DEPARTMENT OF SOCIOLOGY
COLLEGE OF LIBERAL ARTS

POLICY ON REAPPOINTMENT, TENURE, AND PROMOTION (RTP)

This policy establishes the criteria for evaluation in the Department of Sociology for reappointment, tenure, and promotion. The standards described here, while specific to the discipline of Sociology, are intended to augment the College and University policies outlining requirements of faculty reappointment, tenure, and promotion. The objective of this policy is to set the standards required for successful reappointment, tenure and promotion in the Department of Sociology.

1.0 GUIDING PRINCIPLES

1.1 The Department of Sociology’s RTP policies and procedures are based on the teacher-scholar model that understands teaching and scholarship as complementary activities. Teaching generates ideas that lead to scholarly and creative activities. Scholarly and creative activities bring new ideas and concepts into the classroom. Scholarship engenders enthusiasm for teaching and currency in the field of discipline. Faculty actively engaged in scholarly and creative activities can identify, inspire, and nurture the creative spark in students.

1.2 Service to local, national, and international communities can provide examples for the classroom and experiences that broaden and deepen scholarly and creative activities. Community service promotes the goals of the university by extending learning into the community. Service to professional and academic organizations provides opportunities to share ideas, to communicate and express scholarly and creative activities, and to learn and develop teaching skills, materials, and methods. Shared governance is an important aspect of maintaining an open environment in the academy, encouraging the pursuit of truth and knowledge. Shared governance depends on active faculty involvement in service at all levels of the university.

2.0 RTP AREAS OF EVALUATION

The standards outlined here support and reinforce the primary mission of the Department of Sociology to provide students with a quality education in the overall discipline of sociology. Criteria for teaching, research, scholarly and creative activities and service present the standards required in all three areas for reappointment, tenure, and promotion. Candidates are responsible for including all materials required for review and evaluation.

2.1 Instruction and Instructionally-Related Activities

This category includes teaching in a classroom setting, student advising and mentoring, supervision of student research, curriculum development, and other activities related to the goal of educating and helping to preparing students for future educational and career goals. The Department RTP Committees will be expected to look for excellence in the area of teaching, but also to differentiate between types of teaching and mentoring
activities and note the particular contributions of each.

2.1.1 Criteria

Improving pedagogical approaches and methods on an ongoing basis is the preeminent objective of the teacher/scholar model. This requires assessment by the Department RTP Committee of the breadth and depth of course content, goals and objectives relative to Standard Course Outlines; grade distributions; methods of student assessment; approaches and means to ensure that grades reflect work done by the student; and the basis for evaluating the culminating knowledge and skills of the student.

The Department of Sociology expects that the candidate’s teaching record will demonstrate:

2.1.1.1 An ongoing commitment to the development of appropriate pedagogical skills, including continuous updating of course materials reflecting changes in the discipline, and in the candidate’s particular field of expertise. Course materials should be appropriate to the design and level of the course, and clearly inform students of the goals and expectations of the course (as per current Senate Policy).

2.1.1.2 Student evaluations should, on an ongoing basis, reflect favorably on the candidate’s ability to organize and present course content, provide students with tools and guidelines for understanding course materials and helping students achieve academic success. Evaluations that fall consistently below department and college averages will be cause for concern and potentially harmful to the candidate’s success in the RTP process. The Department of Sociology recognizes that student evaluations may be affected by many different factors, including class size, course type (lower division, upper division, required or not required, general education), and composition, department requirements, and pedagogical approaches. Department RTP Committees are therefore urged to look carefully at the entire record of student evaluations and to weigh any unique or unusual circumstances that might affect a given candidate’s record.

2.1.1.3 As candidates move through various levels of the RTP process, they should evidence a pattern of growth and development as teachers that can be documented by narrative description, peer observations and evaluations and the ongoing development of teaching materials.

2.1.1.4 Peer evaluation of a candidate’s teaching shall include two classroom observations by at least two members of the RTP committee. The candidate will be informed in advance of classroom observations. The peer evaluator will write a report for inclusion in the candidate’s file.
2.1.1.5 Candidates are expected to evidence currency in their fields through attendance at academic conferences, professional interaction with colleagues, and familiarity with major issues and debates in their respective fields. Currency also should be reflected in the content of course materials and revision of course syllabi.

