

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY**

**POLICY
FAC 746-17**

Implemented: 2/1/2019

Definition: A policy for the elevation of tenure track faculty within the Department of Sociology.

Authority: CSU/CFA Unit 3 Collective Bargaining Agreement

Scope: Tenure Track Faculty within the Department of Sociology, College of Humanities, Arts, Business and Social Sciences.

Approved by Karen S. Haynes, President on 1/30/2019

Approved by Graham Oberem, Provost & Vice President for Academic Affairs on 1/30/2019

Implemented: 02/01/2019

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY**

**POLICY
FAC 746-17**

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Table of Contents

DEPARTMENTAL VALUES3

**RTP DEPARTMENT STANDARDS AND GUIDELINES FOR TENURE TRACK
FACULTY4**

I. GENERAL RETENTION, TENURE, AND PROMOTION GUIDELINES4

II. STANDARDS AND CRITERIA FOR QUALITY TEACHING5

**III. STANDARDS AND CRITERIA FOR QUALITY RESEARCH AND CREATIVE
ACTIVITY.....7**

IV. STANDARDS AND CRITERIA FOR QUALITY SERVICE10

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY****POLICY
FAC 746-17****Implemented: 2/1/2019**

DEPARTMENT VALUES

The mission of the Sociology Department at California State University San Marcos (CSUSM) is to provide undergraduate and graduate students with the knowledge, critical thinking, research, and communication skills necessary to explore, understand, and improve their social worlds. Our undergraduate curriculum enables students to develop core skills in sociological theory and research methods and to apply and refine those skills in a concentrated area of elective study. Our graduate curriculum provides an academic and professional education to students interested in working with human services and criminal and social justice agencies, teaching in a community college, or continuing study for a Ph.D. Both curricula consistently promote awareness of the diversity of human experiences and perspectives and focus upon public sociology.

In keeping with the Task Force on the Institutionalization of Public Sociology of the American Sociological Association, we understand public sociology in the following way:

The American Sociological Association (ASA) recognizes the longstanding contributions of sociologists to the public's understanding of, and ability to act on, the social issues of our time. The ASA defines work with the express intent of interacting with and for the public as "public sociology." This includes both: a) translational work (the communication of existing sociological research to publics outside of our field), and b) the collaborative production of knowledge (cooperative work with publics in developing and completing new knowledge). It recognizes that such work is the "public face" of the discipline.

We are a discipline concerned with the social world and therefore reflect the major contemporary social movements and perspectives that re-frame our social worlds, in particular feminist, anti-imperialist, anti-racist and pro-queer. These have led to new concepts, frameworks and methodologies that move the discipline to blur its boundaries with sciences, arts, and humanities. Sociology at CSUSM reflects these changes. We offer students both a disciplinary (Sociology) and interdisciplinary (Criminology and Justice Studies) major delivered by faculty who engage innovative research methods and pedagogies, draw from interdisciplinary orientations (e.g. Women's Studies, Ethnic Studies, Global and Environmental Studies) and diverse backgrounds and interests. We develop new curricula to address the most pressing issues of our times, while still offering a solid foundation in traditional sociology. As a department, our aim is to welcome students into this fascinating and versatile enterprise, imbuing them with the sociological imagination that will empower them to be lifelong learners.

We often engage in scholarship and creative activity in explicitly public and political ways. As public sociologists, we strive to conduct research and develop new knowledge related to issues stimulated by debates over public policy, political activism, social movements, and social institutions. We also conduct and disseminate research, and engage in debates that contribute to the development of public policy, community programs, and social movements. Public

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY**

**POLICY
FAC 746-17**

Implemented: 2/1/2019

sociologists focus not only upon what is or what has been in society but also upon what society might yet become.

RTP DEPARTMENT STANDARDS AND GUIDELINES FOR TENURE-TRACK FACULTY

The goal of the Department of Sociology at CSUSM is to contribute to teaching, research, and service endeavors that not only serve our students and the university community as a whole, but also serve the greater communities of which we are a part. This emphasis on public and applied sociology is central to the department's mission and is reflected in the following guidelines for retention, tenure, and promotion.

The department recognizes the various ways for faculty to contribute through service to the University and to achieve scholarly success. The department affirms the University requirement of sustained high quality performance in all areas.

