

47 activities and note the particular contributions of each.

48
49 **2.1.1 Criteria**

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

57
58 The Department of Sociology expects that the candidate's teaching record will
59 demonstrate:

60
61 **2.1.1.1** An ongoing commitment to the development of appropriate
62 pedagogical skills, including continuous updating of course materials
63 reflecting changes in the discipline, and in the candidate's particular field
64 of expertise. Course materials should be appropriate to the design and
65 level of the course, and clearly inform students of the goals and
66 expectations of the course (as per current Senate Policy).

67
68 **2.1.1.2** Student evaluations should, on an ongoing basis, reflect favorably
69 on the candidate's ability to organize and present course content, provide
70 students with tools and guidelines for understanding course materials and
71 helping students achieve academic success. Evaluations that fall
72 consistently below department and college averages will be cause for
73 concern and potentially harmful to the candidate's success in the RTP
74 process. The Department of Sociology recognizes that student evaluations
75 may be affected by many different factors, including class size, course
76 type (lower division, upper division, required or not required, general
77 education), and composition, department requirements, and pedagogical
78 approaches. Department RTP Committees are therefore urged to look
79 carefully at the entire record of student evaluations and to weigh any
80 unique or unusual circumstances that might affect a given candidate's
81 record.

82
83 **2.1.1.3** As candidates move through various levels of the RTP process, they
84 should evidence a pattern of growth and development as teachers that can
85 be documented by narrative description, peer observations and evaluations
86 and the ongoing development of teaching materials.

87
88 **2.1.1.4** Peer evaluation of a candidate's teaching shall include two
89 classroom observations by at least two members of the RTP committee. The
90 candidate will be informed in advance of classroom observations. The peer
91 evaluator will write a report for inclusion in the candidate's file.
92

93 **2.1.1.5** Candidates are expected to evidence currency in their fields through
94 attendance at academic conferences, professional interaction with
95 colleagues, and familiarity with major issues and debates in their respective
96 fields. Currency also should be reflected in the content of course materials
97 and revision of course syllabi.
98

99 **2.1.1.6** The candidate's teaching record may include other activities or
100 accomplishments, including, but not limited to, the following:
101

- 102 a. Student mentoring and supervision of students on directed study or
103 research projects.
- 104
- 105 b. Supervision of Honors or M.A. theses committees.
106
- 107 c. Directing students connected to internship projects, on or off the
108 campus.
- 109
- 110 d. Developing pedagogical techniques related to the discipline or an
111 interdisciplinary field of study.
112
- 113 e. Developing teaching materials related to the candidate's teaching
114 assignments, or more broadly, to the discipline. Developing new
115 curriculum and courses.
116
- 117 f. Organizing teaching colloquia or pedagogical workshops.
118 Presenting at academic conferences on panels related to
119 pedagogical strategies and techniques and student learning and
120 development.
121

122 **2.2 Research, Scholarly and Creative Activities (RSCA)**

123 This category includes research, scholarship and creative activities demonstrating
124 intellectual and professional growth over time. Department RTP Committees will
125 evaluate for excellence in all areas of research, scholarship and creative intellectual work,
126 but also differentiate between types of work and note the particular skills required for
127 each. The Department of Sociology has no single research model for candidates, and
128 encourages RTP committees to take into consideration the particular value of an
129 individual candidate's work. The Sociology Department notes that the university policy
130 96-12 on Reappointment, Tenure and Promotion states, "Faculty members are expected
131 to make significant and ongoing contributions of substance in RSCA throughout their
132 careers. All faculty members are expected to produce quality RSCA achievements that
133 contribute to the advancement, application, or pedagogy of the discipline or
134 interdisciplinary studies."
135

136 The Department RTP Committee will look for a record of sustained intellectual
137 accomplishment that demonstrates ongoing intellectual inquiry; quantity of a candidate's
138 RSCA does not substitute for quality. Each candidate shall demonstrate continuing and

139 ongoing scholarly research activities and progression of achievements based on a
140 substantial record of publications. This includes demonstrating that previous research
141 activities link to current ones and build toward future works. This does not mean that
142 candidates cannot alter their research activities; rather, there needs to be evidence of a
143 clearly thought out process that shows promise of producing a series of peer-reviewed
144 articles or the equivalent.

145
146 Evidence of ongoing scholarly and creative activities and progression of achievements
147 include, but are not limited to, the following: published books, journal articles, book
148 chapters, book reviews, reports to granting agencies, papers presented at academic
149 conferences, grant proposals, working papers, electronic publications, submitted
150 manuscripts, newspaper articles, and opinion pieces.

151
152 As a general guideline, candidates should have a minimum of **3 peer reviewed**
153 **publications** in high quality scholarly venues by tenure, with one or more publications by
154 initial reappointment. This may vary, however, depending on the quality and type of
155 scholarship and nature of the review process. In addition, candidates must maintain an
156 ongoing record of scholarly and creative activities (as detailed below). It is the
157 candidate's responsibility to provide evidence of scholarly achievement, including a
158 discussion of the standing of the publisher, journal, or meeting (e.g., major or minor
159 publisher or journal, academic meeting of national or regional scope).

