I. INTRODUCTION

A. Department Statement

Sociology is the scientific study of human behavior in its social and historical context: the nature and structure of groups, institutions and societies; the cultural fabric of society; the dynamics of social change; and micro-macro social connections. Sociology is rooted in a positivistic and humanistic history of contested theoretical trajectories and epistemologies; these ways of knowing ground the discipline in its multidimensional endeavors to both study and change society. Sociology’s subject matters range from the intimate family to the hostile mob, from crime to religion, from divisions of social class, race, ethnicity, sexual orientation, and age to the shared beliefs of a common culture, from the sociology of work to the sociology of sport, from the study of conformity to the study of deviance, from childhood to old age and death. Sociology, inherently multidisciplinary, engages multiple methodologies and diverse theories to describe and explain social facts, and to promote social justice and social action. It is the endeavor of the Sociology Department to engage in and articulate teaching, scholarship, and service performance in ways that benefit students of society and enhance sociology as a perspective and discipline.

B. Preamble

Clear communication, especially regarding personnel policies, is of the utmost importance to the maintenance and enhancement of a high quality faculty and, thus, a viable University. It is from this orientation that the Sociology Department sets forth herein its specific criteria and assessment procedures relevant to Sociology faculty retention, tenure, and promotion. The Sociology Department takes the position that the evaluated faculty members and the evaluating and reviewing bodies will be aided in their respective roles by having available to them as clear and as objective a statement as is reasonably possible, based on the Department's expectations and disciplinary interpretation of UPS 210.000 with respect to sociological lenses on pedagogy, scholarship, methodology, and service. Furthermore, the Sociology Department explicitly reaffirms its position that the best interests of the University, the Department, and its many students are served when the faculty represent a wide diversity of experiences, interests, methodologies, and theoretical orientations. At the same time, the Department concurs with the general University philosophy that
Teaching shall be of primary importance and that the combined value of Teaching, Scholarly and Creative Activity, and Service supersedes the benefit of each category in itself. In light of its mission and goals, and to comport with UPS 210.000, the Department has attempted to make its standards as transparent as possible.

C. Department Personnel Standards and UPS 210.000

These Department Personnel Standards shall be consistent with UPS 210.000 and shall be understood as incorporating the requirements of UPS 210.000. These Department Personnel Standards and UPS 210.000 establish the range of activities and levels of performance necessary to meet requirements for decisions on retention, promotion, and tenure in the Department of Sociology.

D. Definitions of Terms Used Herein

1. “University” shall mean California State University, Fullerton (CSUF).
2. “Department” shall mean the Department of Sociology at CSUF.
3. “DPC” shall mean the Department Personnel Committee of the Sociology Department.
4. “Faculty Member” shall mean a member of the faculty of the Department.
5. “Department Chair” shall refer to chair of the Department.
6. “Dean” shall refer to Dean of the College of Humanities and Social Sciences.
7. The “College” shall mean the College of Humanities and Social Sciences at CSUF.
8. “RTP” shall mean retention, tenure, and promotion.
9. “Standards” and “Document” shall mean this Department Faculty Personnel Standards document.
10. “Areas of Performance” refer to the following three: “Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service.”
11. “Levels of Review” refers to RTP review at the DPC, Chair, Dean, Faculty Personnel Committee, Vice President of Faculty Affairs and Records, and President of the University, as appropriate.
12. “Prospectus” shall mean a description of the probationary faculty member’s professional goals, areas of interest, resources required and accomplishments he or she expects to achieve in each of the three areas evaluated in order to meet the Department standards and UPS 210.000 for retention, tenure, and promotion.

13. The “Portfolio” is a cumulative record that shall contain evidence of performance for all of the years under review. The Portfolio is compiled by the faculty member. It is the responsibility of the faculty member to ensure the Portfolio is current and complete before it is submitted to the Department Chair or Dean. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of review.

14. “Portfolio Narratives” refer to narrative descriptions and self-assessments of performance by the faculty member under RTP review.

