**TABLE OF CONTENTS**

I. RTP Department Standards, Guidelines & Procedures for Tenure-Track, Tenured Faculty 4
   A. The Department Personnel Committee 4
   B. The Review Process 4
   C. Dossier and The Working Personnel Action File 5
   D. Criteria and Guidelines for Review 5
      1. Instruction 6
      2. Professional Growth and Achievement 8
      3. Other Contributions to the University and Community 10
      4. Contribution to Strategic Plans and Goals of the Department, College, and 11
   E. Terminal Degree Requirements 11
   F. Procedures 11
   G. Retention 12
   H. Tenure 12

II. Promotion 12
   A. Associate Professor 12
   B. Full Professor 12
   C. Early Promotion Criteria 13
      1. Instruction 13
      2. Professional Growth and Achievement 13
      3. Other Contributions to the University and Community 13
      4. Contribution to Strategic Plans and Goals of the Department, College, and University 13
   D. Evaluation Criteria and Procedures For Tenured Professors and FERP Faculty 13

III. Personnel Department Standards, Guidelines & Procedures For Full-Time (15-Unit Base) & 14
    Part-Time Lecturers 14
   A. Hiring and Course Assignments 14
      1. Educational Standards for Full-Time and Part-Time Lecturers 14
   B. Criteria and Guidelines for Review of Full-Time (15 Unit Base) and Part-Time Lecturers 14
      1. Instruction/Teaching Effectiveness 14
      2. Other Responsibilities 15
3. Materials that the committee shall use for review of the candidate shall include
4. Other evaluation areas
5. Professional Growth and Achievement of temporary faculty hired full time

Appendix A University Strategic Priorities & Department's Mission Statement
I. RTP Department Standards, Guidelines & Procedures for Tenure-Track, Tenured Faculty

The current Faculty Personnel Policies and Procedures of the University and the applicable policies of the College of Behavioral and Social Sciences will be followed by the Department of Sociology. In this context, the Department of Sociology will hereafter employ the following disciplinary-specific criteria, guidelines, and procedures in its decisions on retention, tenure, and promotion. These decisions will be made by the personnel committee.

A. The Department Personnel Committee

The Department of Sociology Personnel Committee shall be elected by probationary and tenured members of the department. No department member may serve on the personnel committee if his/her case will be reviewed that year by the committee or he/she is serving in the RTP process at another level. An exception to this may be made for faculty undergoing fifth-year reviews. They may serve on the committee, but take a temporary leave from committee business during their own review process. As stipulated by the Sociology Department’s Constitution, faculty participating in the Faculty Early Retirement Program (FERP) may serve on the Department Personnel Committee. A FERP faculty member may only serve if he or she is employed during the entire portion of the review cycle for which that committee is responsible. The probationary and tenured sociology faculty will elect the personnel committee chair. The personnel committee chair’s duties shall be those normally ascribed to the position. The personnel committee shall elect its secretary each year from the membership of the committee. All personnel committee meetings shall be in executive session.

B. The Review Process

To assist in the progression towards retention, tenure, or promotion, the committee will provide to the candidate developmental feedback in accordance with the FPPP. Probationary faculty are subject to two different types of performance evaluations.

The first, called Periodic Evaluation, focuses on providing the probationary faculty member with important developmental feedback, both positive and negative, with the goal of maintaining and/or improving performance. The ultimate goals of excellence and a successful tenure/promotion decision are to be kept firmly in mind by all involved with the process.

The second type of performance evaluation is called the Performance Review, wherein a critical assessment of the faculty member’s performance is conducted and the probability of a successful tenure/promotion decision is estimated. Formal ratings of performance in each area of review are used, and a decision is made whether or not to retain the faculty member.

Normally, periodic evaluations are done in the faculty members’ first, third, and fifth years: performance reviews are conducted in the faculty members’ second, fourth, and sixth years. It is in the sixth year that the decision is made to offer tenure or release the faculty member.
from employment in accordance with the FPPP. At each review the personnel committee will provide written feedback on each category under review. In the next cycle of review, the candidate must provide evidence of having attended to the feedback.

Part-time lecturers will undergo review in accordance with the FPPP.

