

**English Department Criteria for Retention, Promotion, and Tenure**

**Elaborations on the University Criteria**

**Approved by URPTC Spring 2017**

This document is to serve as a guide for retention, promotion, and tenure review and evaluation of English department faculty members. The criteria below were adopted by the department in September 2010. Those hired before September 2010 may choose to use the elaborations in effect at the time of their hire, or they may elect to use these elaborations as guidelines for their review.

The criteria for review, after Extent and Appropriateness of Professional Development has been established, are Teaching Proficiency, Scholarship and other equivalent activity, and Participation in University Affairs. Each faculty member under review should be aware that the primary mission of California State University, Stanislaus is *teaching*, and the faculty member must regularly demonstrate proficiency throughout the probationary period and engage in professional development related to any areas of teaching where proficiency is not demonstrated. While candidates should substantiate their performance in all three areas, tenure and promotion is merited by evidence of 1) the quality of teaching and 2) a significant impact in either the area of Scholarship or University Affairs.

The categories below list a wide range of possible criteria for consideration. These lists are not exhaustive, and no faculty member is expected to address every element in every area. Arrangements of the lists do not indicate order of importance. Each faculty member should, in concert with the DRPTC and the Chair, chart his or her own career path and provide evidence of particular contributions to each area. Because teaching, research, and service are interrelated activities, often activities cross categories, and the faculty member may cite achievements and contributions in more than one area.

**Area 1: Professional Preparation**

An appropriate terminal degree is required to obtain tenure and promotion.

**Area 2: Teaching Proficiency**

***Key Documents:***

1. *Teaching Narrative*
2. *Indicators of Teaching Effectiveness (IDEA summaries are mandatory)*
3. *Syllabi, instructional handouts, exams, etc.*
4. *Documentation of publications, presentations, awards, participation, etc.*

***Expectations:***

Each candidate's Teaching Narrative will present the philosophical underpinning of the candidate's pedagogy, demonstrate sincere and sustained engagement in-teaching throughout the review period, and provide an overview of his or her teaching activities. Indicators of teaching effectiveness may come from letters from students, reports on observations of the candidate's teaching, and course / teaching evaluation forms developed by the department or by individual instructors. Each candidate's file<sup>1</sup> must also include the contractually required number of IDEA Evaluations, which is 50% of courses taught, but may include more. In order to demonstrate minimum proficiency, any one of the following IDEA numbers should generally be

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<sup>1</sup> file refers to the WPAF.

above the 40<sup>th</sup> percentile: quality of instruction, quality of course, progress toward learning objectives. Scores below 40% must be accounted for in the teaching narrative.

**Standards for Tenure and Promotion to Associate Professor:**

The candidate's file will demonstrate sincere and sustained engagement and proficiency in teaching throughout their review period. IDEA scores must demonstrate reasonable student satisfaction with quality of courses, quality of instruction, or progress toward learning objectives.

**Possible Criteria for Teaching Proficiency**

Explain, document, or demonstrate:

- Development as a teacher over time
- Currency in the field
- Currency of methods
- Teaching effectiveness
- Clarity and suitability of course materials (submit/explain a few key documents, such as syllabi, instructional handouts, exams, etc. from representative courses)
- Contributions to curriculum and course development (including revision of current courses)
- Development or use of technology
- Development of innovative course materials
- Participation in courses or programs designed to increase student retention
- Awards or honors for teaching excellence
- Selected for teaching grants or fellowships
- Mentoring of students (in Individual Study projects; of students as they prepare or apply for advanced studies; of students as they prepare papers for publication or conference presentations; etc.)
- Grant proposals
- Grant awards
- Service as Graduate Comprehensive Exam Committee member or chair
- Service as Graduate Thesis Committee member or chair
- Service as Honor's Thesis Director
- Professional Development in Teaching
- Contributions to the training and success of future teachers
- Participation in activities that contribute to student success or enrichment (study abroad programs, service learning, sponsoring honor's societies, organizing visiting writer/lecturer events, etc.)
- Publication of teaching methods or scholarship on pedagogy
- Presentation of teaching methods or papers on pedagogy at conferences
- Organizing teaching workshops or demonstrations
- Participation in teaching conferences or pedagogy workshops
- Evaluation or editing of manuscripts for teaching publications
- Direction or participation in assessment of student learning
- Direction or participation in curriculum revision based on assessment
- Advising responsibilities

Acting as consultant on education-related issues for local, regional, or state entities

**Area 3: Scholarship or other equivalent activity**

**Key Documents:**

1. *Scholarship Narrative*
2. *Documentation of publications, presentations, awards, participation, etc.*

**Expectations:**

Each candidate's Scholarship Narrative will present the overall research agenda, demonstrate engagement in scholarship throughout the review period, provide an overview of the scholarly activities, note any participation by students in the scholarship, and explain how the scholarship supports student learning in his or her teaching.

A candidate electing to demonstrate a *significant impact* in Area 3 will provide a Scholarship Narrative that additionally demonstrates sustained engagement in scholarship throughout the review period in relation to a written research plan *and* steady progress toward or achievement of the standards below.

**Standards for Tenure and Promotion to Associate Professor:**

*Significant impact* in scholarship or other equivalent activities can be evaluated by the extent to which the candidate's research and writing have contributed to the knowledge in the field. A significant contribution by a faculty member at this teaching university is approximately equivalent to 40 pages of scholarship that has been presented or published (print or electronic) through a professional or peer-review process. Material could include, for example, books, monographs, essays in a journal or other edited collection, conference papers, book reviews, reference entries, or creative works. The evidence of scholarship may be a combination of these or similar activities in the field, such as those included in the following section.