I. GENERAL RETENTION, PROMOTION, AND TENURE GUIDELINES

Each faculty member will be evaluated in terms of their professional growth and achievement in three areas: teaching, research/creative activity, and service. The Sociology Department particularly values contributions in each of these three areas that support efforts to understand, address and ameliorate social problems.

All candidates for retention, tenure, and promotion to associate or full professor must adhere to the standards for retention, promotion, and tenure specified in the University and College of Humanities, Arts and Behavioral and Social Sciences (CHABSS) RTP documents. The following standards for retention, promotion, and tenure reflect the values of the Sociology Department and are intended to provide guidance for candidates as they engage in professional activities and prepare for retention, tenure, and promotion reviews.

They also provide guidance for Peer Review Committees as they assess the performance of tenure-track faculty in the Department, and are intended to inform reviewers at the College and University levels about the professional activities that are valued in the Department of Sociology.

It is important to note that we recognize that distinct subfields and methodological approaches within Sociology affect student reaction to teaching content, as well as the pacing and types of publications. Given the range of activities in which we expect achievement and the varied nature of the sociological field, flexibility in evaluation is important.

Faculty are required to write a reflective narrative with the goal of communicating effectiveness in teaching, scholarship, and service to a broad audience of university colleagues. The reflective narrative must address the faculty member's specific

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY****POLICY
FAC 746-17****Implemented: 2/1/2019**

contributions to Sociology, subfields, and/or to related academic disciplines. Ultimately, the faculty member should address all three areas of evaluation with attention to how each reinforces the other two and expands over the course of one's career.

Note that a faculty member is not expected to make all the contributions listed below but should demonstrate that they have made an effort to contribute to a variety of them across the areas of teaching, research, and service, in order to be promoted and/or tenured. At all levels of review, the faculty member must show evidence of consistent effectiveness in fostering a high-quality, student-centered learning environment over the review period. The faculty member will demonstrate a degree of experimentation in trying new pedagogical tools or approaches, curricular development (e.g., creating new courses), and/or participating in campus initiatives regarding teaching. Teaching graduate seminars and thesis supervision is expected throughout all levels of review.

The narrative must show a high degree of reflexivity – what is being done, how it is being done, why it is being done, and how it affects students. The narrative is required to include a candid reflection on teaching that incorporates challenges and ideas for development/improvement centered on student learning.

II. STANDARDS AND CRITERIA FOR QUALITY TEACHING**A. Department Priorities and Values in Quality Teaching**

1. Quality instruction includes the undergraduate and graduate courses and is an indispensable requirement for retention, promotion, and/or tenure of Sociology faculty in keeping with the mission of the California State University system.
2. Quality instruction is instruction in which:
 - a. curricula reflect the current state of knowledge in the field and are appropriately rigorous;
 - b. courses specify concrete teaching goals, learning objectives, and strategies for reaching them in the delivery of course content; and,
 - c. instructors strive to strengthen their teaching skills and to incorporate pedagogical approaches that effectively communicate course content to students.
3. Quality instruction in the department also includes contributions in the following areas:
 - a. contributions to the instructional mission and needs of the Department and College as a whole, including:
 - i. teaching core undergraduate courses in the majors and concentration areas;
 - ii. teaching core seminars and elective seminars in the graduate program;

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY****POLICY
FAC 746-17****Implemented: 2/1/2019**

- iii. teaching labor-intensive courses at the undergraduate and/or graduate levels;
 - iv. curricular development (e.g., new concentrations, courses, innovations such as service learning or technology);
 - v. teaching independent study courses;
 - vi. efforts that directly encourage and support students in their current and future educational endeavors, such as student mentoring and/or writing letters of recommendation; and, collaboration with students on research projects, and;
 - vii. advising graduate students and service on graduate thesis committees.
- b. research-based teaching and/or scholarship related to teaching that can be used to refine instruction (candidates must decide whether to count such activity in the area of teaching or in scholarship).