E. Purposes and Scope

1. The purpose of this document is, in part, to establish, publicize, and articulate the criteria and procedures by which the performance of individual faculty members shall be evaluated for RTP within the context of Sociology as a discipline.

2. The policies stated in this document, having been approved by the appropriate levels, are explicitly understood to be binding on all faculty members as well as on all evaluation and review bodies. It is further understood that these standards, along with UPS 210.000 and the Collective Bargaining Agreement, shall be the only criteria that may be invoked in the review of faculty.

3. No part of this document shall be in conflict with UPS 210.000, the Collective Bargaining Agreement, or any other legitimately governing document.

II. DEPARTMENT PERSONNEL COMMITTEE

A. Responsibilities. Members of the DPC shall carry out their responsibilities in accordance with official University policy, UPS 210.000, and these Standards.

B. DPC Composition and Election. The Committee shall consist of three full-time tenured faculty and one alternate, at the rank of Associate or Full Professor. DPC members shall not evaluate faculty members considered for promotion to a higher rank than themselves. In the event that an additional member is needed, the Department shall nominate eligible faculty members from within or outside of the Department, if necessary, and elect a substitute member. Service on the DPC is a
2 year-term. In order to ensure continuity, the DPC should be made up of at least one member from the previous year.

C. **Election.** DPC membership is a Department-elected position. The DPC Chair is a DPC nominated and elected position.

D. **Responsibilities of Alternate.** The alternate shall serve under any circumstance when a member is unable to serve on the committee. Such circumstances include, but are not limited to: (a) self-disqualification of a committee member; (b) resignation, leave of absence, or sabbatical leave by a committee member; (c) extended illness; (d) a committee member assuming an administrative position in another academic unit or the University administration; and (e) a committee member becoming a member of the Faculty Personnel Committee.

### III. GENERAL GUIDELINES

A. **Portfolio preparation and submission.** It is the responsibility of each faculty member being considered for personnel action to prepare the required information and documentation for the Portfolio and to deliver the Portfolio to the Department Chair in accordance with the governing University timetable.

B. **Portfolio organization and documentation.** The Portfolio shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the Portfolio shall be appropriately documented. A Portfolio Vita, using the American Sociological Association (ASA) style wherever appropriate, including date and page numbers, shall be included.

C. **Areas for personnel action.** There are three major areas of faculty performance criteria: Teaching; Scholarly and Creative Activity; and Professional, University, and Community Service. Teaching is the most important activity of faculty and shall be weighted most highly of the three criteria, followed by Scholarly and Creative Activity.

Evidence of continuous Scholarly and Creative Activity since promotion to the rank of associate professor assumes particular importance in the case of promotion to the rank of Full Professor. Because the relevant work environment is this University, RTP evaluations shall consider work done while a member of this Department rather than work completed prior to appointment, except in the case of faculty members granted service credit at appointment.

In order to assist evaluators in making their judgments, the faculty member shall provide sufficient documentation as to the quality of their contributions (e.g., editorial review and/or review by experts in the field).
D. Professional responsibilities. As full-time employees of CSUF, members of the Sociology faculty are expected to meet their professional responsibilities as they apply to each of the evaluation categories. In the area of Teaching, these responsibilities include, for example, adequately preparing for classes, adopting effective teaching pedagogies, and establishing learning-enhancing rapport with students. In the area of Scholarly and Creative Activities, these responsibilities include, for example, publishing research articles and/or books, writing grant proposals, and presenting papers at professional meetings. In the area of Service, these responsibilities include, for example, attending Department meetings, advising students, and carrying out committee and other Departmental duties as assigned by the Department Chair. Evaluators shall take into consideration the extent to which faculty members have met their professional responsibilities when evaluating performance. The Department expects and supports engaged and collegial faculty members committed to the consistent functioning and vitality of the Department as an academic unit in pursuit of actualizing the mission of the Department and the University.

IV. THE PROSPECTUS

The Prospectus is intended to assist the faculty member and the Department to articulate RTP expectations and ways that they can be met. The Prospectus does not replace UPS 210.000 nor Department Standards, but serves as a planning tool and guide to the faculty member, Department, and College.

