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DATE: April 15, 2021

TO: Committee on Academic Personnel

FROM: Amy Binder, Professor and Chair
Department of Sociology

RE: Update of Department of Sociology Academic Personnel standards to include both
Professor and Teaching Professor series

In 2018, the Department of Sociology submitted a memo to CAP outlining our standards of research productivity for the Professor series. In this memo, we reaffirm the Department's standards for research and add expectations for teaching and service, the two other criteria for the Professor series. We then describe our standards for the Teaching Professor series. At the end of this memo, we discuss contributions to diversity that are appropriate for both series.

Professor Series

Research

Our standards for research productivity vary with rank. We first outline criteria for barrier steps from one rank to another, and then describe expectations for regular steps within each rank. The faculty in the Department of Sociology regard these standards as norms to guide us rather than rules to bind us; they are approximate, and conditional on judgments of quality.

1) Promotion to Associate Professor with tenure

For promotion to Associate Professor with tenure, our standards vary, depending on whether the tenure path proceeds primarily through a book, or through a series of articles.

In the first case, we expect a high-quality book published by a reputable university press with a rigorous peer review process. We expect the book to be in print or "in press" at the time that the tenure decision is to be rendered. If in press, there should be evidence from the publisher of binding acceptance of the entire corpus. In addition to the book, we expect a few articles or article equivalents (such as edited volume chapters). For scholars primarily focused on writing books, we expect evidence that the second book-length project is underway.

The second way to build the tenure case is with a portfolio of excellent peer-reviewed articles or article equivalents, of which we would typically expect approximately eight, with at least two placed as articles in top journals; exceptions may be made for work of truly exceptional distinction or quality.

Regardless of which way the tenure case is built, the file should show evidence that the candidate for tenure has trajectory and momentum with an independent research agenda beyond dissertation research.

2) Fourth-Year Appraisal

Following from our tenure standards, our expectation for Assistant Professors at the time of their fourth-year appraisal is to be on track to meet the standards for promotion to Associate Professor.

3) Promotion to Full Professor

For promotion to Full Professor, again, our standards vary depending on whether the path proceeds primarily through a book, or through a series of articles. For scholars who primarily communicate research results via books, the standard is an excellent, peer reviewed, post-tenure book and a few articles or article equivalents. For scholars who primarily communicate research results via articles, the standard is approximately eight peer-reviewed post-tenure research publications (e.g., journal articles or edited volume chapters) of high quality since the time of promotion to the Associate rank, with at least some published in top journals.

4) Steps within Rank

For the early review periods in the Assistant rank, our standards are that candidates are making steady progress toward tenure.

For the two-year review periods in the Associate rank, we expect two to three articles or article equivalents in each review cycle, with the understanding that candidates who are demonstrably writing their second book may not fit as neatly into these expectations as those exclusively writing articles. (See *Where CAP Stood*, 2014-2015 and 2015-2016.)

For merit advancements within the Full Professor rank, our standards are approximately four articles (or article-equivalents) per three-year review period. This rises to five per three-or-more year review periods for Professors in the higher steps, and at least that much for a regular 100 percent-of-step advancement further above scale. Either (a) truly exceptional quality or (b) an excellent peer-reviewed venue provides a trump card in the case of fewer publications. A new book would certainly fulfill the standards for a three- or four-year period.

Again, our research productivity standards do not reduce appraisal to an exercise in bean counting. Publications are not standardized widgets, and many sociologists are professionally disposed toward skepticism of metrics that purport to quantify “impact.” The faculty of the Department of Sociology are unlikely to accept the legitimacy of any review process that abstracts from quality.

Teaching

Teaching is the “second leg of the stool” in the Professor series. We expect faculty to strive to be excellent teachers. Specific sources of information to evaluate candidates’ *instruction* may include the candidate’s statement of teaching philosophy, course syllabi, peer observation of the candidate’s course instruction, teaching awards, development of new courses and modes of instruction, and CAPE scores. Activities that fall under *student advising and mentoring* include undergraduate

student advising and mentoring (such as serving as chair for honors, STARS, or McNair students); serving as a member or chair of graduate field exams and dissertation committees; and including students on research teams and producing co-authored scholarly work with them.

Service

Service is the “third leg of the stool” in the Professor series. We expect faculty to provide service commensurate with rank. At the Assistant Professor level, we expect minimal service for the first two years and then membership on one department committee for the remaining years before tenure. At the Associate level, we expect departmental service to continue, perhaps in a leadership position, and ideally expand to campus service, such as in the colleges or membership on Academic Senate committees. Early Full Professors are expected to take leadership positions in the department and continue to serve on, and potentially lead, campus committees. Higher-step Full Professors are expected to serve in leadership positions in the department and on campus or in the UC system. In addition to department, campus, and system-wide service, faculty are expected to provide professional service. In early step and rank, this may include reviewing journal manuscripts, organizing conference sessions, or serving on professional councils. In the later years, professional service may expand to leadership roles. Faculty can define better than anyone what meaningful service looks like so we look to faculty to articulate the ways that they make contributions to this area.

Acceleration and Bonus Off-Scale in the Professor Series

Following PPM 230-220, the department generally considers accelerated advancements in cases where candidates have “significantly exceed[ed]” the normal standards of research by a factor of about two, and where there are no evident weaknesses in teaching or service. Half-step bonuses are recommended in cases where candidates may not have double the research productivity in a review period, but have excelled in one or more of the three legs of the stool.