C. Dossier and The Working Personnel Action File

The candidate is to submit a dossier to provide evaluators with the information and materials needed to accurately judge the candidate’s performance in the areas listed below. The department will assist the candidate in making certain that the Working Personnel Action File (WPAF) accurately reflects the full performance record. However, ultimately, it is the candidate’s responsibility to see that all materials favorable to retention, tenure, and/or promotion are included in the WPAF. All candidates’ dossiers should refer to the relevant sections of the FPPP to assure that all required documents are submitted, including a copy of the applicable Department Personnel Guidelines, a current Curriculum Vitae, a Narrative, Data and Interpretation, and an Index of any supplemental support material. The narrative should provide a context for the reviewers to understand and evaluate the activities and achievements contained in the dossier. The candidate should use the narrative to highlight the scope and quality of his/her performance in all the areas to be evaluated, making the case that the performance under review has met or exceeded expectations as stated in the department standards described below, as well as relevant sections of the FPPP. When compiling materials in the dossier, the candidate should keep in mind that the quality of activities is more important than the quantity. Therefore, the materials included should provide reviewers with the information necessary to make accurate judgments. An adjunct faculty’s dossier should include at minimum a reflective statement of teaching philosophy, a current Curriculum Vitae, Student Evaluations of Teaching, and Peer Evaluations.

D. Criteria and Guidelines for Review

The Personnel Committee will consider specific areas of assessment for each candidate for retention, tenure and promotion as established in the FPPP. Those areas are outlined below. Each candidate shall be evaluated and rated noting strengths and weaknesses, on teaching, professional growth and achievement and other contributions to the university and community using the following adjectives: Inadequate, Adequate, Effective, or Superior. Two other areas, contributions to strategic plans and professional role and ethics will be evaluated but not ranked with one of the objectives. It is the responsibility of the candidate under review to provide evaluations of work performed outside the department.

While effective teaching is the primary, essential and minimum criterion for retention, tenure and promotion, the department recognizes that there are various ways for faculty to contribute to the University, be a successful teacher, and achieve professional success. Various types of accomplishment are valued and each candidate is not expected to be rated superior in all areas in order to be retained, tenured, or promoted. A rating of superior in one area may compensate for lesser contributions in other areas, although high quality teaching is an essential criterion for promotion.
Specific definitions of rankings (Superior, Effective, Adequate, Inadequate) for the three areas of assessment in a performance review are provided in the FPPP. Evaluation procedures will follow those outlined in the FPPP. Evidence must be provided by the candidate in the Dossier in support of progression toward goals and objectives.

The candidate must have a minimum rating of 2 adequate and 1 effective to be considered as “progressing toward tenure” at the first performance review in the second year of their employment. If the candidate has only 1 rating of effective at this time it must be in teaching. At the second performance review in the 4th year, the candidate must have minimum ratings of 3 effective to be granted retention.

Definition of the ratings as used for both retention and promotion are listed below:

**Superior:**

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim the candidate is a model of academic/professional contribution and achievement in the area being evaluated.

**Effective:**

The candidate has achieved proficiency in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, impressive, and valued contribution to the academic community in the area being evaluated.

**Adequate:**

The candidate has achieved satisfactory and acceptable (but not remarkable) levels of performance in the specific area of evaluation. With certain exceptions, the evidentiary record generally supports the claim that the candidate is making a satisfactory contribution to the academic community in the area being evaluated.

**Inadequate:**

The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making at least adequate contributions to the academic community in the area being evaluated. “Inadequate” performance is an impermissible level of professionalism, and significant deficiencies require immediate attention and correction.

1. **Instruction**

Faculty are expected to contribute to the creation and support of innovative, high-quality learning environments in support of the Department’s goals of delivering high quality undergraduate teaching.

Each faculty is evaluated on his/her teaching effectiveness as a matter of primary consideration for retention, tenure and promotion. Teaching effectiveness is the first,
minimum and indispensable requirement for retention, tenure or promotion for teaching faculty.

Teaching effectiveness is also evaluated in the context of other assignments a faculty member may have at the University, such as duties as chair, and research buy-outs. A buy-out as a Department advisor, or in another program, is considered to be “teaching” for RTP purposes. Internship Coordination is also credited as teaching. Informal advising and the mentoring of students including such activities as serving on master’s committees and advising honors projects are evaluated as teaching. Extraordinary efforts beyond these activities may be listed and evaluated under Other Contributions to the University and Community, below.