A. During the first year of employment in a tenure-track position, each probationary faculty member shall write a Prospectus for Teaching, Scholarly and Creative Activities, and Service, not to exceed 500 words each. The Prospectus shall describe the faculty member's professional goals, areas of interest, resources required, and accomplishments he or she expects to achieve in each of the three areas evaluated in order to meet the Department standards for retention, tenure, and promotion.

B. The Prospectus is distinct from the retrospective, self-assessment narratives presented by faculty members in their Portfolios starting in the second year in the tenure-track retention evaluation process. While the Prospectus articulates a faculty member's RTP expectations and ways of meeting them, the narratives present actual achievements in the various review areas accomplished by said member.

C. Sequence of Review:

1. The first-year faculty member shall create and submit a draft Prospectus to the Department Chair by February 28th.

2. The Chair shall provide the faculty member with comments and recommendations, if any, for revision.
3. The faculty member shall submit the revised Prospectus to the Chair for forwarding to the Dean.

4. During subsequent years, the Prospectus may be revised to reflect changes and professional growth that will normally occur during the probationary period.

5. The Department Chair and the probationary faculty member’s mentor, if applicable, should provide guidance, advice, and support to probationary faculty.

V. TEACHING PERFORMANCE

A. Preamble:

The Sociology Department regards student learning as the most important faculty endeavor. Faculty shall therefore create teaching conditions where students can learn essential sociological and liberal arts knowledge and skills. The Department also expects faculty to regularly assess their pedagogy and teaching strategies with a view to improving the learning environment of students. Teaching performance is evaluated based on mandatory criteria specified in UPS 210.000 and additional indicators listed in this document.

B. Standards and Indicators for Teaching Performance

1. Narrative Summary of Teaching Performance

In the Portfolio “Narrative Summary of Teaching Performance,” the faculty member shall offer a discussion concerning the ongoing activities of teaching which he or she has engaged in since the hiring date or the last personnel decision at CSUF. In the event that a faculty member was awarded service credit at initial appointment, teaching performance during the accepted service credit years shall be included for personnel review. This narrative should describe the plan, execution, and accomplishments of teaching endeavors. The narrative shall be documented by supporting evidence.

2. Pedagogical Approach and Methods

The following indicators shall be included in the evaluation of teaching performance:

a. Breadth and depth of course content
b. Currency of topics
c. Relevancy of assignments
d. Effectiveness and fairness of grading.
Faculty may present other evidence of accomplishments in this area, such as:

a. Academic advising  
b. Development of new courses  
c. Innovative approaches to teaching  
d. Supervision of student research or performance  
e. Serving as Chair of a student’s M.A. thesis committee, or Project.

3. **Student Opinions of Instruction**

The following indicators shall be used in evaluating student opinions of instruction for all classes taught during the review period:

a. Percent A and B responses to all questions for all classes. Total percentages of A and B responses for all classes taught during the review period shall be reported by faculty member. Faculty shall calculate the average of A and B responses across all classes taught during the review period.

b. Patterns of written comments obtained in different courses over several semesters, as well as the faculty member’s explanation of these comments.

Evidence related to student opinions of instruction may include the following:

c. Means of SOQs across all questions and all classes  
d. Mean responses to Question 10 for all classes  
e. Number of different courses taught  
f. Number of new preparations  
g. Characteristics of classes taught (class level, whether required or elective, experimental, or traditional pedagogy).

4. **Ongoing Professional Development as a Teacher**, including efforts to improve teaching performance.

5. **On-going Professional Development in the discipline**, including continued efforts to be current in the field.

Faculty may present other evidence of accomplishments in this area, such as:

a. Attendance at seminars, workshops, courses, lectures, or practices that improve the faculty member's professional capacities  
b. Pursuing and/or completion of internships, post-doctoral training, and acquiring professional licenses.

