2009-External Reviewer for the National Endowment for the Humanities
2008-External Reviewer for Israeli Science Foundation, Israel Academy of Sciences and Humanities
2007-External Dissertation Reviewer for Erika Kissier, Sociology Ph.D. Candidate, Central European University.
2006-Moderator (Invited), “Communications and Media in the Middle East.” Annual Conference on Middle East & Central Asia Politics, Economies and Society. University of Utah, Salt Lake City, UT.
2006-External Reviewer, Honors Research Projects, Department of History and Sociology, Southern Utah University.
2004-5-Research Fellow, Larry Kramer Initiative for Lesbian and Gay Studies, Yale University.
2003-5  Research and Teaching Fellow, Vicki Schultz, Ford Foundation Professor of Law & Social Science, Yale University.

2000-5  Research Fellow, Iván Szelényi, William Graham Sumner Professor of Sociology and Political Science, Yale University.

2000-2  Assistant Director, International Society for Comparative Research.

University and College Service
2010-  Center for Women & Gender Curriculum Committee
2010   URCO Grant Review Committee
2010   Search Committee, Director of USU Center for Women and Gender
2010   Invited Keynote for Women’s History Month Celebration, March 2010.
2010   Faculty Judge, Graduate Student Research Symposium.
2009-10 HASS Internationalization Steering Committee
2010-  Faculty Advisor for A.W.A.R.E. Student Organization
2009   USU Honors Program Judge, Scholarship Reception & Mock Interviews
2009   HASS Annual Awards Selection Committee
2009   Graduate Student Recruitment, University of Michigan Graduate Recruitment Fair, Ann Arbor, Michigan, October.
2008   USU Fulbright Campus Committee Member
2008   Faculty Judge, Graduate Student Research Symposium, April 2008.
2008-  Graduate Student Recruitment, University of Michigan Graduate Recruitment Fair, Ann Arbor, Michigan, October 2008.
2007   Allies on Campus Representative, International Student Orientation.
2006   Keynote Address, Women & Gender Studies Graduation Banquet, December 2006.
2006-  Women & Gender Studies Program Steering Committee
2006   Panelist for session on “First Year Faculty Experiences” for USU faculty, August 2006.
2005-  Faculty Advisor for USU Students Against Sweatshops (USUSAS)

2005- Faculty Member, Allies on Campus

*Departmental Service*

2009/10  Sociology Program Faculty Search Committee

2009-  Chair, Committee on Social Problems & Inequality

2009-  Graduate Executive Committee

2008  Anthropology Program Faculty Search Committee.

2008  Mentor, Undergraduate Teaching Fellow in Sociology

2006-  Department Honors Advisor for Sociology

2006  Faculty Judge, "Peopling of the New World" Student Debate for Anthropology 4380.

2005-  Member, Department Committee on Social Problems and Inequality

Member, Department Committee on Social Change & Development

Member, Departmental Committee on Social Theory
TEACHING PHILOSOPHY, PRACTICE & DEVELOPMENT

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### Utah State University (Fall 2005-Present)

#### Summary of Teaching Evaluations

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th># Students</th>
<th>Overall Quality</th>
<th>Instructor Excellence</th>
<th>Evaluation Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>SOC 110 Introduction to Sociology</td>
<td>269</td>
<td>4.6 (4.9)</td>
<td>4.8 (5.0)</td>
<td>4.8 (5.0)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>SOC 710 Issues in Social Theory</td>
<td>35</td>
<td>5.7 (5.0)</td>
<td>5.6 (5.0)</td>
<td>5.6 (5.0)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>SOC 3220 Sociology of Work &amp; Organizations</td>
<td>14</td>
<td>6.9 (6.0)</td>
<td>6.8 (6.0)</td>
<td>6.8 (6.0)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>SOC 4800 Senior Research Seminar</td>
<td>66</td>
<td>6.0 (6.0)</td>
<td>6.0 (6.0)</td>
<td>6.0 (6.0)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>SOC 6750 Social Change and Development</td>
<td>56</td>
<td>5.3 (6.0)</td>
<td>5.2 (5.0)</td>
<td>5.2 (5.0)</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>SOC 710 Introduction to Sociology</td>
<td>49</td>
<td>6.0 (6.0)</td>
<td>6.0 (6.0)</td>
<td>6.0 (6.0)</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>SOC 710 Introduction to Sociology</td>
<td>249</td>
<td>6.1 (6.1)</td>
<td>6.0 (5.0)</td>
<td>6.0 (5.0)</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>SOC 6750 Social Change and Development</td>
<td>7</td>
<td>5.8 (6.0)</td>
<td>5.5 (6.0)</td>
<td>5.5 (6.0)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>SOC 3220 Sociology of Work &amp; Organizations</td>
<td>37</td>
<td>5.1 (6.0)</td>
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Department averages in parentheses.

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