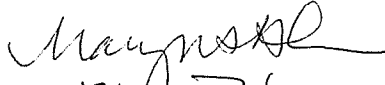



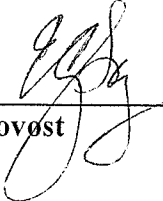
**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

**Discipline:**

**Sociology**

 5-7-19  
 5-7-19  
\_\_\_\_\_  
RTP Committee Chair                      Date

 5-29-19  
\_\_\_\_\_  
Provost    Date

# Sociology Program Personnel Standards

Revised 2019

## I Introduction

The Program and Personnel Standards (PPS) for the Sociology Program at California State University, Channel Islands (CSUCI), present collectively held expectations for tenure-line faculty in the areas of teaching, scholarship, and service. The PPS are designed primarily to guide review processes associated with retention, tenure, and promotion. The Sociology Program takes collective responsibility to provide the review, feedback, and mentoring necessary for all members to succeed by achieving tenure and promotion. The PPS is also useful as a guide to navigating professional development throughout faculty careers, and thereby helping to realize fulfilling careers.

The Sociology Program is founded on commitment to excellence in teaching and student learning, significant contributions through scholarship, and meaningful service to the program, University, profession, and community. Expectations are held mutually for all faculty, as are expectations of mutual assistance to meet those expectations. In accordance with the CSUCI mission pillars, our commitments reflect a value to engagement that is interdisciplinary, international, multicultural, and community-oriented in our teaching, scholarship, and service.

*Program and Personnel Committee:* The Sociology Program Personnel Committee (PPC) shall be comprised of three tenured, full-time faculty in the program. The PPC will review and make recommendations regarding faculty members being considered for retention, tenure, and/or promotion. PPC members will be elected annually by a vote of all tenure-line faculty. If there are not enough tenured faculty within the program to constitute the PPC, voting will be conducted to fill open PPC seats with tenured faculty from outside the program. If there are

reviews that require members who have Full Professor status (reviews for promotion to Full Professor, and post-tenure reviews), subsequent voting will be conducted to replace any committee members of insufficient rank with Full Professors (from either within or outside the program) who will serve as PPC members for only those specific reviews that require Full Professor rank. Elections for replacement members (either for tenured faculty outside the program or for Full Professors within or outside the program, as needed) will be conducted among all tenure-line faculty.

*Additional governing documents:* Many of the processes addressed herein are governed by policies and documents at the program, campus, and system levels. Faculty are advised to review all relevant University documents and policies pertaining to review processes, including (but not limited to) the University Retention, Tenure and Promotion Policy document; the Collective Bargaining Agreement; relevant components of Program Bylaws; and Senate policies on Program and Personnel Committee composition.

*Areas of activity and expectations:* The PPS includes three areas of responsibility: Teaching, Scholarship, and Service. For each of those areas (and subareas within them), the PPS identifies general expectations, as well as examples of specific activities that might be engaged to fulfill expectations, and materials that might be submitted to document how expectations have been met. Examples of activities and materials are generally presented as a menu of potential components, not a list of required components. (Required components will be identified as such specifically.) Each candidate will have her or his own mix of activities and materials to document their contributions in each area; none is expected to have all examples listed.

The three areas of responsibility are not mutually exclusive categories. While any given activity may be relevant to multiple areas of responsibility (teaching, research, and service), each specific activity can only be used as evidence in one area. It is up to the candidate to specify

which category the activity will be credited, as guided by this document, and to provide a rationale for that assignment if necessary.

*Professional Development Plan and Narratives:*

Faculty members in their first year are required to create a Professional Development Plan (PDP) in each area of responsibility. Faculty should aspire to deepening their contributions over the course of their career. Because contributions in each area draw on a wide variety of skills, understandings, experiences, and capacities, the deepest contributions must be the outcome of intentional and incremental development. The PDP represents a strategic opportunity to map out those trajectories of development and intended contributions. The process of developing a PDP also represents an opportunity to receive feedback and support in navigating those trajectories, and to reassess them through periodic updating. All junior faculty are required to have an approved PDP to use as a roadmap to tenure. Beyond that, the Sociology Program encourages faculty at all levels to avail themselves of the benefits accruing from a current PDP.