6. **Classroom visitation**
Classroom visitations by Department colleagues may provide additional information regarding teaching effectiveness and interaction with students. Written reports of such visits shall address clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessment shall be in the context of the level and objectives of the course.

7. Faculty shall provide an explanation for any undergraduate class where the class GPA exceeds 3.3.

C. Evaluation of Standards and Indicators for Teaching Performance

1. Evaluation of Student Opinion Questionnaires
Student Opinion Questionnaires contribute significantly to evaluation, and shall be assessed according to the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Average Percentages over all of the SOQ questions for classes taught during review period, as calculated in 3.a. above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>85% or more A and B ratings, with at least 40% A ratings</td>
</tr>
<tr>
<td>Good</td>
<td>70% to 84% A and B ratings, with at least 20% A ratings</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>69% or fewer A and B ratings or less than 20% A ratings</td>
</tr>
</tbody>
</table>

Patterns of written comments on SOQs obtained in different courses over several semesters shall be considered more informative than isolated, individual comments.

2. Evaluation of Other Indicators of Teaching Effectiveness

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Evidence of strong and varied reflective practices, thoughtful course designs and implementations, use of innovative teaching strategies and assessment tools, and ongoing development of teaching skills (See list of indicators in V.B. 1.2, 4- 6)</td>
</tr>
<tr>
<td>Good</td>
<td>Evidence of appropriate reflective practices, thoughtful course designs and implementations, use of innovative teaching strategies and assessment tools, and ongoing development of teaching skills (See list of indicators in V.B. 1.2, 4- 6)</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Evidence reflects limited, weak, or no reflective practices, thoughtful course designs and implementations, use of innovative teaching strategies and assessment tools, and ongoing development of teaching skills (See list of indicators in V.B. 1.2, 4- 6)</td>
</tr>
</tbody>
</table>
D. Evaluation of Teaching Performance

Ratings: The Department uses three rating categories: Excellent, Good, and Unacceptable.

1. RETENTION

At minimum, a Good rating in teaching performance is required for retention based on the rating system below.

2. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The Department automatically recommends promotion to Associate Professor with the granting of tenure. Teaching activity for consideration for tenure and promotion to Associate Professor shall require evidence of sustained, high-quality teaching performance since the date of tenure-track appointment at CSUF. Regarding cases of service credit years awarded during initial appointment, note item B.1 “Narrative Summary of Teaching Performance” above.

Overall teaching performance is to be determined by the following formula:

Teaching Effectiveness / Student Opinion Questionnaires = Overall Rating

Excellent/Excellent = Excellent
Excellent/Good = Good
Good/Excellent = Good
Good/Good = Good

An Unacceptable evaluation in either teaching effectiveness or SOQ ratings results in an Unacceptable overall rating.

At minimum, an overall Good rating is required for tenure and promotion to Associate Professor.

3. PROMOTION TO FULL PROFESSOR

Promotion to Full Professor shall require evidence of continuing teaching activities after the date of promotion to Associate Professor.

Overall teaching performance is to be determined by the following formula:
Teaching Effectiveness / Student Opinion Questionnaires = Overall Rating

Excellent/Excellent = Excellent
Excellent/Good = Good
Good/Excellent = Good
Good/Good = Good

An Unacceptable evaluation in either teaching effectiveness or SOQ ratings results in an Unacceptable overall rating.

At minimum, an overall Good rating is required for promotion to Full Professor.

1. EARLY TENURE AND PROMOTION

Early tenure and promotion requires that expectations for the entire probationary period have been met and that performance in teaching exceeds the expectations. A sustained rating of Excellent in teaching performance is required for early tenure and promotion to Associate Professor. A sustained rating of Excellent in teaching performance is required for early promotion to Associate Professor without tenure. A sustained rating of Excellent in teaching performance is required for early promotion from Associate Professor to Full Professor.