Instruction shall be evaluated on the following activities. (Order is not specified.):

a. Knowledge of the field
b. Organization and preparation of relevant student learning experiences in class and, as appropriate, in the field
c. Communication effectiveness with students
d. Communication effectiveness with field agencies as appropriate
e. Utilization of effective teaching methods and student learning experiences
f. Ability to develop rigorous evaluation procedures in the classroom and/or in student field experiences

Evidence of teaching quality shall include:

a. A reflective narrative statement on the candidate’s teaching, including: philosophy/strategies/objectives and how these have impacted the candidate’s teaching, i.e., how these are evidenced in the candidate’s classes, assignments, and other learning experiences provided for students.

b. Teaching portfolios, including current course sets of syllabi, materials, and samples of graded (A, B, C) exams and papers, projects, examples of student achievement and other material reflecting course content. Evidence of contributions to the creation and support of innovative, high-quality, student-centered learning environments should also be included. The candidate must provide meaningful evidence beyond student evaluations of teaching performance. This may include official responsibility for masters’ theses and honors projects.

b. Student Evaluation of Teaching, shall be used in evaluations, but will not weigh more than 25 percent of the overall evaluation of instructional effectiveness. They shall not be used when determining a candidate’s knowledge of his/her field. While peer evaluations and Student Evaluation of Teaching surveys are in the candidate’s WPAF, the candidate may prepare a table summarizing these evaluations in the dossier, along with his/her comments and interpretations. Student evaluations of faculty shall be conducted in a minimum of two (2) classes annually for each faculty
unit employee, and in courses representative of the faculty’s teaching assignment.
The frequency of student evaluations of teaching may vary with department vote. The
current department vote, as of fall 2010, stipulates that all faculty be evaluated for
two courses per academic year in consultation with the chair, and normally that will
occur in the spring semester. The department will revisit this vote at minimum every
five years, and the candidate shall be held to the prevailing department vote.

d. Peer evaluation. Classroom visitations will be conducted and evaluated every year
for tenure track faculty, and may be conducted in either the spring or fall semester. It
is the joint responsibility of the tenure track professor and the Personnel Committee
to ensure that courses taught for the first time and/or at least one course per year will
be evaluated. Courses to be observed will be determined by the Department Chair and
the Chair of the Personnel Committee. Sections chosen for evaluation will be
determined in consultation with the faculty member. In accordance with the CBA, the
individual being evaluated shall be provided a notice of at least five (5) days that a
classroom visit is to take place. There shall be consultation between the faculty
member being evaluated and the individual who visits his/her class (es). The
observing faculty member will write a report using the evaluation criteria in the peer
evaluation form provided by the College of BSS. The candidate may also request a
visit by anyone who is qualified to comment on some aspect of instructional
effectiveness. A candidate-initiated visit is optional and outside the required peer
evaluation.

e. Receiving an award in recognition of excellent teaching from a student group, college
of BSS, CSU, Chico, or beyond (if applicable).

f. Letters from colleagues and former students (if applicable).

g. Appointment as a Visiting Professor (if applicable).

2. Professional Growth and Achievement

Faculty under consideration for tenure and/or promotion shall be evaluated for
professional growth and achievement. On-going professional achievement is the
minimum requirement for tenure and promotion from Assistant to Associate Professor,
and Associate to Full Professor. At a minimum, such achievement includes academic
publication as a sociologist. The Department of Sociology gives equal recognition to
joint and multiple authors. Greater recognition is given to sole authorship.

The candidate’s record over time shall be reviewed as a progression toward achieving the
necessary professional growth and achievement to qualify for tenure and promotion,
which always includes publication in peer-reviewed literature as a major contributor.

Candidates for retention, tenure and/or promotion will submit a reflective narrative
addressing his/her professional growth and achievement activities. The statement should
include what he/she has done, how it evolved, where it might be going, and how it has
impacted the candidate’s teaching.
Evidence of effective professional growth shall include documentation of competent work in some of the following activities that support the claim of continual valued contributions to the academic community. Evidence for professional growth is required for success during the early years of movement toward tenure and promotion, and is expected to continue later in the career. Evidence of professional growth provides a context for professional achievement which is described below, but is not by itself sufficient for tenure or promotion. (Order is not specified.)