2.1.1.6 The candidate’s teaching record may include other activities or accomplishments, including, but not limited to, the following:

   a. Student mentoring and supervision of students on directed study or research projects.

   b. Supervision of Honors or M.A. theses committees.

   c. Directing students connected to internship projects, on or off the campus.

   d. Developing pedagogical techniques related to the discipline or an interdisciplinary field of study.

   e. Developing teaching materials related to the candidate’s teaching assignments, or more broadly, to the discipline. Developing new curriculum and courses.

   f. Organizing teaching colloquia or pedagogical workshops. Presenting at academic conferences on panels related to pedagogical strategies and techniques and student learning and development.

2.2 Research, Scholarly and Creative Activities (RSCA)

This category includes research, scholarship and creative activities demonstrating intellectual and professional growth over time. Department RTP Committees will evaluate for excellence in all areas of research, scholarship and creative intellectual work, but also differentiate between types of work and note the particular skills required for each. The Department of Sociology has no single research model for candidates, and encourages RTP committees to take into consideration the particular value of an individual candidate’s work. The Sociology Department notes that the university policy 96-12 on Reappointment, Tenure and Promotion states, “Faculty members are expected to make significant and ongoing contributions of substance in RSCA throughout their careers. All faculty members are expected to produce quality RSCA achievements that contribute to the advancement, application, or pedagogy of the discipline or interdisciplinary studies.”

The Department RTP Committee will look for a record of sustained intellectual accomplishment that demonstrates ongoing intellectual inquiry; quantity of a candidate’s RSCA does not substitute for quality. Each candidate shall demonstrate continuing and
ongoing scholarly research activities and progression of achievements based on a substantial record of publications. This includes demonstrating that previous research activities link to current ones and build toward future works. This does not mean that candidates cannot alter their research activities; rather, there needs to be evidence of a clearly thought out process that shows promise of producing a series of peer-reviewed articles or the equivalent.

Evidence of ongoing scholarly and creative activities and progression of achievements include, but are not limited to, the following: published books, journal articles, book chapters, book reviews, reports to granting agencies, papers presented at academic conferences, grant proposals, working papers, electronic publications, submitted manuscripts, newspaper articles, and opinion pieces.

As a general guideline, candidates should have a minimum of **3 peer reviewed publications** in high quality scholarly venues by tenure, with one or more publications by initial reappointment. This may vary, however, depending on the quality and type of scholarship and nature of the review process. In addition, candidates must maintain an ongoing record of scholarly and creative activities (as detailed below). It is the candidate’s responsibility to provide evidence of scholarly achievement, including a discussion of the standing of the publisher, journal, or meeting (e.g., major or minor publisher or journal, academic meeting of national or regional scope).

### 2.2.1 Criteria and Evaluation

For the purpose of RTP in the Department of Sociology, research is defined as activities that involve exploration, description and explanation. These activities include attempts to examine existing theories through data collection, analysis, and the development of theoretical concepts, ideas or models.

The CSULB Department of Sociology requires scholarship that has undergone formal, rigorous, and structured evaluations of the article’s content and links between data and analysis in the form of a **Peer-Review process**. Typically this means an external review process. It is the responsibility of the candidate to provide evidence of quality of publications and whether or not the peer review process meets department expectations.

#### 2.2.1.1 Criteria

Research, scholarly and creative activities include the following categories:

1. Peer-reviewed books; peer-reviewed publications, including but not limited to, journal articles, research publications, monographs, book chapters.

2. Presentation of research papers at academic meetings or workshops.
3. Ongoing engagement in highly valued RSCA activities. It is the candidate’s responsibility to address the quality and value of these achievements in the RTP narrative. RSCA activities may include but are not limited to the following:

   a. Non-peer reviewed books, articles, book chapters, comments and replies, book reviews, working papers, conference proceedings, electronically published documents, technical and policy reports, evaluation reports, invited lectures and presentations, grant proposals and grant reports, appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, or other adjudication assignments calling for academic expertise.

2.2.1.2 Required Evidence

In order for the Department’s RTP Committee to ascertain the quality of research, scholarly and creative activity, candidates must include in their RTP files all required materials. All publications listed and/or included in the file must include full citations. Citations shall indicate whether the materials are refereed, invited, externally reviewed, and include a description of the refereeing process of the publisher, journal, or professional association.