B. Evidence of Quality Instruction

1. Instructors are expected to demonstrate quality in instruction by drawing upon different types of evidence.
2. Evidence of quality instruction must be drawn from the following:
 - a. teaching materials, such as syllabi, course assignments, exams, examples of student achievement, and other material reflecting course content;
 - b. student evaluations, which will be considered in light of the fact that negative evaluations may reflect students' resistance to the challenges that critical sociology poses, rather than an instructor's knowledge of the course material and ability to convey that knowledge. Thoughtful consideration of course evaluations in the WPAF narrative is required.
3. Additional evidence that may be used to demonstrate quality instruction include:
 - a. peer evaluations of instruction;
 - b. teaching awards or nominations for teaching awards;
 - c. additional material evidence related to the instructor's contributions to the teaching goals of the Department.

C. Criteria for Retention, Tenure, Promotion, and Post-Tenure Review

1. Criteria for Retention: A faculty member must demonstrate that they are attempting to foster a high-quality, student-centered learning environment in undergraduate and graduate courses, as outlined in Section II.A.
2. Criteria for Tenure and Promotion to Associate Professor: A faculty member must demonstrate that they are effective in fostering a high-quality, student-centered learning environment in undergraduate and graduate courses, as described in Section II.A.

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY****POLICY
FAC 746-17****Implemented: 2/1/2019**

3. Criteria for Promotion to Full Professor: A faculty member must show evidence of sustained effectiveness in fostering a high-quality, student-centered learning environment in undergraduate and graduate courses, as described in Section II. A.
4. Criteria for Five-Year Post-Tenure Reviews: A faculty member should continue to show evidence of sustained effectiveness in fostering a high-quality, student-centered environment in undergraduate and graduate courses as described in Section II.A.

III. STANDARDS AND CRITERIA FOR QUALITY RESEARCH AND CREATIVE ACTIVITY**A. Department Priorities and Values in Quality Research and Creative Activity**

The forms of quality research and creative activity valued by the Sociology Department generally share the common attribute of the creation of something original, which is disseminated and contributes to broader university, scholarly, and community audiences. Specifically, faculty members' scholarship is expected to further the goals of at least one of the following areas:

1. Teaching and Learning: Develops and communicates new pedagogical understandings and insights; develops and refines content and methods.
2. Discovery: Generates and disseminates new knowledge and understandings of the world.
3. Artistic Creativity: Interprets the human condition and creates new insights and/or applies, develops, and refines the methods and theories of the discipline.
4. Integration of Knowledge: Synthesizes and communicates interdisciplinary/multidisciplinary approaches to scholarly work and creative activity, which contribute to the development of sociological methods and theories.
5. Application: Develops and communicates new technologies, materials, and uses. Invention, application and development of new methods and theories.

B. Evidence of Quality Scholarship and Creative Activity

1. The Sociology Department takes a holistic view of a career trajectory and encourages faculty members to craft a career that is personally fulfilling and contributes to society as a whole. During their probationary period, faculty members will be given feedback through the review process on the manner in which they are constructing their scholarly agendas and how well these correspond to the Department's evaluation criteria for faculty performance.

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY****POLICY
FAC 746-17****Implemented: 2/1/2019**

2. Documentation of growth and achievement in one's research and creative activities must include a narrative articulating how the activities fit into one's overarching professional teaching, research, and service objectives. This narrative should also discuss the broader impact of the research and creative activities within the communities (academic, and/or professional, and/or non-academic publics) to which they are directed.
3. Evidence of effective professional growth shall include documentation of research and creative activities that are in the preparation stage and that demonstrate progress toward the eventual goal of public dissemination. Evidence of professional achievement shall include documentation of public dissemination of research and creative activities.
4. The Department gives full recognition to works with both single, joint, and multiple authors and values both qualitative and quantitative scholarship.
5. The Sociology Department values and expects dissemination of research in scholarly and peer-reviewed venues. Evidence of dissemination may include citation counts and awards. The department also values the broad dissemination of research and creative activity results to non-academic audiences, therefore we have an additional area of dissemination focused on public sociology; see Area C below. Such public engagement is seen as integral to achieving the goals of public sociology.
6. The types of work and/or activities that are recognized as important indications of scholarly growth and achievements are wide-ranging, including, but not limited to the items listed below.
 - a. **Area A – Academic Publics: Publications, Grants, and Fellowships**
 - book
 - book chapter
 - monograph
 - article in refereed journal
 - article in professional journal (with peer and/or editorial board reviews)
 - article or chapter in edited volumes
 - book editorship
 - major funded grant (external)
 - b. **Area B – Academic Publics: Conferences & Additional Scholarship**
 - presentation at regional, state, national or international association meetings, workshops, conferences, or conventions
 - article in conference proceedings
 - journal editorship
 - journal review (of books, films, etc.)