A PDP should set ambitious goals and identify specific incremental steps to take toward those goals. In the area of teaching, that might include a sequence of course preparations, areas of skills and expertise to be developed, and identification of opportunities for developing those skills. In the area of scholarship, that might include a sequence of presentations and publications culminating in a general contribution, specific research skills to be developed to further one's agenda, and potential milestone publications or recognitions. In the area of service, it might include identification of general areas for service about which faculty are passionate, the identification of specific service opportunities within them, and plans for developing the capacities for and ultimately the achievement of leadership positions in those areas.

It is recognized that each specific goal of an ambitious PDP will not always be realized, and that goals and trajectories must be revised periodically to accommodate evolving interests

and opportunities. The processes of mapping out an intended trajectory and engaging in collegial exchanges about them are nonetheless valuable benefits of the PDP, and help to promote serious and regular consideration of trajectories in each of the relevant areas.

For reviews beyond the first year, faculty are required to have a description and reflection of their activities in the form of a narrative for each of the three areas of responsibility. Narratives are meant to provide a big-picture view of each area of performance, helping readers to not only understand how specific accomplishments described connect to one's guiding philosophy and long-term goals, but to also see evidence of continuous learning and growth. While narratives are primarily retrospective (unlike the PDP, which is primarily prospective), narratives should also include a discussion of plans for ongoing and future professional development in each of the areas.

## **II Teaching**

The Sociology Program at CSUCI is committed to offering our students a rigorous and developmental curriculum that challenges them while cultivating the sequence of skills and understandings essential to success in the major. Our course of studies emphasizes systematic empirical inquiry which seeks explanations of social phenomena based on the collection and analysis of appropriate evidence and the application of sound reasoning. Our coursework also emphasizes analytical and critical thinking, and the cultivation of the Sociological Imagination -- a defining perspective or lens of Sociology that asks us to look past the individual and examine the impact of social and historical context on individuals. Our goal is to provide an education that is valuable to students who continue on

to graduate studies as well to those who complete their formal education with a bachelor's degree.

Excellence in teaching is the product of a cyclical process composed of the following elements: Course design and implementation; Assessment and reflection; and Pedagogical development and application. Evaluation of Sociology tenure-line faculty for retention, tenure and/or promotion shall be based on the following criteria: course materials, peer observations, student evaluations, professional development, publications about teaching practices, advising activities outside of the official Program Advisor role, and student research mentoring. The following sections identify a range of specific activities within each of those subareas, elaborating on expectations and ways that they may be fulfilled and documented.

#### **A. Course Design and Implementation**

Appropriateness of instructional methods, materials and goals is demonstrated through presentation of course materials, including but not limited to course syllabi, assignments, projects, and other supplementary materials provided by the candidate, and the candidate's narrative on teaching.

Overall course materials, course content and methods should demonstrate: Teaching methods are adequate and relevant to the respective course content and objectives and level of instruction; Level of instruction adheres to curriculum norms and rigor, and goals and commitments of the Program; Materials are adequate for the topic, reflect current scholarship in the field, and represent growing diversity in the academy; Syllabi conform to University policy, and include learning outcomes, assessment and grading policies.

Overall course offerings should reflect: Candidate's collaboration in interdisciplinary or team-teaching practices within the larger framework of campus-wide policies and development; Contribution to broader Program goals of student development, academic rigor, and systematic

empirical inquiry; Development of new course proposals and other efforts to strengthen the curriculum (to the extent that the overall Program curriculum development allows for it). Any materials may be submitted that provide evidence of achieving those goals.

### **B. Assessment and Reflection**

The candidate should demonstrate his/her active self-evaluation of teaching practices and student learning. While peer observations and student evaluations are required elements of assessment, candidates are encouraged to reflect beyond solicited feedback from others. The following sections describe these required and additional/optional elements.

**Peer observations.** Teaching observations conducted by one's peers should assess pedagogical effectiveness of teaching methods, course materials, and classroom presentation. Peer observations are most valuable when they identify areas of strength and areas to be considered for improvement. It is expected that most observations should be conducted by Sociology faculty, but external observers can also provide invaluable perspectives and should be chosen strategically for their relevant expertise.

For probationary faculty, a minimum of one peer observation per year by a tenured member of the CSUCI faculty is required. For tenured faculty, one peer observation is required for each review period (although the program collectively holds that we should avail ourselves of peer input more frequently).