**Possible Criteria for Scholarship and other equivalent activity**

Explain, document, or demonstrate:

- A clear and realistic research agenda
- Progress over time
- Book publication
- Monograph publication
- Editorship of an anthology or essay collection
- Publication of academic journal articles
- Book chapters in edited collections
- Textbook publication
- Publication of a novel, play, poetry or short story collection, or work of non-fiction
- Publication of creative writing in edited journals or collections
- Presentation of research at professional conferences
- Readings or presentation of work at a program, event, or public lecture
- Book reviews
- Encyclopedia entries, reference book entries, or literary notes
- Grant proposals
- Grant Awards

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- Discipline-related contributions to technology-based media
- Editing a journal or journal issue
- Reviewing or editing manuscripts for journals or publishers
- Conducting research that includes student participation
- Creating, developing, and publishing refereed academic journals
- Coordination of students in the production of department sponsored publications
- Publication of classroom-related research
- Presentation of research on pedagogy at a teaching conference
- Research and/or writing that results in publication of departmental or institutional accreditation documents
- Publications generated from institutional research work
- Presentations on issues in higher education or institutional research at conferences or meetings
- Publication on issues in higher education in journals, newspapers, etc.
- Awards or honors for research and/or scholarship

**Area 4: Participation in University Affairs**

**Key Documents:**

1. University Affairs Narrative
2. Documentation of publication, presentations, awards, participation, etc.

**Expectations:**

Each candidate's University Affairs Narrative will demonstrate engagement in university affairs throughout the review period, provide an overview of the participation activities, and explain how the participation supports the teaching and learning mission of the university.

A candidate electing to demonstrate a *significant impact* in Area 4 will provide a University Affairs Narrative that additionally demonstrates sustained and extensive participation throughout the review period at multiple levels (program, department, college, campus, system, intersegmental).

**Standards for Tenure and Promotion to Associate Professor:**

*Significant impact* in participation in university affairs can be evaluated by the extent to which a faculty member shows a high level of commitment to department, college, and university and/or system service. Activities that extend to participation in the wider community can also be important contributions in this area. Evidence should be presented that demonstrates how the candidate takes the initiative in getting program or committee work done and is recognized as a significant contributor or leader in departmental/college/university/system governance, assessment, accreditation, improvement, or change.

**Possible Criteria for University Affairs**

Explain, document, or demonstrate

Any work that helps create, maintain, or improve the programs and processes that constitute the infrastructure of the university.

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- Participating in department, college, university, or system governance
- Serving as chair or member of department, college, university, or system committees
- Taking on administrative roles in the university
- Serving as department chair or as director or coordinator of one of our core programs
  - (e.g., Composition, TESOL, SSMPP, and the Graduate Program in English)
- Research and/or writing related to accreditation of the university or the department
- Direction and participation in assessment of student learning
- Organizing program or curriculum development at the departmental or university level
- Drafting important documents for the department or for college or university groups or committees
- Serving on local boards and committees as representative of the university or the discipline
- Work related to public schools and educational programs
- Professional consulting in the community
- Lectures, presentations, workshops, or seminars on campus or in the community
- Organizing or participating in community-oriented programs and festivals
- Organizing or chairing a panel at an academic conference
- Serving as an officer of a professional organization
- Attending meetings of professional organizations
- Organizing professional seminars, workshops, conferences, etc.
- Arranging for guest lecturers, readings, or other events or activities on campus
- Supervising professional development (including for graduate students)
- Sponsoring student organizations
- Participation in university-sponsored programs/institutes
- Participation in any program related to retention
- Participation in student recruitment
- Writing grants for student-oriented programs or activities

**Promotion from Associate Professor to Professor:**

Promotion from Associate Professor to Professor will be based on the requirements above, but at this stage faculty members must be able to demonstrate leadership in one of the categories above. Leadership in the area of teaching can be demonstrated by success in mentoring students (admission of students into selective programs, publications or professional presentations by students, etc), publication of teaching materials or articles on teaching, presentation of teaching research at conferences, leading workshops or doing presentations for the Faculty Development Center, mentoring junior professors, or serving as director of a thriving academic program, for example. Excellent scholars might demonstrate their leadership in the field by editing a journal or essay collection, accepting requests to review articles or books, being invited to speak on their scholarship, receiving a grant, or by directing students in their own successful research projects. An excellent service-oriented faculty would have a leadership role in the university, be instrumental in policy or program development, or have made some other significant contribution to the improvement of university life or the presence of the university in the community.

**Departmental Support and the Obligations of the Candidate**

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Probationary faculty in the department of English will be paired with a faculty mentor, in their field of study if possible, who will answer questions, give advice, and lend support during the probationary period. The candidate may consult with the mentor in the creation of the WPAF, and the mentor could be available to conduct classroom observations. The DRPTC and the department chair will confer with the candidate after each review to establish strengths and weaknesses and to help the candidate develop strategies and plans related to the next review. Ultimately, it is the responsibility of the candidate, not the department, to work, plan, and prepare for review.

**Workload Considerations:**

Though the department has high expectations in all areas under review, we are aware that as teaching workloads increase there is an inevitable decline in productivity in other areas. We are also aware that scholarship and participation in university affairs depend, in part, on support and resources provided by the institution. The underlying assumptions about workload for this document are expressed in the local workload agreement, which acknowledges that up to 20% of faculty workload may be devoted to areas of scholarship and professional development.

Adopted by vote of the department 9/10/2010.