In the narrative or the Professional Data Sheet (PDS), the candidate shall include a discussion and provide clear documentation for each scholarly activity including:

1. The quality and significance of the publication to the discipline (e.g., scholarship effectiveness or practical implications to the discipline and/or public).

2. The peer-review process must explain whether the publication underwent a peer-review and the extent and nature of the review process. Disclosure of the review process must include proof of peer review, including evidence of editorial policy, correspondence with editors, and copies of peer-reviews.

3. In cases of joint authorship, candidates shall identify the specific extent of their participation (e.g., conceptualization, writing, and data analysis).

4. In press or forthcoming research, scholarly and creative activity, for the period under review, may be included in the file. If submitted, candidates must submit evidence of publication status (e.g., discussion and disclosure of review processes, reviews, letter from publisher/editor, copy of the contract, etc.) Alternately, if candidates deem it beneficial for future actions, they may withhold such materials for a subsequent RTP action. When candidates decide
to withhold these materials, however, such items must be listed under Works in Progress in the PDS.

In discussing the status of publications, terminology shall include the following:

a. **In press** and **forthcoming** are interchangeable. Both refer to an accepted work that is in the copy-editing, page proof, or other pre-publication state.

b. **Accepted** refers to a manuscript that a publisher or other entity has agreed to publish without major changes.

c. **conditionally accepted** refers to a manuscript that has been reviewed and has received this evaluation from a publisher or other entity, indicating that changes are required before the manuscript will be published.

d. **Revise and Resubmit** refers to a manuscript that has been reviewed and has received this evaluation from a publisher or other entity, indicating that the manuscript has to be evaluated again prior to a final decision.

e. **Submitted** means only that work has been submitted for consideration.

f. **Under contract with complete manuscript draft** refers to RSCA for which there is a contract and a complete manuscript draft.

g. **Under contract without complete manuscript draft** refers to RSCA for which there is a contract granted without a complete manuscript draft.

2.3 Service

The Department of Sociology recognizes three types of service: to the community, to professional and academic organizations, and to the University. Service to the surrounding community “...through applied research, training and community service programs, and other forms of civic engagement” is a central part of the mission of CSULB. This includes service in an advisory capacity and presentation to non-academic organizations in the local, regional, state, national and international communities. Professional service provided to the community must be directly or indirectly related to the academic expertise of the candidate in order to be considered in the RTP process. Consultancies, paid or unpaid, will be evaluated based on (a) benefit to the discipline and department, and (b) benefit to the missions of the college and university. Professional service also includes organizing sessions at conferences, serving on boards and committees, serving as a discussant of presented papers, and serving on panels to review programs at other universities. Service is the contribution to faculty governance at the Department, College and University levels. While all faculty share collegial responsibilities for governance and related duties at departmental, college, and university levels, the Sociology Department emphasizes departmental and college level service for assistant and associate professors.
2.3.1 Criteria
The Department of Sociology expects all faculty members to act in a collegial manner and participate in a consistent and ongoing basis to the governing of the department, college and university. Candidates must include in their narratives or PDS a discussion of their service activities, their specific contributions and an explanation of how their service activities contribute to the goals and mission of the department, college and/or university. University and college service includes contributions to the quality of intellectual, cultural and scholarly life of the College and University Community. Whatever the level of service within the University, the quality of that service will be the primary consideration. Candidates should therefore carefully document their service activities. For community service, the candidate shall explain the nature of the service as related to their academic expertise, the discipline, and the mission of the Department and the University.

Candidates may demonstrate service through:

1. Participation on assigned and elected departmental committees.
2. Service as an elected officer of the department.
3. Service as an appointed or ad hoc committee member in the department.
4. Service on various college and university-wide committees.
5. Sponsoring student groups and students participating in educational programs.
6. Beyond meeting the expected department, college and university activities, faculty should engage highly valued professional activities and accomplishments. These may include, but are not limited to, the following:
   a. Professional service to international, national, regional, state, and local sociological and related multi-disciplinary organizations.
   b. Off-campus community service to public and/or private community organizations and/or groups requiring the expertise of the faculty member.