**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. The Department of Sociology recognizes that student evaluations may be affected by many different factors, including class size, course modality (online synchronous/asynchronous, face-to-face, hybrid, etc.) course type (lower division, upper division, required or not required, general education), and composition, department requirements, and pedagogical approaches. Furthermore, research cited by the American Sociological Association shows that student evaluations of teaching often reflect gender and racial biases. This can result in women and people of color being systematically disadvantaged in the review process. Department RTP Committees are therefore urged to look carefully at the entire record of student evaluations and to weigh any potential biases, cultural and identity taxation, or unique 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, professional data sheet (PDS), peer observations, student evaluations, and the ongoing development of teaching materials.

2.1.1.4 Candidates may include optional peer observations of their teaching by other faculty members in their files. The candidate can coordinate with

peer observers to conduct classroom observations at any time during the period of review in alignment with the CBA. The peer observers will write a memo for inclusion in the candidate's file based on the departmental peer observation guidelines and memo template.

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, research projects, and professional development.

b. Supervision of Honors, other theses, and/or dissertation committees.

c. Advising and connecting students to internship projects, on or off 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 and their ongoing scholarly activities.

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 RSCA. In the narrative, candidates should provide an explanation for their scholarly trajectory and resulting works.

2.2.1 Criteria and Evaluation

The Department of Sociology embraces the various forms of scholarship outlined in the University RTP Policy (2.2), including the scholarship of discovery, integration, teaching and learning, as well as application and engagement. Accordingly, the department's guidelines for tenure and promotion are intended to recognize our faculty's diverse RSCA contributions.

As a general guideline for tenure and promotion to Associate Professor, candidates should have the equivalent of three (3) peer reviewed RSCA Products, one (1) of which must be an academically peer reviewed publication (book, journal article, etc.). The remaining RSCA products may take a variety of forms and can adhere to a more expansive definition of peer-review conducted by other experts, practitioners, partners, or collaborators. It is the responsibility of the candidate to provide evidence of peer review, quality, and impact of RSCA products (see CLA RTP Policy 2.2.3).

Based on information provided by the candidate, committees may determine equivalences for RSCA products that meet the departmental threshold. For example, a book based on original research should count for at least three (3) RSCA products. RTP Committees should consider such criteria as the author's role, type of peer review, and publication/dissemination venue when determining the equivalence of RSCA products.

In addition to RSCA products, candidates should also demonstrate ongoing engagement in scholarly and creative activities. It is the candidate's responsibility to address the quality and value of these achievements in the RTP narrative and/or PDS. RSCA activities may include but are not limited to the following: conference presentations, IRB submissions, awards, and fellowships.

2.2.2 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. In the narrative or the Professional Data Sheet (PDS), the candidate shall include a discussion and provide clear documentation for each RSCA product 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. Evidence of the peer-review process must explain the extent and nature of the review process. Evidence of academic peer review can include the venue's editorial policy, correspondence with editors, and copies of peer-reviews. Additional evidence of peer review are detailed in CLA RTP Policy 2.2.3.1 and 2.2.6.1.

3. In cases of joint authorship, candidates shall discuss their role and contributions to the work (e.g., conceptualization, writing, and data analysis).

4. In press or forthcoming RSCA products 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 academic 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. ***Under contract with complete manuscript draft*** refers to RSCA for which there is a contract and a complete manuscript draft. Candidates have the option to include works under contract with complete manuscript draft as RSCA if they deem it beneficial to their current RTP action.
   d. ***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.
   e. ***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.
   f. ***Submitted*** means only that work has been submitted for consideration.
   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 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 choose to describe in their narrative or PDS how their service workload has been impacted by cultural and identity taxation. Likewise, RTP Committees should recognize that faculty may experience various forms of cultural and identity taxation on their service workload. Definition of cultural and identity taxation can be found in RTP College Policy 1.3.1.

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 in 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.

Department RTP Policy Document Approval

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Department of _Sociology_

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March 28, 2025	*Christopher Karadjov*	August 14, 2025

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