

Retention, Tenure, and Promotion Guidelines for the
Department of Sociology and Interdisciplinary Social Sciences

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Vote: 14 – Vote to approve, 0 – Vote to reject

Background

The Sociology and Interdisciplinary Social Sciences Department consists of seven major degree programs: BA Sociology; BA Sociology Concentration in Community Change; BA Sociology Concentration in Race and Ethnic Studies; BA Sociology Concentration in Social Interaction; BA Sociology Concentration in Women, Gender, and Sexuality; BA Social Science Multiple Subject Teacher Preparation; BA Social Science Single Subject Teacher Preparation. In addition SISS offers four minors (Asian American Studies, Sociology, Sociology of Education, and Women, Gender and Sexuality Studies) and an MA in Sociology. The faculty in SISS have training in varied disciplines; as such this document speaks to the diversity in the areas of study of the faculty.

The purpose of this document is to clarify the criteria used by the department for decisions on retention, tenure, and promotion; these criteria are consistent with S15-7 and S15-8. The procedures in this document will be reviewed every 5 years by the department faculty to assure compliance with policy changes and to improve the process of evaluation. Changes and amendments may only be made with a majority vote of the ranked faculty.

RTP Criteria

Faculty at San Jose State University are expected to engage in professional activities that encompass three areas which can and should incorporate the mission of the university, college, and department. Following are guidelines for retention, tenure, and promotion in the areas of teaching (or academic assignment), scholarly/artistic/creative activity, and professional service.

Academic Assignment

Teaching is the primary duty of SISS faculty. Teaching includes the development and implementation of effective pedagogy, and the assessment of student learning. The department expects faculty members to: teach in the areas listed in their contracts and additional areas consistent with department needs; follow course criteria and department and university instructional guidelines; receive positive SOTE scores and peer teaching evaluations; utilize varied teaching methods such as service- learning, group presentations, discussion-based learning, and/or small group work; In addition, the department expects that faculty members engage in activities to improve their teaching when necessary; should a faculty member receive low SOTE scores during their early evaluations, s/he should develop strategies to address areas of concern.

While the broader institutional values at SJSU encourage diversity, as a department we recognize that these values do not always remain at the forefront of the RTP

process. We also acknowledge that students often evaluate women and/or people of color more critically than they do white male professors. The department recognizes that faculty may challenge normative approaches to knowledge production when teaching and that scholars who teach in this way often face resistance in the classroom. Thus, SOTES may reflect students' discomfort with topic matter and challenges to normative ways of thinking, particularly in GE courses.

Baseline Standards for Teaching for Tenure and Promotion

SOTE scores consistent with or above the departmental averages

Positive peer evaluations

Engagement in assessment activities

Good Standards for Teaching for Tenure and Promotion

Meet all baseline standards

SOTE scores consistent with or above the college and university averages

Continued improvement of teaching skills

Excellence Standards for Teaching for Tenure and Promotion

Meet all baseline and good standards

SOTE scores consistently above the department, college, and university averages

Development of new curriculum

Demonstration of innovative teaching

Scholarly and Creative Activity

Scholarship plays a key role in remaining current in one's areas of study and engaged with the community of scholars. The department acknowledges that research takes many different forms. In evaluating scholarly work, we adopt three criteria: content of scholarship based on well-grounded theory and research, rigor and quality of communication, and the public impact of writing.¹ Peer-reviewed writing primarily takes the form of academic journal articles. Scholarly and creative work also includes community based research, scholarship on teaching and learning, and public scholarship (for example writing in social and print media venues and for a non-academic audience), applied research, book chapters, papers published as part of refereed proceedings, paper presentations (including but not limited to presentations at professional conferences), grants and grant proposals, awards for research, and review essays. At the same time the department acknowledges that faculty's ability to produce research is in large part dictated by available resources (**such as RSCA support and research funds**). Furthermore, while work published in scholarly outlets is considered to be the standard, the department values and encourages writing that disseminates academic scholarship to extra-academic publics, which can be demonstrated to support and enhance research, teaching and service. Such work can be counted as a significant portion of faculty research. When using work of this nature to build a case for tenure and promotion, it is essential that the work be grounded in social science theory and research and be reviewed by experts who are able to make an objective evaluation. Experts in this area can include either qualified academics or community representatives.

The Department of Sociology and Interdisciplinary Social Sciences acknowledges that expressions of scholarly/creative activity vary widely from individual to individual. Therefore, faculty may demonstrate their work in a variety of ways and while there is no specific expectation in the number of publication the department offers the following guidelines.

Baseline Standards for Scholarly, Artistic or Professional Achievement for Tenure and Promotion:

Two peer-reviewed single/co-authored articles and **research based reports**

WITH

Other scholarly engagement including, but not limited to, paper presentations, grant writing, and non-peer reviewed writing

Good Standards for Scholarly, Artistic or Professional Achievement for Tenure and Promotion:

¹ See American Sociological Association white paper "What Counts? Evaluating Public Communication in Tenure and Promotion":

www.asanet.org/sites/default/files/tf_report_what_counts_evaluating_public_communication_in_tenure_and_promotion_final_august_2016.pdf . Also see the statement from the National Women's Studies Association: <http://www.nwsa.org/Files/Resources/2013-NWSA-TenureStatementFINAL.pdf>

One scholarly book manuscript forthcoming by a peer-reviewed scholarly press

OR

Three single/co-authored peer-reviewed articles and **research based reports**

WITH

Other scholarly engagement including, but not limited to, paper presentations, grant writing, and non-peer reviewed writing

Excellent Standards for Scholarly, Artistic or Professional Achievement for Tenure and Promotion:

One scholarly book manuscript accepted by a peer-reviewed scholarly press AND one other peer-reviewed product

OR

Four+ single/ co-authored peer-reviewed articles and **research based reports**

WITH

Other scholarly engagement including, but not limited to, paper presentations, grant writing, and non-peer reviewed writing

Candidates should demonstrate the significance of their scholarly/creativity work in their narrative. Interdisciplinary candidates may ask to have one interdisciplinary tenured member on their committee. Candidates should continue to exhibit scholarly engagement in their field post-tenure.

Service

Service is an essential component to operation of the department, college, university, and professional development. Service can take many different forms both within the university (i.e. department, college, university, or student organizations), the community (i.e. local, state, regional, or national committees, community organizations, and union leadership roles), and the profession (i.e. service to a professional organization, and organizing scholarly meetings). It is expected that faculty take on increasing service responsibilities as their careers progress and that the service be at multiple levels. Following are the standards for service, while ideally a candidate would meet all of the standards listed the department's expectation is that a reasonable number be achieved.

Baseline Standards for Service for Tenure and Promotion:

Participation in department service, including shared governance and participation in department committees

Program related activities such as: participating in general education and/or program assessment data collection, program building and implementation, **and contributing to curricular development**

Advising and mentoring students

Completing assigned administrative tasks in a timely manner

Good Standards for Service for Tenure and Promotion:

Meet all baseline standards

Service on college or university level committees or community or professional organizations

Assuming leadership in program related activity, department administration, or in at least one committee

Excellence Standards for Service for Tenure and Promotion:

Meet all baseline and good standards

Service on committees at multiple levels during period under review (the idea here being that folks should be serving on, for example, both department and college and university committees)

Exceptional advising and/or mentoring of students

Assuming leadership roles in department, college and/or university level, professional, and community service

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