a. Research and manuscripts in progress, and indications that they are under active submission (including rejection letters)
b. Articles prepared for publication in refereed or other professional journals
c. A published book review
d. Presentations at international, national, regional, or state professional association meetings
e. Attending international, national, regional, or state professional association meetings
f. Receipt and administration of a minor grant, and the reporting associated with this
g. Organizing meetings and sessions for a professional association
h. Application for an external grant
i. Receiving an internal grant from the college or University (excluding travel monies)
j. Essay or article in a newspaper, magazine or electronic source on a professionally relevant topic
k. Professionally relevant consultations or expert testimony
l. Holding an office or committee membership in a professionally-related association
m. Having one’s work cited by other scholars or practitioners
n. Serving as an editor of a professional journal
o. Significant recognition of professional activities in media or by an academic or community organization
p. Mentoring academic or professional groups
q. Delivering guest or public lectures
r. An active program of scholarly or creative work in progress appropriate to the discipline, to be evaluated in terms of professionally recognized benchmarks
s. Quotation in the popular press (local, national, or international) as an expert
t. Other professional development activities that the candidate wishes to submit for personnel committee consideration
u. Invited presentations at other universities and at professional conferences or meetings
v. Attending campus workshops related to instruction or research workshops, conferences, or conventions
Evidence of professional achievement is necessary for tenure and promotion, and must include evidence of completed publication in the scholarly academic literature. It should be clear that the candidate was a major contributor to this publication. This achievement is necessary for tenure and promotion to Associate Professor and from Associate Professor to Full Professor. However, a single refereed article by itself while required, is not by itself adequate for promotion and tenure. In addition, some combination of the following is necessary for tenure and promotion. (Order is not specified.)

a. Publication and/or editorship of a book from a peer-reviewed publisher
b. Publication of a book chapter in an academic book
c. Publication of an article in a refereed journal
d. Publication of an article in a professional journal (editor review)
e. Publication of a monograph resulting from a grant or contract
f. Educational training material, film, or other non-print media that has been professionally reviewed
g. Fellowships, awards, and prizes recognizing research and publication activity
h. Receipt and/or administration of a major external grant.

3. Other Contributions to the University and Community

When compiling materials about Other Contributions to the University and Community, the candidate should keep in mind that the reviewers will assess the quality as well as the quantity of activities; therefore, this section of the dossier should provide reviewers with the information necessary to make accurate judgments. Faculty under consideration for retention, tenure, and promotion shall be evaluated on the following activities. (We view “a.” as essential and other activities are not provided in rank order.)

a. Participation in department, college, and university committees. These will be assessed in terms of levels of contributions. For effective performance in this area, the faculty member must demonstrate the occasional assumption of key roles on department, college, or university level committees and evidence of consistent contribution to these committees
b. Preparation of WASC reports and five-year department self-studies
c. Mentoring students for attendance at conferences, and in preparation of publications
d. Participation as an officer or other significant role in a state-wide sociological organization, or organization in a closely related field
e. Participation in student affairs activities and organizations
f. Development and/or implementation of innovative programs
g. Participation and service to the University as related to one’s areas of expertise
h. Participation in co-governance activities
i. Administrative assignments including chair, assessment duties, associate dean, program coordinator, etc.

j. Participation on community boards and organizations that are professionally relevant

k. Community activities related to one's areas of expertise

l. Public guest lectures on campus and in the community as related to one's area of expertise

m. Service in significant consulting roles or expert testimonies

n. Other evidence the candidate chooses to submit for personnel committee consideration

o. Extraordinary advising and mentoring activities not included under Instruction

p. Advising student clubs and special student activities

q. Other evidence, such as mentoring students through the graduate school application process

4. Contribution to Strategic Plans and Goals of the Department, College, and University

The candidate’s activities must support the department, college, and university strategic plans. The candidate should document in the dossier those activities that further the mission of the department, college, and university. The committee will assess whether or not the faculty member has demonstrated an ability to conform to university, college and department unit plans and whether their performance facilitates the goals and priorities of these units. There is no ranking of Superior, Effective, etc., associated with this area of assessment.

E. Terminal Degree Requirements

The Department of Sociology expects the doctorate in sociology as the terminal degree. Exceptions for interdisciplinary graduate doctorate programs or in a closely related field may be based upon a majority decision by the department’s hiring committee (composed of all tenure track faculty).

F. Procedures

All decisions will be based upon substantial evidence. Where letters of commendation and/or criticism are presented by interested parties, the faculty member concerned has a right to address him/herself to these statements in writing. The party presenting a written and signed statement about a faculty member will be informed that his/her statement will be reviewed by the faculty member.