VI. SCHOLARLY AND CREATIVE ACTIVITY

A. Preamble:

Scholarly and Creative Activities are fundamental and necessary components of ongoing faculty intellectual development. Scholarly work is a means by which faculty members remain current with the literature in their fields, thereby enhancing teaching and learning to the benefit of students. Through engaging in Scholarly and Creative Activities, faculty members create new knowledge, shift paradigms, connect to communities and students, and enhance their research and analytical skills. Because the Sociology Department recognizes the importance of sociological and related multidisciplinary scholarship, it expects and supports the engagement of faculty in ongoing Scholarly and Creative Activities that yield published results. Additionally, the Department expects faculty members to have an active research agenda that includes a variety of peer-reviewed/refereed scholarly work (Refer to UPS 210.000).
B. Standards and Indicators for Scholarly and Creative Activity Performance

Scholarly and Creative Activity includes any activity that results in an original contribution to the field of sociology and related disciplines.

1. Narrative of Scholarly and Creative Activity. In the Portfolio “Narrative of Scholarly and Creative Activity,” the faculty member shall describe the agenda of scholarly/creative activity in which he or she has been engaged since hire date or the last positive personnel decision at CSUF. This narrative shall include a discussion of the plan, execution, and accomplishments of the scholarly endeavors. The narrative shall be documented by supporting evidence. In the event that a faculty member was awarded service credit during initial appointment, scholarly work that will count toward tenure/promotion during the accepted service years shall be included for personnel review.

2. Indicators. Indicators for Scholarly and Creative Activity are divided into the following twelve categories ranked below in order of high to low scholarly value. Heavier weighting will be given to those indicators that are peer-reviewed. Published work shall be weighted more highly than unpublished work. Scholarly/creative work that involves students is especially valued.

   a. Publications of theoretical and/or empirical material in reputable peer-reviewed/refereed journals. Such publications may include articles published during the review period, articles in-press, or papers accepted for publication.

   b. Peer-reviewed scholarly and academic books including but not limited to scholarly books, textbooks, and edited anthologies, published or accepted for publication by a reputable academic press, with a definite release date.

   c. Peer-reviewed chapter contributions to books or anthologies either published or accepted for publication by a reputable academic press, with a definite release date.

   d. Extramural grants funded by governmental agencies, and/or private agencies. The value of the grant shall be assessed based on scholarly contribution, rigor of review, prestige of the granting agency, and dollar-amount of the grant. Grants that have been approved or which have been recommended by peer reviewers for funding, but not funded may be presented. Such grant proposals should, wherever possible, be accompanied by reviews. For grants that are in progress or grants that have been completed, a progress report should be provided.
e. **Non peer-reviewed scholarly and academic books**, including, but not limited to, scholarly books, textbooks, and edited anthologies, published or accepted for publication by a reputable academic press, with a definite release date.

f. **Non peer-reviewed chapter contributions** to edited books or anthologies either published or accepted for publication, with a definite release date.

g. **Intramural grants** funded by the University. Grants that have been approved or which have been accepted but not funded may be presented. Such grant proposals should, wherever possible, be accompanied by reviews. For grants that are in progress or grants that have been completed, a progress report should be provided.

h. **Research reports** of empirical findings published internally by an institution, organization, community agency, or center.

i. **Presentations and Addresses** that communicate new research findings and/or ideas in paper presentations, invited colloquia, or keynote addresses to an audience of scholarly peers may be presented.

j. **Instructionally-related research projects or ancillary teaching publications** in reputable academic presses: Both completed projects and those currently being pursued may be presented. For projects in progress and for completed projects a progress report must be provided.

k. **Unpublished work**, including draft manuscripts, research reports, theoretical papers, critical review essays, book chapters, book reviews, and contributions to edited works. Unfunded grants may be presented.

l. **Other indicators**: The appropriateness or suitability of other items suggested by the faculty member as indicators of Scholarly and Creative Activity shall be articulated by the faculty member in the “Narrative of Scholarly and Creative Activities,” and will be evaluated by the various levels of review in the RTP evaluation process.

