



Department of Sociology and Gerontology Retention, Promotion and Tenure Criteria

Approved by URPTC for Fall 2020
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This document contains the RPT elaborations for the Department of Sociology and Gerontology. These elaborations have been reviewed and approved by all tenure track and tenured faculty members of the department.

The department faculty values faculty efforts toward teaching, scholarship and service that are central to the tradition and mission of the California State University faculty. Guidelines for retention, promotion, and tenure are detailed in the following four sections:

I. Teaching

In each step of the RPT process, teaching effectiveness is the most important criterion for retention, promotion, and tenure. Departmental faculty recognize the fact that the members have different approaches and techniques in teaching. In addition to the performance of traditional classroom responsibilities (i.e., preparation of syllabi, instructional materials and teaching), the faculty narrative will explain the candidate's development and acquisition of teaching proficiency using evidence that includes feedback on teaching (in section A) and at least **two** other indicators (in section B).

A. Feedback on teaching

- Feedback on teaching includes: standardized, University mandated students perceptions on teaching (i.e. IDEA forms and/or SPOT); instructor-created evaluations, voluntary student input received by the department; and/or faculty peer evaluation of teaching.

B. Additional indicators of teaching effectiveness *require at least two of the following:*

- Adapted courses to new or creative teaching approaches, including service learning;

- Taught a diverse range of courses in the curriculum, for example lower and upper division, major or university required, GE, major core, major electives, cross-listed courses, or online and hybrid courses;
- Developed and/or taught a new class;
- Serving on student graduate committees of the university;
- Supervised students' outstanding achievement;
- Advised students on academic progress and course progression;
- Mentored students with career or graduate school opportunities such as writing letters of recommendation, connecting students with graduate program and/or mentors, reviewing statements of purpose and other materials, and/or facilitating career opportunities;
- Productivity in the receipt and completion of teaching grants, contracts, and/or research projects;
- Participated in faculty learning communities, or professional teaching development groups;
- Completed teaching certifications or other professional development trainings related to teaching;

II. Scholarly and Creative Activities

Departmental expectations for granting of tenure and promotion will be documentation of successful completion of either i. or ii. from **section A** and two criteria from **section B**. Successful granting of promotion to full professor would be completion of at least one criterion from section A (i. or ii.) and two criteria from section B post tenure.

A. *Scholarly and research activities in sociology or related discipline will include completion of either i or ii below:*

- i. Published and authored/co-authored (including in press) an academic book, textbook, or monograph

Or

- ii. Completion or publication (including in press) of any two of the following criteria:
 - Accepted or published peer-reviewed article;
 - Accepted or published book chapter;
 - Productivity in the receipt or completion of external research grants;
 - Edited an academic book or textbook.

B. *Creative activity will be defined as the completion of two criteria below:*

- Presented scholarly papers at professional meetings, workshops, conferences, or seminars;
- Participated in conferences as organizer, panel member, program committee, or critic of professional presentations;
- Presented professional public addresses;
- Served as a consultant for grants and/or research projects. Activities could include: data collection, data analysis, and submission of findings to organizations;
- Created computer based teaching products or materials for public use;
- Received national discipline honors such as the awarding of fellowships or other professional honors;
- Acted as manuscript reviewer for an academic journal, academic press, or other publishers of scholarly works;
- Published review or critique for a non-peer-reviewed journal or magazine ;
- Published article and/or book for non-specialists or popular media;
- Published article for a publication that is not peer-reviewed;
- Published review or critique of research in professional journals, books, and presentations;
- Published encyclopedia entry, reference book entries, literary notes, or scholarly newsletters;
- Organized and led discussion of an ongoing or high profile lecture/discussion series;
- Organized an ongoing series of special events concerning social, historical, cultural, environmental, and/or medical issues of interest to sociology;
- Authored program or departmental internal annual reports or academic program review;
- Served as editor for an academic journal;
- Submitted an external grant;
- Awarded an internal grant for research.

III. Departmental, Community, and University Service and Service to the Discipline

Departmental expectations for granting of tenure and promotion will be documentation of successful completion of **three** different activities from the following list of service efforts. Successful granting of promotion to full professor would also be three activities of community and university service completed post-tenure.

- Served incoming students at campus orientation events;
- Served as faculty advisor for a university student organization or club;
- Enhanced mentorship skills to serve students by attendance at university or professional trainings, seminars, or workshops;

- Participated in faculty mentor programs for students, e.g. Faculty Mentor Program or LGBTQ+ Mentorship Program, etc.
- Received public recognition in the form of internal and/or external service-related fellowships, prizes, and/or professional awards;
- Served in committee membership or leadership positions in campus, student, community, and/or professional organizations;
- Served as the coordinator or director of college or university programs or projects, or university centers
- Served as part of University Extended Education, at off-campus teaching centers, or at satellite campuses (Stockton)
- Performed professional activities requested by the university to provide faculty expertise to further department, college and or university priorities e.g. assessment, data analysis, interim replacement positions, etc;
- Performed professional activities requested by a discipline-specific organization to provide faculty expertise to further discipline priorities;
- Provided training and/or seminars external to the university consistent with the mission and goals of the University;
- Served in faculty governance or on committees at the department level;
- Served in faculty governance or on committees at the college and university level;
- Sat on community and/or non-profit boards, collaborated with community organizations or volunteered time for community service;
- Attended meetings of discipline-related organizations;
- Served in discipline governance in local, national, or international conferences and organizations.

IV. Extent and Appropriateness of Professional Preparation

Extent and appropriateness of professional preparation shall normally include the doctorate or equivalent attainment (California Administrative Code, Title 5 Section 42711).