

College of Education, Kinesiology and Social Work

Department of Teacher Education

Retention, Promotion, and Tenure (RPT) Elaborations

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INTRODUCTION

Faculty in the Department of Teacher Education are committed to developing and implementing programs that are characterized by integrity, respect, innovation, and diversity of professional perspectives. The focus of the Department is to prepare educators who are knowledgeable and responsive to the needs of all children from multicultural, multilingual, and multi-ability backgrounds. The faculty members strive for the highest standards in their teaching, scholarship and creative activities, and service. As such, faculty members serve as role models of excellence and professionalism. These activities are in concert with the mission of the university and the mission and vision of the College of Education.

A scholar-practitioner philosophy permeates the Department, including individual course content and assignments, clinical supervision of fieldwork, and expectations for professional practice. The integration of theory and research into practice is promoted throughout the Department.

"Teaching" is understood to include not only classroom instruction, but also other instructional processes, such as clinical supervision of students' teaching and other relevant field-based work. Mentoring of students' professional development, relevant to the professional career of the student, is a high priority and one that involves "educating" in the fullest sense of the word.

Scholarship and creative activities may include conceptual, empirical, and applied works, using a variety of methodological approaches. In terms of the dissemination of research and publications, quality and significance are more important than quantity. Even more, scholarship informs teaching and professional service activities. Members of the faculty in the Department seek to create and maintain a supportive community of scholar-practitioners.

Service may include professional leadership in local, state, nation and/or international educational organizations. Service also includes membership in committees or completion of projects to benefit the Department, College, and University. Activities required for state and national accreditation and program coordination that are beyond the usual work of a professor are also included within service.

Purpose

This document describes the standards and procedures by which Department of Teacher Education faculty is evaluated for retention, promotion and tenure. It will be reviewed every five years and amended as necessary by a majority vote of all tenured and probationary faculty members in the Department. If a majority of the Department faculty determines that changes need to be made earlier than the five-year cycle, then revisions to this document will be considered.

During the first semester of employment, new tenure-track faculty will meet with the chair of the Department, and other Education faculty as invited, to be informed of the RPT elaborations and process in the Department. New faculty members will be encouraged to develop a professional development plan to assist the member to make yearly progress towards promotion and tenure.

Selection of the Department of Teacher Education Retention, Promotion and Tenure Committee (RPT)

The Department RPT committee shall have a minimum of three or a maximum of five tenured faculty members. If for that RPT cycle, someone is seeking promotion to full professor, then the committee shall be composed of only full professors. If for that cycle, no one is seeking promotion to full-professor, then the committee may be composed of tenured associate and/or full professors.

At the first meeting of the school year of the Department of Teacher Education faculty, the chair shall announce a call for nominations to the RPT Committee. If there are not enough candidates from within the Department to constitute a full RPT Committee, the chair of the Department can solicit nominations of members from outside the Department. When there are multiple people nominated, a secret ballot shall be distributed. Only tenure-track and tenured faculty members may vote in this election.

The chair of the Department may either serve on the RPT Committee or write a separate evaluation as chair.

At its first meeting, the DRPT Committee shall elect its chair.

EXPECTATIONS OF CANDIDATES FOR RETENTION, PROMOTION AND TENURE

Candidates undergoing review for retention, tenure and/or promotion shall be evaluated in three areas: (1) Quality of Teaching, (2) Quality of Scholarly and Creative Activity, (3) Quality of Service and (4) Professional Preparation. The faculty member will be evaluated in each category and assigned a rating of:

- exceeds the minimum standards of achievement
- meets the minimum standards of achievement
- does not meet the minimum standards of achievement

The Department faculty is cognizant that candidates for the teaching credential learn as much from what is modeled as from what they are directly taught. Therefore, faculty members are expected to be excellent teachers throughout their careers. Consequently, quality of teaching is of paramount importance in the decision on retention and promotion of faculty.

Yearly reappointment or retention requires that the faculty member receive a rating of “Meets the Minimum Standards of Achievement” or higher on Quality of Teaching and in at least one of the areas of Quality of Scholarship and Creative Activities and/or Quality of Service.