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY**

**POLICY
FAC 746-17**

Implemented: 2/1/2019

- translation of scholarship into languages other than English for international distribution
 - appointments as visiting scholar or professor
 - funded regional or internal grant
 - entry in scholarly encyclopedia or other such guides
 - major grant proposal (external)
 - fellowship
- c. **Area C – Policy, Practitioner & Community Publics**
- research-based reports for governmental, non-profit, and/or private entities
 - scholarly contributions that inform public policy or that contribute to grassroots change
 - research materials utilized to ameliorate social problems and/or work done with public and private agencies in the name of transforming society
 - creative activity (e.g., poetry or performance sociology) that integrates sociological insights
 - electronic media that show the influence of sustained intellectual inquiry
 - newspaper articles or magazine essays on a professionally relevant topic
 - expert testimonies related to one's scholarly expertise
 - workshops given in area of expertise in the community
 - significant recognition of professional activities in media or by community organizations

C. Criteria for Retention, Tenure, Promotion, and Post-Tenure Review.

1. **Criteria for Retention:** Steady growth must be demonstrated across the initial six-year review period for probationary faculty.
 - a. Substantial evidence (manuscript drafts) for preparing to disseminate or initial submissions in Area A is expected by the second year RTP review.
 - b. Achievement in Area A is expected by fourth year (e.g., a book contract, publications).
 - c. Evidence of professional achievement in Area B and/or C must be demonstrated by the fourth year RTP review.
 - d. Achievement in Area A and Areas B or C will be demonstrated by sixth year.
2. **Criteria for Tenure and/or Promotion to Associate Professor:** A faculty member must show professional achievement during their probationary period in the department, and significant promise of continued achievement to qualify for tenure and promotion to Associate Professor.
 - a. The Department is sensitive to the impact of different research methods and questions on publication rates.
 - b. For example, a book is considered a major achievement in Area A. In contrast, three journal articles, book chapters, and/or book editorship are considered major achievements for tenure. However, the output for Area A is balanced by major achievements in Area B and Area C.

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY**

**POLICY
FAC 746-17**

Implemented: 2/1/2019

- c. We will not rely solely on numbers of publications to determine professional achievement.
 - d. The Department expects to see a steady progression of research/creative work and appropriate dissemination of findings as articulated above.
3. Criteria for Promotion to Full Professor: A faculty member must show evidence of continued and substantial achievement in the area of research and creative activities to qualify for promotion to Full Professor.
 - a. The Department expects that those promoted to Full Professor will have made contributions that demonstrate continuation of previous research, expansion of research, deepening of research, and/or development of new projects.
 - b. The department will also take into consideration appreciation of their contributions in the form of major awards for scholarship or creative activity, professional or national acknowledgement, and/or international recognition (e.g., translation of previous work into different languages).
 4. Criteria for Five-Year Post-Tenure Periodic Reviews: A faculty member must show a clear and consistent program of scholarly activity over the review period in Areas A, B, and/or C.

IV. Standards and Criteria for Quality Service

A. Department Values and Priorities in Quality Service

The Sociology Department encourages faculty members to pursue quality service commitments that complement their teaching and research agendas and that are in keeping with their research interests whenever it is possible. The Department recognizes that quality service functions as an important bridge between the Sociology Department and others in the University and greater community. All faculty members are expected to engage in quality service efforts throughout their careers.