160 161 **2.2.1 Criteria and Evaluation**

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

166
167 The CSULB Department of Sociology requires scholarship that has undergone
168 formal, rigorous, and structured evaluations of the article's content and links
169 between data and analysis in the form of a *Peer-Review process*. Typically this
170 means an external review process. It is the responsibility of the candidate to
171 provide evidence of quality of publications and whether or not the peer review
172 process meets department expectations.

173 174 **2.2.1.1 Criteria**

175 Research, scholarly and creative activities include the following
176 categories:

- 177
178 1. Peer-reviewed books; peer-reviewed publications, including but not
179 limited to, journal articles, research publications, monographs, book
180 chapters.
- 181
182 2. Presentation of research papers at academic meetings or workshops.

183

184 3. Ongoing engagement in highly valued RSCA activities. It is the
185 candidate's responsibility to address the quality and value of these
186 achievements in the RTP narrative. RSCA activities may include but
187 are not limited to the following:

- 188
- 189 a. Non-peer reviewed books, articles, book chapters, comments and
190 replies, book reviews, working papers, conference proceedings,
191 electronically published documents, technical and policy reports,
192 evaluation reports, invited lectures and presentations, grant
193 proposals and grant reports, appointments to selection panels for
194 grants, fellowships, contracts, awards, and conference
195 presentations, or other adjudication assignments calling for
196 academic expertise.

197

198 **2.2.1.2 Required Evidence**

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

206

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

- 210
- 211 1. The quality and significance of the publication to the discipline (e.g.,
212 scholarship effectiveness or practical implications to the discipline and
213 or/public).
- 214
- 215 2. The peer-review process must explain whether the publication underwent a
216 peer-review and the extent and nature of the review process. Disclosure of
217 the review process must include proof of peer review, including evidence of
218 editorial policy, correspondence with editors, and copies of peer-reviews.
- 219
- 220 3. In cases of joint authorship, candidates shall identify the specific extent
221 of their participation (e.g., conceptualization, writing, and data analysis).
- 222
- 223 4. In press or forthcoming research, scholarly and creative activity, for the period
224 under review, may be included in the file. If submitted, candidates must
225 submit evidence of publication status (e.g., discussion and disclosure of
226 review processes, reviews, letter from publisher/editor, copy of the contract,
227 etc.) Alternately, if candidates deem it beneficial for future actions, they may
228 withhold such materials for a subsequent RTP action. When candidates decide

229 to withhold these materials, however, such items must be listed under Works
230 in Progress in the PDS.

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

- 233
- 234 a. *In press* and *forthcoming* are interchangeable. Both refer to an
235 accepted work that is in the copy-editing, page proof, or other
236 pre-publication state.
 - 237 b. *Accepted* refers to a manuscript that a publisher or other entity
238 has agreed to publish without major changes.
 - 239 c. *Conditionally accepted* refers to a manuscript that has been
240 reviewed and has received this evaluation from a publisher or
241 other entity, indicating that changes are required before the
242 manuscript will be published.
 - 243 d. *Revise and Resubmit* refers to a manuscript that has been
244 reviewed and has received this evaluation from a publisher or
245 other entity, indicating that the manuscript has to be evaluated
246 again prior to a final decision.
 - 247 e. *Submitted* means only that work has been submitted for
248 consideration.
 - 249 f. *Under contract with complete manuscript draft* refers to
250 RSCA for which there is a contract and a complete manuscript
251 draft.
 - 252 g. *Under contract without complete manuscript draft* refers to
253 RSCA for which there is a contract granted without a complete
254 manuscript draft.

256 2.3 Service

257 The Department of Sociology recognizes three types of service: to the community, to
258 professional and academic organizations, and to the University. Service to the
259 surrounding community "...through applied research, training and community service
260 programs, and other forms of civic engagement" is a central part of the mission of
261 CSULB. This includes service in an advisory capacity and presentation to non-academic
262 organizations in the local, regional, state, national and international communities.
263 Professional service provided to the community must be directly or indirectly related to
264 the academic expertise of the candidate in order to be considered in the RTP process.
265 Consultancies, paid or unpaid, will be evaluated based on (a) benefit to the discipline and
266 department, and (b) benefit to the missions of the college and university. Professional
267 service also includes organizing sessions at conferences, serving on boards and
268 committees, serving as a discussant of presented papers, and serving on panels to review
269 programs at other universities. Service is the contribution to faculty governance at the
270 Department, College and University levels. While all faculty share collegial
271 responsibilities for governance and related duties at departmental, college, and university
272 levels, the Sociology Department emphasizes departmental and college level service for
273 assistant and associate professors.

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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.