

English Department Criteria for Retention, Promotion, and Tenure
Elaborations on the University Criteria

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 Academic Year 2021/22. Those hired before August 2022 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 a significant impact in Teaching Proficiency (area 2), and in either Scholarship (area 3) or University Affairs (area 4).

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, activities often 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 (approved evaluation instrument 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 must also include the contractually required number of approved evaluation instrument Evaluations, normally 50% of courses taught each academic year, but may include more. The overall character of student evaluation feedback, including any deviations from a presumed norm, should form a substantive part of the 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. Approved evaluation instrument 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 and/or internships; of students as they prepare or apply for advanced studies; of students as they prepare papers for publication or conference presentations; in publishing of literature or journalism; etc.)

Grant proposals

Grant awards

Service as Graduate Comprehensive Exam Committee member or chair

Service as Graduate Thesis Committee member or chair

Service as Honors 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

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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 (generally toward degree completion, and/or within particular programmatic activities such as *Signal* or *Penumbra*)

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

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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 nonfiction

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

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.

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

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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 areas of Teaching Proficiency (Area 2), Scholarship (Area 3), or University Affairs (Area 4). Leadership in the area of Teaching Proficiency (Area 2) 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. Colleagues might demonstrate their leadership in Scholarship (Area 3) 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 colleague in University Affairs (Area 4) would have a demonstrable leadership role in the university, be instrumental in policy or program development, or have made some other significant contribution to the improvement of department life, university life, or the presence of the university in the community.

Early Decisions for Tenure and Promotion to Associate Professor

Upon request of the faculty colleague, a review for tenure and promotion from Assistant Professor to Associate Professor may be conducted prior to the completion of the normal probationary period. Early tenure and promotion are contingent on the faculty colleague providing evidence of exceptional performance in teaching proficiency, research/scholarship/equivalent creative activities, and participation in university affairs. Exceptional performance in a faculty member's record of accomplishment are demonstrated by a *significant impact* in all areas -- Teaching Proficiency (Area 2), Scholarship (Area 3), and University Affairs (Area 4) -- as described in the passages above.

Early Decisions for Promotion to Professor

Similarly, upon request of the faculty colleague, a review for tenure and promotion from Associate Professor to Professor may be conducted prior to the completion of the normal period of time at rank. Early promotion is contingent on the faculty colleague providing evidence of exceptional performance in teaching proficiency, research/scholarship/equivalent creative activities, and participation in university affairs. Exceptional performance in a faculty member's record of accomplishment are demonstrated by *leadership* in all areas -- Teaching Proficiency (Area 2), Scholarship (Area 3), and University Affairs (Area 4) -- as described in the passages above.

Departmental Support and the Obligations of the Candidate

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.

The Following Campus Statements Are Incorporated by Reference:

This request from Shimek, Filling, Marshall, Hight, and Gerson (email 5/15/15):

Request from Faculty Affairs Committee to read and consider the recommendations made as a result of the campus RPT survey, found here: <https://www.csustan.edu/fa/retention-promotion-tenure-information-rpt>

Recommendation 3: Continue efforts to ensure that all tenured and tenure-track faculty, as discipline experts, have a good understanding of the complexity of developing elaborations and the role elaborations play in the RPT process. Share elaborations within and across Colleges and call upon all

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departments to regularly discuss and examine their elaborations with attention to both the unique aspects of their discipline and to the means by which other departments communicate their priorities and expectations. Utilize the Faculty Development Center to engage faculty in critical dialogue regarding strategies for thinking about and preparing elaborations.

This request from Greer, Evans, Gomez-Arias, Myhre, Tuedio, Nainby, Coughlin, Filling, Stone, Tibrewal (email 8/20/20)

Request from Provost, AS Speaker, and URPTC to consider current and ongoing negative impacts of COVID-19 pandemic on collegial evaluation of faculty.

1. Acknowledge the value of the research, training, and preparation work of the faculty member in transitioning to fully remote delivery modes involving both pedagogical and scholarly adjustments.
2. Recognize and support changes, even drastic ones, in the research, scholarship, and creative activity agenda of the faculty member in response to the new challenges and opportunities they face. Explicitly noting that COVID-19 has interrupted virtually everyone's scholarly activity agenda would be wise, including acknowledgement of how said interruption impacts faculty research productivity and metrics in the coming years.
3. Take a comprehensive view of the faculty member's work in teaching, service, and research, scholarship, and creative activities with an understanding that an imbalance among the three areas may be an appropriate and desirable response to the needs of the institution and our students during this pandemic.

Adopted by vote of the department 3/4/22.