B. Evidence of Quality Service

1. The following types of internal service will be considered in evaluation of faculty for retention, promotion, and tenure:
 - a. contributions to the department described as basic, advanced, and leadership forms of service
 - b. contributions to the college
 - c. contributions at various levels of the university: University (Academic Affairs and Students Affairs), CSU system, and accreditation-related reviews
 - d. contributions to professional communities
 - e. contributions to the local community or region as a CSUSM faculty member
2. **Department service** is important and commitment to the department should increase with each year in the following ways:

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY****POLICY
FAC 746-17****Implemented: 2/1/2019**

- a. Basic service is expected throughout one's career. This consists of:
 - attending department meetings
 - responding to requests for departmental maintenance (e.g., curriculum, assessment and accreditation requirements)
 - advising (majors, graduate students, and students from related programs)
 - writing letters for students
 - b. Advanced service is expected beginning in the third year, indicating an active member of the department who goes beyond basic service:
 - joining work groups (e.g., RTP policy development, sub-change)
 - joining departmental committees (e.g., assessment, graduate, curriculum)
 - representing the department in shared governance
 - serving on search committees (when approved by the President in the case of Assistant Professors)
 - playing an active role in supporting initiatives (e.g., revising web pages, computer lab development)
 - providing collegial support (e.g., review of IRB applications, manuscripts, grants)
 - mentoring new faculty
 - supporting and responding to calls for faculty participation (e.g., graduate program and seminars, student clubs, honor society)
 - c. Leadership activity is expected of Associate and Full Professors and may include:
 - initiating programs and curricular or pedagogical innovations
 - creating new forms of community
 - leading the aforementioned groups, subcommittees, and/or committees
 - serving as department chair
 - serving as graduate program coordinator
 - serving as program review coordinator
 - chairing search committees
 - serving as diversity advocate on search committees
3. **University or college service** may include:
- developing and/or implementing innovative programs
 - serving and/ or leading college-level and/or university level committees
 - mentoring students or colleagues and/or being recognized as a mentor
 - engaging in administrative assignments
 - serving as a committee member for review committees of advanced degree students, faculty, or programs in other disciplines
 - advising university clubs and student groups
 - advising other majors (e.g., Global Studies, Liberal Studies, Social Sciences)
 - guest lecturing in outside departments

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY****POLICY
FAC 746-17****Implemented: 2/1/2019**

4. **Service to professional communities** may include:
 - acting as a member or officer on committees and/or editorial boards in the profession
 - organizing regional or national conferences, workshops, or seminars
 - reviewing journal or book manuscripts in the field
 - service as external reviewer

 5. **Service to local or regional communities** may include:
 - acting as a member on the boards of social service agencies, organizations, and grassroots groups or serving those groups in a significant way
 - speaking publicly at community meetings/organizations/colloquia/symposia
 - engaging in grassroots activism (local, national, and/or global)
 - guest lecturing in the community or in other educational institutions
 - serving on governing bodies, task forces, and consultancies to community organizations
- C. Criteria for Retention, Tenure, Promotion and Post-Tenure Review**
- A faculty member is expected to engage in meaningful service to the department and across communities throughout the course of one's career. It is also expected that faculty members will develop depth and/or breadth to their service commitments over time.
1. **Criteria for Retention:** A faculty member under consideration for retention must demonstrate effort to serve in some capacity. While it is expected that tenure-track faculty participate in various levels of service, the Department recognizes that significant contributions in one area of service will likely result in the lack of development or participation in another area of service.
 - a. It is expected that new faculty will not contribute to the same extent as probationary faculty approaching tenure review.
 - b. Probationary faculty are not expected to assume key roles on major committees, nor are they expected to hold leadership positions in state, regional, national, or international associations.

 2. **Criteria for Tenure and/or Promotion to Associate Professor:** A faculty member must demonstrate significant effort to serve the Department, University, College, professional, and/or regional communities in multiple capacities to qualify for tenure and promotion to Associate Professor.

 3. **Criteria for Promotion to Full Professor:**
 - a. A faculty member must show evidence of service that exceeds expectations of probationary faculty to qualify for promotion to Full Professor.
 - b. In addition, faculty members must demonstrate that they have served in a leadership capacity commensurate with their growth and accomplishments as

**RETENTION, TENURE AND PROMOTION STANDARDS –
DEPARTMENT OF SOCIOLOGY**

**POLICY
FAC 746-17**

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a scholar and/or teacher, to qualify for promotion to Full Professor.

4. Criteria for Five-Year Post-Tenure Periodic Review: A faculty member must demonstrate a consistent record of service at the department, college, university, and/or community levels.