Faculty members are responsible for documenting the quality of their Scholarly and Creative Activity.
3. **Weighting of Alternative Indicators.** As a guideline, the following alternative publications may carry the following equivalency weights in lieu of peer-reviewed/refereed journal articles. The case for quality and count shall be made by the faculty member, and evaluated by the various levels of RTP review.

   a. Peer-reviewed scholarly and academic books published by a reputable academic press, **typically count for one to four peer-reviewed journal articles.** However, a book shall never be sufficient, in and of itself, for the granting of promotion and/or tenure.

   b. Peer-reviewed chapter contributions to books or anthologies either published or accepted for publication by a reputable academic press are **typically equivalent to a peer-reviewed journal article.**

   c. A major external research grant that is funded or recommended for funding by an external review agency **typically counts for one to three peer-reviewed journal articles** if the author is the Principal Investigator or co-Principal Investigator. Grants considered “major” will be evaluated based on multiple indicators such as: relative amount of grant, duration, source of funding, involvement of students, and potential peer-reviewed scholarly contribution to the field. However, a major external research grant shall never be sufficient, in and of itself, for the granting of promotion and/or tenure. Faculty will be required to publish a minimum of two peer-reviewed publications regardless of the weighting given the grant.

C. **Evaluation of Scholarly and Creative Activity**

As noted in UPS 210.000, “evaluation shall consider the importance of each achievement (e.g., the status of a journal, press or venue, whether a publication is an article or a note and whether a performance or exhibition is regional, national, or international in scope) and the faculty member's contribution in the case of co-authored or other collaborative work.” Additionally evaluation shall consider the equivalency of publications other than peer-reviewed journal articles, and the value of unpublished Scholarly and Creative Activity.

Scholarly works accepted for publication without further revision, and in-press works, are considered published. Articles that have been invited for resubmission (i.e., revise and resubmit) will be evaluated on an individual basis contingent on review of the editorial correspondences. Collaborative scholarship is included, supplemented with a co-authorship contribution form or statement of mutual contribution indicating percentage of contribution, and signed by co-author(s) on institutional letterhead. Order of authorship is less important than evidence of significant intellectual contribution to publication.
The Department encourages participation at professional academic conferences at the local, national, and international levels. Paper and presentation activities at professional conferences, symposia, and colloquia provide additional evidence of Scholarly and Creative Activity, but are not sufficient to demonstrate acceptable scholarship for promotion and/or tenure in and of themselves or in lieu of publications.

In evaluations for retention, tenure, and promotion, accomplishments during service credit years should be weighed in reasonable proportion to those achieved during probationary years at CSUF. However, accomplishments during service credit years shall never be sufficient in and of themselves for the granting of promotion and/or tenure.

Each of the following activities shall not count as equivalent to a peer-reviewed journal article, but in combination are valued as part of the larger scholarly agenda and activity likely to lead to peer-reviewed publications in the spirit of ongoing Scholarly and Creative Activity: non peer-reviewed articles and chapters, intramural grants, research reports, scholarly-based community articles/reports, addresses, instructionally-related research projects, ancillary teaching publications, unpublished work, reference/encyclopedic contributions, and other indicators.

Ratings: The Department uses three rating categories: Excellent, Good, and Unacceptable.

1. RETENTION

A candidate for Retention shall be evaluated as Good on Scholarly and Creative Activities, when making progress toward meeting the requirements for tenure that are stated in these Department Personnel Standards and UPS 210.000. A candidate shall be judged Excellent on Scholarly and Creative Activities when making better than expected progress toward meeting the requirements for tenure. Lack of Scholarly and Creative Activity and making little or no discernable progress toward meeting the requirements for tenure based on these Department Personnel Standards and UPS 210.000 is deemed Unacceptable.

At minimum, a Good rating is required for retention.

2. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The Department automatically recommends Promotion to Associate Professor with the granting of tenure. Scholarly and Creative Activity for consideration for tenure and promotion to Associate Professor shall
require evidence of continuing scholarly activity since the date of tenure-track appointment at CSUF. Regarding cases of service credit years awarded during initial appointment, note item VI. B.1 “Narrative of Scholarly and Creative Activity” above.