**Student evaluations.** The policy of the Sociology Program is to administer student evaluations in all courses taught each semester. Quantitative evaluations require focused interpretation – identifying areas where students are satisfied and not satisfied, and determining what that might mean for teaching quality. Quantitative evaluations are to be interpreted as a rough indicator of student satisfaction with the course and with the instructor, and not directly as a measure of the quality or effectiveness of teaching. Assessments of teaching effectiveness must

be fundamentally guided by the open-ended comments on the evaluations, which can make sense of specific issues that are contributing to learning or detracting from it. Student feedback on the relevancy of course content should also be taken into consideration to support growth in course design and implementation. In all cases, the focus should be on patterns of comments rather than individual comments (although individual comments might be used to represent broader patterns). All forms of student assessment should be examined for potential biases, given that research has indicated pervasive bias across social categories of identity, such as gender, race, age, and sexuality.

**Reflection.** To have value, assessments of any sort must be received and addressed, which represents the process of reflection. Candidates should indicate (primarily in their teaching narrative) that they have examined their assessments and sought to interpret them to the best of their ability. For example, significant deviations in any given term should be explained. Reflection should not be solely backward looking, but forward looking. The primary value of reflection is to identify strengths that can be built upon, and weaknesses that can be remediated. The candidate should clearly indicate how reflection has resulted in plans to shape future teaching practices in ways that will lead to deeper student learning.

**Additional materials** that can be submitted alongside peer observations and student evaluations to document meeting expectations of assessment and to demonstrate student learning outcomes include such materials as examples of student work.

### **C. Pedagogical Development and Application**

The Sociology Program supports the development of faculty toward mastery of teaching practices. That is a long process of growth and development which includes not only sustained practice and reflection (as indicated above), but keeping abreast of developing norms and best practices in the discipline and beyond. To do so, faculty are expected to seek out and



take advantage of opportunities to develop new skills and learn about new practices as part of a strategic developmental trajectory. In areas where faculty have developed specific expertise in some depth, they are encouraged to share that expertise through publication or presentation. In all instances, faculty are also expected to indicate how the pedagogical skills developed through those activities are applied in the form of revised courses and teaching practices.

Examples of activities, materials, and documentation to indicate that expectations of pedagogical development have been met include:

**Participation in workshops.** Faculty are encouraged to avail themselves of opportunities to participate in workshops designed to expand their teaching practices in ways designed to improve the quality of teaching – e.g., through skill development or enhanced pedagogical practices. Such opportunities may occur on campus, at professional meetings, or in other professional settings.

**Scholarship of Teaching and Learning.** One of the most significant ways to document pedagogical development is by achieving some recognized mastery in an area. That type of mastery is generally indicated by professional presentations or publications reporting on the development/assessment of teaching materials and practices, or in some other way of contributing to peer development.

In addition to these activities, candidates are encouraged to engage in experiential learning in the classroom. Narratives may reflect on the ways faculty have tried, failed and succeeded in their pedagogical approaches informally, not just through workshops and publications.

#### **D. Student Support Outside of the Classroom**

It is optional but not required to demonstrate evidence of supporting students outside of the classroom. These activities include: mentoring outside of the formal advisory

role, engaging students in research, assisting them with graduate school applications, and writing letters of recommendation.

### **III Scholarship**

Evaluation of Sociology faculty members for retention, tenure and promotion shall be based on the demonstration of a body of scholarship that contributes to their academic subfield and to the discipline, and thus to the program and the University as well. Candidates shall demonstrate that they are active members of their discipline by disseminating research through publication and professional presentations.

Sociology is a discipline with a wide range of subfields and multiple areas of specialization that overlap with many other disciplines. That structure inherently lends itself to interdisciplinarity. The Sociology Program values interdisciplinary research and engagement across disciplines, yet also holds that the richest forms of interdisciplinarity are built upon solid disciplinary foundations. That foundation is essential to creating a cohesive program and to collectively providing the most valuable training to our students. Consequently, candidates must demonstrate that their body of scholarship is in conversation with other Sociologists. Through professional membership, conference attendance/presentation, and/or publication, candidates must engage in venues with a strong sociological presence.

Scholarship of Teaching and Learning (SoTL) can be included in scholarship activities (rather than teaching activities). To include SoTL in scholarship, the candidate should show that it is part of the candidate's core research agenda, and that it meets the expected criteria and rigor in research.

The following elements constitute the body of scholarship for the period under review. The central focus is published research as the final product of research activity, but includes additional elements to indicate an ongoing research agenda.

