

Retention, Promotion and Tenure Elaborations

Spanish Program in the Department of Philosophy and Modern Languages

(RPT Elaborations Revised and Submitted for approval, Fall '09, and revised again May 2010 following feedback from URPTC)

The following criteria for decision pertaining to the evaluation, retention and promotion of faculty in Modern Languages are consistent with policies and procedures described in the CSUS Principles, Criteria, and Procedures Faculty Handbook. These elaborations reflect careful consideration by the Modern Languages faculty regarding the standards and criteria for evaluating faculty productivity in regard to retention, tenure, and promotion. The primary areas of performance evaluation are teaching, scholarship and research, and service. While there may be variation in the proportion of responsibilities candidates devote these three primary areas, teaching is considered the highest priority.

A. Teaching.

Proficiency in teaching is the leading criterion for retention, promotion, and tenure. Teaching covers the full range of activities intended to promote student learning. Skilled teachers engage their students and present material in an organized and effective manner. They exhibit respect and concern for their students and work to stimulate the students' interest and participation in the subject. They seek to improve their teaching skills and to use educational materials and instructional techniques and technologies that are effective in the promotion of learning. Performance in classroom teaching will be assessed by student evaluations, peer observation and evaluation of teaching materials. Course syllabi, instructional materials, and other evidence of teaching approaches and innovation should be submitted with explanatory annotations as appropriate.

The program also values involvement in the scholarship of teaching, especially when it involves assessment or critical evaluation of teaching practices germane to the candidate's position. Any evidence of scholarship in teaching, including conference presentations or the publication of peer-reviewed work on student learning or teaching techniques, and/or the publication, translation, or review of instructional materials or textbooks, is applicable to this area of review, but not required.

B. Scholarship and Research

Research and scholarly activities should signal active engagement with the faculty member's area of specialization. Research activities and scholarly accomplishments should contribute to core knowledge, critical interpretation, or methodological and theoretical approaches. Faculty requesting tenure or promotion should demonstrate a sustained record of scholarly productivity. Productivity in research/creative activities may be demonstrated in a number of ways, including books, refereed journal articles, grants, and/or presentations at professional meetings. Moreover, candidates are typically expected to have made research presentations at regional, national or international meetings of professional associations. The evaluation of scholarship and scholarly research activities will focus on the dissemination and reception of the work within the faculty member's area of specialization.

In presenting a case for tenure or promotion, candidates should demonstrate scholarship that establishes contributions to the field, with potential for national or international reception. Recommendation for promotion reflects the department's assessment that the candidate is likely to make sustained scholarly contributions to a professional field and to enhance the reputation of the university. The successful candidate will demonstrate a record of scholarly productivity and a continuing engagement in research.

C. Professional Preparation.

The candidate should have a strong academic record and an earned doctorate.

D. Service.

While service contributions cannot be the sole basis for recommending promotion and tenure, every faculty member is expected to be involved in productive service at the department level. Any request for promotion or tenure should provide evidence of such contributions. Institutional service may also include committee service at the college and university levels. It may also include service to professional organizations and assignments not included in the previous categories.

Professional service also covers activities through which faculty members disseminate information, develop activities, and provide assistance outside the traditional classroom to the university and members of the broader community. Examples include organizational activities for associations and groups related to the faculty member's discipline, editorial work, panel participations, collaboration with the California Department of Education, preparation of informational and instructional materials, organization of workshops and conferences, and consultation with public and private groups.