Each tenure track and tenured faculty member will have an interview with the personnel committee prior to its final deliberation on his/her personnel recommendation. Once the recommendation is made final, the faculty member shall be informed in writing of any and all areas needing improvement in his/her performance. The committee and appropriate
program administrator shall establish minimum acceptable improvement guidelines and recommend a means to achieve such levels of improvement.

G. Retention

Retention or non-retention of a probationary faculty member should be based on assessment of the individual’s activities during the period under review. A review of the established criteria as indicated in Section D (criteria and guidelines) shall be made each year to determine if an individual shall be retained. Persons in tenure-track positions must be making normal progress toward the achievement of tenure in order to merit retention as specified above. In addition, adherence to Professional Ethics and Standards as specified in the FPPP (Appendix III) will be considered in the evaluation.

H. Tenure

For tenure, clear evidence of effectiveness in teaching is required. Various types of accomplishments in Professional Growth and Achievement and Other Contributions to the University and Community are valued. A candidate is minimally expected to be rated as Effective in two areas and Superior in one area, in order to be tenured. (See definitions of the ratings under Section D above.) Time in rank, including credit for prior year(s) of service, is expected to follow the guidelines of the university’s FPPP. A person may request in writing to be reviewed for “early tenure” before meeting the required years of service. A justification as a special case will then be considered by the personnel committee. Guidelines for early tenure decisions are below.

II. Promotion

A. Associate Professor

For promotion to Associate Professor, clear evidence of being Effective in two areas of assessment and Superior in one area is required. In addition, the requirements specified under Sections F (Procedures), G (Retention) and H (Tenure) above must be met. The personnel committee will take note of the normal time in rank as one criterion to be considered. Faculty who do not have normal time in rank or who are not at the top step in his/her rank may ask in writing to be considered for “early promotion.” A justification as a special case will then be considered by the personnel committee. In addition, the requirements specified in the appropriate university documents (FPPP, “Evaluation of Faculty,” “Granting of Early Tenure or Promotion”) for “exceptional” achievement must be met.

B. Full Professor

For promotion to Full Professor, clear evidence of being Effective in two areas of assessment, and Superior in the remaining area of assessment is required. The personnel committee will take note of the normal time in rank as one criterion to be considered. Faculty at the top step of her/his rank shall be reviewed for promotion unless a request in writing is made to postpone consideration. However, persons who do not have normal time in rank or who are not at the top step in his/her rank may ask in writing to be considered for “early promotion.” A justification as a special case will then be considered by the personnel
committee. In addition, the requirements specified in appropriate University documents (FPPP, “Evaluation of Faculty,” “Granting of Early Tenure or Promotion”) will be followed.

C. Early Promotion Criteria

Candidates for Early Promotion to Associate or Full Professor must demonstrate exceptional achievement in the three areas under review. Candidates must receive three “Superior” ratings to be considered for early promotion, and support their case for exceptional achievement. Exceptional achievement will be evaluated on a case-by-case basis, but might include the following:

1. Instruction
   Exceptional teaching with recognition of candidate from students and peers. Evidence of creative curriculum innovations. Winning an award for high quality teaching.

2. Professional Growth and Achievement
   Among the activities completed by the candidate there must be evidence of professional recognition at the national level. Publication record equivalent to sole author of four peer-reviewed articles, or a sole authored peer-reviewed book during the period under review that strategically contribute to candidate’s position as an expert in their field, while enhancing their knowledge base and teaching. Acquiring and administering a major external grant. Recognition from a professional association for research or professionally related activity.

3. Other Contributions to the University and Community
   Exceptional service that may come in the form of administrative positions in faculty governance, community and professional service, and involvement at a level beyond that expected of a professor at their current rank. Candidate has a solid, extensive and sustained commitment toward department governance. At the college and university levels the candidate has represented the Sociology Department on committees relative to the effective functioning of the campus and services to our students. At the community level the candidate has selected work that aligned with the strategic goals of the university.

4. Contribution to Strategic Plans and Goals of the Department, College, and University
   Candidate’s contribution to strategic plans and goals of the department, college, and university will be assessed; however it will not be rated.

D. Evaluation Criteria & Procedures For Tenured Professors & FERP Faculty

Evaluation procedures will follow those outlined in the FPPP (8.6). Tenured professors will submit a dossier with evidence of their teaching, professional growth and achievement, and service at intervals no greater than five years. The dossier will include updated reflections on teaching philosophy and professional growth and achievement, as well as all of the other materials required in the dossier as listed earlier in this document. At least one classroom visitation will be conducted. Evaluations of faculty participating in the Faculty Early
Retirement Program (FERP) are not expected to be as comprehensive or rigorous as the evaluations normally conducted for non-FERP faculty. Tenured and FERP faculty will participate in the SET process at the same level as other faculty.