Typically, a rating of:

- Excellent shall require five or more high quality scholarly publications in peer-reviewed/refereed journals during the period of review, and/or equivalent. In addition, evidence of six or more other scholarly and creative activities must be presented (see VI. B. 2. d-l).
- Good shall require a minimum of three high quality scholarly publications in peer-reviewed/refereed journals during the period of review, and/or equivalent. In addition, evidence of three or more other scholarly and creative activities must be presented (see VI. B. 2. d-l).
- Failure to meet the standard for Good Scholarly and Creative Activity shall result in an Unacceptable rating.

At minimum, a Good rating is required for tenure and promotion to Associate Professor.

3. PROMOTION TO FULL PROFESSOR

Scholarly and Creative Activity for consideration for promotion to Professor shall require evidence of continuing scholarly activity since the end of the last review period.

Typically, a rating of:

- Excellent shall require five or more high quality scholarly publications in peer-reviewed/refereed journals during the period of review, and/or equivalent. In addition, evidence of six or more other scholarly and creative activities must be presented (see VI. B. 2. d-l).
- Good shall require a minimum of three high quality scholarly publications in peer-reviewed/refereed journals during the period of review, and/or equivalent. In addition, evidence of three or more other scholarly and creative activities must be presented (see VI. B. 2. d-l).
- Failure to meet the standard for Good Scholarly and Creative Activity shall result in an Unacceptable rating.

At minimum, a Good rating is required for promotion to Full Professor.

4. EARLY TENURE AND PROMOTION

Early tenure and promotion requires that expectations for the entire probationary period have been met and that performance in Scholarly and
Creative Activity exceeds the expectations. An Excellent rating in Scholarly and Creative Activity is required for early tenure and promotion to Associate Professor. A rating of Excellent in Scholarly and Creative Activity performance is required for early promotion to Associate Professor without tenure. An Excellent rating in Scholarly and Creative Activity is required for early promotion from Associate Professor to Full Professor.

VII. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

A. Preamble:

The Department of Sociology views Service as an important component of faculty life. The Department thus expects faculty members to provide Service in three categories: to the profession; to the Department and University; and to the community. The Department expects faculty members at all career stages to participate in professional organizations and activities relevant to their teaching and research fields. It also expects that faculty members, especially those who are tenured, will play an active and continuing role in the governance of the Department and University. Further, it encourages faculty members, especially those at higher ranks, to use their skills and expertise for the improvement of the University and the community. Professional, University, and Community Service is evaluated based on mandatory criteria specified in UPS 210.000 and additional indicators listed in this document.

B. Sociology Department Statement of Standards and Indicators for Professional, University, and Community Service

1. **Narrative of Professional, University, and Community Service.** In the Portfolio “Narrative of Professional, University, and Community Service,” the faculty member shall provide a description of his or her agenda of Service activity in which he or she has been engaged since hire date or the last positive personnel decision at CSUF. This narrative shall include the planning, execution, and accomplishments of Service endeavors. The narrative shall be documented by supporting evidence. In the event that a faculty member was awarded service credit during initial appointment, service work during the accepted service credit years that will count toward tenure/promotion shall be included for personnel review.

2. **Indicators.** The following are indicators that may be used in evaluating activities related to Professional, University, and Community Service. Each yearly activity counts as one activity. University Service includes Service to the University at the Department, College, and University levels.

   a. Membership and/or offices held on committees at the
C. Evaluation of Service

In evaluations for retention, tenure, and promotion, accomplishments during service credit years shall be weighed in reasonable proportion to those achieved during probationary years at CSUF. However, accomplishments during service credit years shall never be sufficient in and of themselves for the granting of promotion and/or tenure.

Ratings: The Department uses three rating categories: Excellent, Good, and Unacceptable.

1. RETENTION
A candidate for Retention shall be evaluated as Good on Professional, University, and Community Service when making expected progress toward meeting the requirements for tenure that are stated in these Standards and UPS 210.000. A candidate shall be evaluated Excellent on Professional, University, and Community Service when making better than expected progress toward meeting the requirements for tenure. Lack of Professional, University, and Community Service activity and making little or no discernable progress toward meeting the requirements for tenure based on these Department Personnel Standards and UPS 210.000 is deemed Unacceptable.