#### **A. Published research**

Publications are the central component in any body of scholarship, as they demonstrate a collective contribution to some field of study within the discipline and beyond. That contribution may be comprised in the findings of systematic empirical research or in the insights associated with rigorous theoretical/conceptual elaboration. In Sociology, the *fundamental required expectation in the area of scholarship for tenure and promotion is the publication of the equivalent of three peer-reviewed journal articles or one peer-reviewed research monograph in a five-year period.*

Publications will be evaluated as a collection, focusing on the academic and intellectual contribution of the body of scholarship as a whole. Individual academic publications vary substantially in the extent of their contributions. The Sociology Program encourages colleagues to aspire to make significant contributions, as that has a range of indirect benefits for our program, our University, and our students – as well as the individual’s own academic trajectory. To provide that encouragement, the Sociology Program recognizes essential differences in types of publications, assigning greater value to those which make greater contributions.

The standard publishing expectation for tenure and promotion in Sociology is stated (above) in terms of peer-reviewed journal articles or books. However, we recognize that there is substantial variation within those categories, and that there are many other types of valued publications that do not fit into either category. As our expectations are stated in terms of equivalence, we offer some guidance below regarding how different types of publications are evaluated vis-a-vis expectations in the area of scholarly activities. While it is up to the candidate

to justify why each journal venue was the appropriate place for that piece, we offer some guidance below.

For articles, the difference in contribution can be gauged by selectivity and influence – generally measured in terms of measures such as acceptance rates, impact factor (or other parallel indicators), reputation of the publishing house and editorial staff, and whether the journal is sponsored by a professional association. The Program makes a distinction between different types of journals – those with lower acceptance rates and higher impact, and vice versa. Journals of the former character count more toward exceeding expectations for scholarly activities. Publishing in predatory open-access journals will not count at all. The expectation is that the body of scholarship for junior faculty will generally be published in mid-tier journals, while publishing in higher tier journals will exceed expectations.

The publication of a book chapter, or a contribution appearing in an edited volume, can also represent a valuable academic contribution. While they are not as valued as articles published in peer-reviewed journals, they are nevertheless important. In addition, invited publications, and publications in journals that have modified peer review, or editorial review, can also be important venues to present research. The rigor of these types of publications varies depending on the publisher, editor, and degree of internal or external peer review. Candidates are encouraged to submit evidence of peer review for these publication types.

Research monographs generally represent a significant contribution, as they are a more extended and developed presentation on a subject. As with journals, there is a wide range of contribution generally associated with the publisher and the review process that they employ. A research monograph published with an academic press based on multiple peer reviews represents the standard expectation for tenure and promotion. Research monographs published in alternative presses under different review processes generally represent a more modest contribution.

Textbooks represent a contribution of a different (and more modest) sort than research monographs, focusing on the dissemination of existing research rather than the publication of original research. Textbooks are most valuable when they encompass a novel summation of some field of research and demonstrate a novel academic synthesis.

The academic contributions associated with issues of authorship can vary similarly to those associated with publication venue. Generally, we distinguish authorship between sole-authored, first-authored, and other joint-authored. For tenure, at least two of the three peer-reviewed journal articles (or equivalent) should list the candidate as first (or sole) author. In Sociology, the general expectation for junior faculty is to contribute primarily to joint-authored publications; contributions representing more significant authorship will exceed expectations. For promotion to Full Professor, candidates should have published at least one sole-authored publication in their time in rank as Assistant or Associate Professor.

### **B. Evidence of Ongoing Research Agenda**

In addition to a body of published research, candidates are expected to provide evidence of professional activities that indicate ongoing engagement with research in the discipline and beyond. Such evidence might include presentations at regional, national or international professional meetings; publications in the proceedings of professional meetings; book reviews and other review publications; grants awarded (and, to a lesser extent, significant unfunded grant applications); publication of policy briefs or reports to (or sponsored by) research institutions; editing a book or special issue of a journal; community-based research; digital scholarship; papers under review; and projects in process.

#### **IV Service**

The collective contributions in the area of service represents a body of service (parallel to the body of scholarship). All tenure-line faculty members are expected to take a continuous and active role in supporting the Sociology Program and the University, and are encouraged to serve the community and the profession (within the discipline and more broadly). All tenure-line faculty receive three weighted teaching units (WTUs) of reassigned time to support service. It is expected that the collective service performed by faculty members is commensurate with that reassigned time. The opportunities to serve are always more plentiful than the availability of time, so faculty must make strategic decisions about how to fulfill their service obligations and opportunities. The Sociology Program holds and supports the collective belief that the most useful and important service should be a source of passion and satisfaction, as much as teaching and research. To accomplish that, tenure-line faculty are encouraged to intentionally develop a service trajectory, in the same way that they develop a research trajectory, by identifying strategic steps to reach particular goals and outcomes. No faculty member is expected to avail themselves of opportunities to serve in all capacities listed below, but are expected to provide ample service in each area to collectively represent sufficient and significant service.