Tenure and promotion requires that performance be rated at “Exceeds the Minimum Standards of Achievement,” in Quality of Teaching and in at least one of the areas of Quality of Scholarship and Creative Activities and/or Quality of Service; and the third category must be rated at “Meets the Minimum Standards of Achievement” or higher.

1.0 Quality of Teaching

Faculty in the Department of Teacher Education is expected to be effective teachers and to participate in professional development activities that further develop their own quality of teaching. Quality of teaching is measured across five categories listed below. While the university-approved evaluation document (currently SPOT) will continue to be the main determinant, the other four areas are also important.

Faculty members will provide a *concise* self-assessment narrative of teaching accomplishments which will address at least these five categories:

1.1 Evaluations of Teaching – Include the following documents with a summary and analysis of teaching evaluation data:

- Student ratings of Quality of Teaching using the University-approved documents (currently the SPOT forms)
- Evaluations of field supervision or student teaching supervision

1.2 Teaching Philosophy – in the narrative in the section on Quality of Teaching, faculty undergoing review will include a brief summary or overview of her/his philosophy of teaching followed by a reflection on how the philosophy is manifested in the teaching provided. This section should also include examples of changes that have led to improvements in quality of teaching.

1.3 Teaching and/or Supervision Assignments – Include a brief listing of the following for each course taught since the last promotion:

Course number and title:

Number of sections taught:

Number of students enrolled per section taught:

Notes (any special considerations/information for the RPT committee)

Supporting materials for this section may include:

- Syllabi for courses taught in period of review
- Daily lesson plans/class outline/agendas
- Lecture notes from one class period
- Assessments (copies of rubrics, assignment descriptions, quizzes, exams)
- Depth and specificity of feedback provided to the students on assignments and/or student teaching (include copies of feedback provided to one low, middle and high performance per class section taught)
- Statement of how the course met the objectives enumerated in the CCTC Program Approval Document for this course

1.4 Incorporation of the College of Education Conceptual Framework into Teaching

Include a summary that demonstrates the integration of the COE Conceptual Framework in courses taught.

Types of evidence that may be included:

- Use of technology, such as Blackboard, electronic course pack, online materials, and other electronic materials
- Incorporating methods and strategies for teaching diverse learners such as English learners and special needs students
- Student-centered methods, such as modeling, problem-based learning, case studies, and teaching courses at school sites using a service learning approach
- Incorporating student performance-based assessment and feedback
- Incorporation of Common Core Standards and practices in each course taught

1.5 Professional Development – Include a list and descriptions of conferences, workshops, or other related activities attended and a brief description of how ideas learned in these Professional Development activities were incorporated into the course(s) taught.

Standard for Retention for Quality of Teaching

Meets the Minimum Standard of Achievement in Quality of Teaching

- Narrative discusses in general evidence of effective activity in the five required teaching categories
- Uses data from student perceptions of teaching effectiveness to generally describe how this data informed and improved teaching since the last review.

Exceeds the Minimum Standard of Achievement in Quality of Teaching

- Narrative discusses in detail evidence of effective activity in the five required teaching categories
- Uses data from student perceptions of teaching effectiveness to describe how this data informed and improved teaching since the last review, in all courses taught. Provided detailed evidence to support improvement outcomes.

Standard for Promotion and Tenure in Quality of Teaching

Meets the Minimum Standard of Achievement in Quality of Teaching

- Narrative presents evidence of effective activity in the five required teaching categories enumerated above
- Uses data from student perceptions of teaching effectiveness to generally describe how this data informed and improved teaching over several years.
- Includes multiple evaluations of quality of teaching such as, but not limited to, evaluations of workshop presentations or use of alternative evaluation instruments
- Effectively integrates the adopted conceptual framework into teaching
- Participates in at least one professional development activity per year

Exceeds the Minimum Standard of Achievement in Quality of Teaching

- Narrative clearly presents detailed evidence of effective activity in the five required teaching categories enumerated above.
- Uses data from student perceptions of teaching effectiveness to describe how this data informed and improved teaching since the last review, in all courses taught. Provided detailed evidence to support improvement outcomes over several years.