Teaching Professor Series

Below we provide a non-exhaustive list of activities that could conceivably fall under the three criteria for the Teaching Professor series. In no way should this list be construed as a minimum set of activities in which a Teaching Professor should be involved. Rather, it is a list of examples of a broad array of Teaching Professor activities, in which a candidate may be engaged in any given review cycle. We expect this list of activities to evolve as we gain more experience with this series.

Teaching of truly exceptional quality

The primary criterion for this series is teaching of exceptional quality. We expect candidates to teach six classes per year, although their course load may be reduced if they are involved in extensive department or university service. Evidence of exceptional teaching includes, but is not limited to, creative curriculum development and new course development included in a teaching portfolio, the design and implementation of innovative pedagogical strategies and techniques (such as including innovative use of technology in the classroom), student evaluations and student comments near the top of the range in CAPES, outside observations of classroom teaching, a record of student mentorship, particularly (but not exclusively) at the undergraduate level, and teaching awards.

Professional achievement and activity

There are a variety of ways for candidates to demonstrate professional achievement and activity in the Teaching Professor series. We generally think of these activities as being outward-facing, that is,

reaching beyond the department and university. Candidates may publish in the area of teaching and pedagogy, such as with research articles in *Teaching Sociology* or in book chapters, books, or textbooks. They may write media pieces on teaching techniques and activities, and publish in TRAILS (the teaching and resources library of the American Sociological Association). They may develop new instructional software, create videos or websites about pedagogy, organize conference or conference sessions on teaching, lead colloquia and training workshops at the ASA or other conferences, engage in grants writing for educational activities, or disseminate teaching tools and other products of professional activity through web applications or on YouTube. Presenting work about teaching and pedagogy at conferences and invited talks also counts as professional activity.

Importantly, Teaching Professors' professional activities are not limited to pedagogy. For example, they may also publish research articles, give conference presentations, and write grants in their disciplinary areas. With this said, we expect Teaching Professors to stay actively engaged in pedagogical professional activities. Because teaching is a field of specialization in its own right, an empirical piece on pedagogy is just as valuable as an empirical piece on any other topic.

The rate of activity per review period for professional achievement is difficult to compare to the Professor series because the product will often be quite different. Furthermore, there are fewer peer-reviewed venues for pedagogical research than there are disciplinary journals, which could constrain candidates' ability to publish in journals (although this would not affect the many other forms of professional achievement and activity listed above). Candidates in the Teaching Professor series also have greater teaching obligations than colleagues in the Professor series, which reduces time for professional achievement and activities. We also acknowledge that at this point, the department has no past data on which to base expectations for this component of the Teaching Professor criteria. For all these reasons, we are not yet prepared to submit quantitative standards in this area.

At the same time, though, we do wish to provide departmental guidance for candidates in the series. As a loose guideline, we expect a file for promotion from Assistant to Associate rank to include a few examples of professional achievement and activities, and for this number to increase as the candidate advances through rank and step. We anticipate refining our standards for professional achievement and activities as the department gains more experience with the Teaching Professor series.

University and public service

We expect Teaching Professors to be engaged in university and public service, commensurate with rank. Just as with the Professor series, we expect Assistant Teaching Professors' service to be primarily focused in the department, but to expand to the campus once they are promoted with tenure. As Full Teaching Professors, we would expect service to the department, campus, and UC system and to include leadership roles. Teaching Professors may serve the department by being members or chairs of committees; offer pedagogy workshops for faculty, lecturers, and instructional assistants; and serve as the faculty advisor to instructional assistants. They may also serve as the department representative for campus-wide events, such as convocation and commencement. Service to the campus could include serving on and chairing Academic Senate committees, workgroups for the Teaching + Learning Commons, the colleges, or review committees for other UCSD undergraduate departments and programs. They may do peer observations of classrooms inside and outside of the department, participate in campus working groups and learning communities focused on teaching and pedagogy. They may serve the University of California (system-wide) by writing tenure and promotion letters for

Teaching Professors on other campuses. In service to the discipline, they may serve on editorial boards, serve in sections, present workshops at the American Sociological Association, and review manuscripts and grant proposals. Teaching Professors may also be engaged in community service, such as by doing outreach to high schools and community colleges, and giving public talks.

Acceleration and Bonus Off-Scale in the Teaching Professor Series

Bonuses and accelerations will be justified based on contributions well above our standards. This would include teaching contributions above “truly outstanding,” including significant design or re-design of courses or receiving significant teaching awards. Bonuses and accelerations may also be warranted through major contributions to professional activity, service contributions beyond expectation for rank, and significant contributions to diversity. Generally speaking, a bonus off-scale would be warranted for one of these activities well above our standards, while an acceleration would be warranted for two or more of these, depending on if the review cycle is two, three, or four years.

Diversity Contributions—Applicable to Professor and Teaching Professor Series

Faculty in Sociology may contribute to diversity and inclusion in their research, teaching, and service. While we do not expect every faculty member to contribute in the same ways, we note that mentoring/advising underrepresented students is one crucial aspect of demonstrating commitment to diversity, as is service to department committees, campus-wide committees, professional associations, and public service related to diversity. We will make note of these contributions in all files.