Because opportunities to serve the Sociology Program and University are in part contingent upon factors outside faculty's control (e.g., the particular service needs of the program at any given time, the number of opportunities to serve the University, and the growing supply of tenure-line faculty to fill those roles), for tenure and promotion to Associate Professor, the Sociology Program will consider candidates' total service contributions during their time in rank. The candidate shall be expected to demonstrate an overall ethos of service, which includes evidence of willingness to serve (such as committee nominations even when not elected, although willingness to serve is never a substitution for service itself).

The Sociology Program strives for a culture of availability and active program and campus citizenship. To that end, the Sociology Program encourages participation in the life of the Program and University, particularly in events for our students. Faculty should consider the *quality* of the contributions they make over the *quantity* of committees on which they serve. Assessment of service contributions recognizes that some roles and positions require significant time and efforts. Faculty should therefore describe the work they contribute in their various service roles in their narratives.

Service load and balance should be appropriate to rank and time in rank. For example, new Assistant Professors are expected to initiate service gradually, with their first year being particularly light, and gradually working their way to a full-service load (generally by year 3). Associate Professors are expected to take on more leadership in their service roles than Assistant Professors. As faculty move into senior roles, they are expected to make themselves available to informal mentoring roles for junior colleagues in all of the areas below.

The four areas of service activities, described in detail below, are as follows: Program service; University service; Professional service; and Professional service to the larger community. The Sociology Program encourages each tenure-line faculty member to serve in the capacities listed below, but requires particular attention to service to the program and the University.

#### **A. Program Service**

Tenure-line faculty are expected to contribute to Program-related tasks and participate in Program-related activities, including but not limited to: participation in governance activities; participation in ad-hoc committees or task forces as needed; participation, formally and informally, in search and hiring processes; Program and curriculum-building and implementation; Program assessment activities; and peer observations. As colleagues advance,

they are expected to take on greater leadership responsibilities (e.g., Program Advisor, Sociology Club Faculty Advisor, etc.). In support of our students and program's mission, tenure-line faculty are encouraged to attend Program events whenever possible, such as capstone presentations, faculty colloquia, orientations, majors fairs, AKD Honor Society ceremonies, etc.

### **B. University Service**

Tenure-line faculty should participate in shared governance through regular participation in Academic Senate, serving on Senate and/or University Committees and Task Forces, and through the recruitment of new faculty and staff in other disciplines. In identifying service roles at the University level, faculty should distinguish among different types of University service roles – standing committees and ad hoc committees, elected versus appointed positions, and those with heavy versus lighter service loads. Narratives should provide some sense of the specific work associated with service roles. Tenure-line faculty are encouraged to support and attend University events whenever possible, such as convocations, commencement, campus hiring events, cultural events of our diverse student body, etc.

### **C. Professional Service**

Tenure-line faculty are expected to serve our profession, defined inclusively as the collective institutional field of higher education. The focus of that service is naturally at the disciplinary level (primarily Sociology but including any other disciplines with which faculty engage through interdisciplinary work). Service can be offered through the performance of reviews in the publication process (manuscripts for journals and presses), reviews of programs or colleagues at other institutions, or participation in governance and leadership positions or committee work for professional organizations (including conference organizing). Additional professional service may also include organizations that are not discipline-based (e.g., Campus



Compact, American Council on Higher Education, Alliance of Hispanic Serving Institution Educators, etc.).

**D. Professional Service to the Larger Community**

Tenure-line faculty are encouraged to serve the community, both locally and beyond, both directly and (more commonly) through service to community-based organizations. Service can be performed by volunteering professional skills, sitting on the boards of community organizations, engaging in public sociology (e.g., by presenting research to community members, publishing of opinion editorial pieces, disseminating digital scholarship, or giving interviews to news media), or by representing the Sociology program in the community at large in other ways. To satisfy professional requirements for community service, the service must draw on one's professional skills or capacities – and that connection should always be made in review documents.