III. Personnel Department Standards, Guidelines & Procedures For Full-Time (15-Unit Base) & Part-Time Lecturers

Evaluation procedures will follow those outlined in the FPPP (8.2). The guidelines below are meant to augment those sections. Lecturers are required to submit a dossier that at minimum includes a reflective statement of teaching philosophy, a current Curriculum Vitae, Student Evaluations of Teaching, and Peer Evaluations. (See Section I, C of this document.) They will be notified by the Department of Sociology Personnel Committee if they will be having a review during a particular academic year, and of the due date for submission of their dossier. If the dossier is not submitted, it may be considered a documented unsatisfactory performance in their Periodic Evaluation.

A. Hiring and Course Assignments

1. Educational Standards for Full-Time & Part-Time Lecturers

   a) For lower division courses: Minimum qualifications normally include a master’s degree or Ph.D. in sociology. Additionally, college level teaching in sociology is preferred. Candidates from a closely related field may be considered.

   b) For upper division courses: Ph.D. or ABD in sociology is strongly preferred, as is demonstrated expertise (through research, practice or college teaching experience). A master’s degree in sociology may be considered the minimum requirement, decided on a case-by-case basis based on teaching assignment, training, and experience. Additionally, college level teaching in sociology is strongly preferred. Candidates from a closely related field may be considered.

   c) On a case-by-case basis, faculty from related disciplines and with related experience may be considered.

B. Criteria and Guidelines for Review of Full-Time (15 Unit Base) & Part-Time Lecturers

1. Instruction/Teaching Effectiveness

   All candidates are required to engage in and to provide evidence of teaching effectiveness. The evaluation will address instruction as follows:

   a) Course and instructional organization (e.g., syllabus, classroom technique, assignments, evaluation of students’ work, use of technologies)

   b) Scholarship and knowledge in the field (e.g., efforts to maintain currency such as belonging to a professional organization relative to teaching assignment and attending professional meetings)

   c) Effective instructional communication (e.g., of course content, expectations, assignments, evaluations of student work)
2. Other Responsibilities
   a) Temporary faculty are required to consult with the department chair and/or the
tenure-track faculty to discuss course content. In this consultation, the parties
must come to an agreement regarding appropriate course content.
   b) Cooperate with coordinators of multi-section courses in which they teach
   c) Prepare course syllabi according to college campus and department policies and
classroom materials.
   d) Be accessible via e-mail and office hours to colleagues and students.
3. Materials that the committee shall use for review of the candidate shall include
   a) A narrative self-evaluation of teaching in the assigned course(s) that shall include,
but not be limited to, the following areas: Organization, scholarship-knowledge
in the field, effective communication and efforts to maintain currency, and
evaluations of teaching effectiveness.
   b) Course materials including syllabi, exams, writing assignments, and other
materials used in the course.
   c) Student evaluations of teaching effectiveness.
   d) Peer evaluations of teaching effectiveness. Classroom visitations can be initiated
by the candidate or the Department.
4. Other evaluation areas
   a) Engaging in professional activity in the field appropriate to their teaching field.
   b) Other duties as defined by their assignment.
   c) Professional ethics and conduct.
   d) Other contributions which may not have been specified in the job description but
which represent positive assistance to the department.
5. Professional Growth and Achievement of temporary faculty hired full time
The professional growth and achievement criteria and standards for temporary faculty
hired as full time (15 unit base) shall be the same as for tenured and tenure-track faculty,
with appropriate consideration given to the extent of the appointment.
Appendix A  University Strategic Priorities & Department’s Mission Statement

California State University, Chico Strategic Priorities

1. Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom.

2. Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.

3. Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments both inside and outside of the classroom.

4. Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California.

5. Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.

6. Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.

Sociology Department’s Mission Statement

The Sociology Program delivers a high-quality undergraduate program in the study of social forces and human interaction. Rooted in the teacher-scholar tradition, we foster the development of critical thinking skills in our students and the application of sociological theories and concepts to everyday life. Using a combination of research, sociological knowledge, and writing, we engage our students in the craft of disciplined sociological inquiry. We stress both practical and scholarly applications, which translate into job and life skills.