At minimum, a Good rating is required for retention.

2. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The Department automatically recommends Promotion to Associate Professor with the granting of tenure. Professional, University, and Community Service activity or consideration for tenure and promotion to Associate Professor shall require evidence of continuing activity since the date of tenure-track appointment at CSUF. Regarding cases of service credit years awarded during initial appointment, note item VII. B.1 “Narrative of Professional, University, and Community Service” and VII. C. “Evaluation of Service,” above.

Typically, a rating of:

- Excellent shall require evidence, during the probationary period, of consistent participation in ten or more activities in University Service and at least one of the other two Service categories. At least five activities shall reflect a high degree of involvement and assuming leadership roles.
- Good shall require evidence of consistent participation in Service activities each year of the review period. Evidence of between five and nine activities in University Service is required. At least one activity must be either Professional or Community Service. At least three activities shall reflect a high degree of involvement and assuming leadership roles.
- Failure to meet the standards of Good shall result in an Unacceptable rating.

3. PROMOTION TO FULL PROFESSOR

Promotion to Full Professor shall require evidence of continuing Professional, University, and Community Service activities since the previous review period.
Typically, a rating of

- Excellent shall require evidence of consistent participation in ten or more activities in University Service and at least one in either Professional or Community Service. At least five activities shall reflect a high degree of involvement and assuming leadership roles.
- Good shall require evidence of consistent participation in Service activities each year during the review period. Evidence of between five and nine activities in University Service is required. At least one activity must be either Professional or Community Service. At least three activities shall reflect a high degree of involvement and assuming leadership roles.
- Failure to meet the standard of Good shall result in an Unacceptable rating.

4. EARLY TENURE AND PROMOTION

Early tenure and promotion requires that expectations for the entire probationary period have been met and that performance in Service exceeds the expectations. A sustained Excellent rating in Professional, University, and Community Service is required for early tenure and promotion to Associate Professor. A sustained rating of Excellent in service performance is required for early promotion to Associate Professor without tenure. A sustained excellent rating in Professional, University, and Community Service is required for early promotion from Associate Professor to Full Professor.

VIII. OVERALL EVALUATION FOR RETENTION, TENURE, AND PROMOTION

A. Requirements for Retention, Tenure and Promotion

1. Requirements for Retention

A candidate for retention shall be evaluated as Good when making expected progress toward meeting the requirements for tenure that are stated in these Standards and UPS 210.000. A candidate shall be evaluated Excellent when making better than expected progress toward meeting the requirements for tenure. Lack of activity and making little or no discernable progress toward meeting the requirements for tenure based on these Department Personnel Standards and UPS 210.000 is deemed Unacceptable.
At minimum, Good ratings in teaching performance, Scholarly and Creative Activity, and Professional, University, and Community Service are required for retention.

2. Requirements for Tenure

a. At minimum, Good ratings in Teaching Performance, Scholarly and Creative Activity, and Professional, University, and Community Service are required for the granting of tenure.

b. At minimum, Excellent ratings in Teaching Performance, Scholarly and Creative Activity, and Professional, University, and Community Service are required for the granting of early tenure.

Early tenure requires that all expectations for the entire probationary period have been met and that performance in Teaching and Scholarly and Creative Activity exceed the expectations stated in UPS 210.000 and the Department Personnel Standards. In order to be considered for early tenure, the eligible faculty member shall apply in writing to Faculty Affairs and Records.

3. Requirements for Promotion

a. Promotion to Associate Professor is automatic with the granting of tenure.

b. At minimum, Good ratings in Teaching Performance, Scholarly and Creative Activity, and Professional, University, and Community Service are required for promotion.

c. At minimum, Excellent ratings in Teaching Performance, Scholarly and Creative Activities, and Professional, University, and Community Service are required for the granting of early promotion.

Approved for implementation commencing with 2012-2013 Academic Year.