- WPAF includes multiple evaluations of quality of teaching such as, but not limited to, evaluations of workshop presentations or use of alternative evaluation instruments
- Effectively integrates all aspects of the COE conceptual framework into teaching
- Participates in at least one professional development activity per year, and clearly demonstrates how the ideas learned were incorporated into the courses taught

2.0 Quality of Scholarship and Creative Activities

Members of the faculty in the Department of Teacher Education are expected to continuously engage in scholarship and creative activities that enrich the quality of their teaching and enrich the knowledge-base of the profession. The scope of acceptable scholarly research includes empirical, integrative, and/or applied research, including, for example, primary research on topics of interest to educators, scholarship of teaching, evaluation of school or community-based projects, and/or applied research/scholarship in schools and/or communities.

For purpose of the RPT review submitted works that have been accepted for publication or presentation are deemed to have been published if there is evidence that they have been accepted (evidence includes a letter from the publisher or editor or conference planning committee affirming the acceptance).

Works that are in progress may also be included in the WPAF for purposes of retention but not for promotion (e.g., IRB submissions, data collected, research conducted or in-progress, manuscripts in review, manuscripts in progress). An explanation of the type of research, the amount completed and the timeline for completion needs to be included.

Scholarship is divided into two tiers: Tier One and Tier Two activities.

Faculty members are expected to develop a written narrative describing their on-going scholarly activities, describe their progress in scholarship and creative activities and describe how each activity relates to and is connected with his/her overall scholarly agenda. Additionally, the narrative should include an explanation of how the scholarly activities are related to teaching and whether students were involved in the research and, if so, in what capacity.

2.1 Dissemination of Scholarly and Creative Work in Publications

Faculty members are expected to engage in scholarly endeavors that lead to publication. Equal value is given to publication in print and electronic formats.

Scholarly and creative activities that are peer reviewed and widely disseminated are considered to be evidence of Tier One publications. Tier one publications include:

- Book—counts as two works
- Book chapter
- Peer reviewed journal article
- Peer reviewed conference paper published in the conference proceedings

Tier two publications include:

- ERIC publication

- Publication of a review of a book, journal, or chapter of a book

2.2 Dissemination of Scholarly and Creative Work through Presentations

Faculty members are expected to engage in the preparation and presentation of scholarly papers in professional conferences.

Tier one conference presentations include:

- Peer reviewed presentation at international, national, regional, and state conferences of original, integrative, and/or applied research
- Invited speaker, discussant, or workshop presenter at international, national, regional, or state conferences

Tier two conference presentations include:

- Presentation of workshops in local conferences
- Speaker, discussant, or workshop presenter at local conferences

2.3 Grants

Faculty members may engage in the preparation and presentation of grant proposals. Tier one grants include:

- Research grant received from external funding agency
- Role in externally funded research grant as a Principal Investigator (PI)

Tier two grants include:

- Research grant received from internal funding agency
- Grant proposals submitted to external funding agency but not funded
- Role on grant such as consultant or contractor

2.4 Dissemination of Scholarly and Creative Work through Multimedia Formats

Faculty members may engage in the preparation and presentation of original scholarly or creative work that is widely disseminated through web-based or other electronic formats.

Tier one materials include:

- Publication of original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Innovative teaching and learning products

Tier two materials include:

- Preparation of teacher materials such as reproducible worksheets
- Publication of a collection of teaching ideas, such as a teacher generated lesson plan ideas

2.5 Peer Reviewer

Faculty members are encouraged to engage in scholarship as editors or peer reviewers.

Tier one activities include:

- Editor of book, journal, or special edition journal

Tier two activities include:

- Editorial review board member
- Peer-reviewer of journal, book, newsletter, monograph, conference proposal, or grants
- Evaluation of multimedia materials

2.6 Other Disseminated Scholarly or Creative Work

California Commission on Teacher Credential (CCTC) program documents are required in programs of teacher credentials. Accreditation documents, both CCTC and national accrediting agencies are also required. Many of these documents require numerous hours of research and preparation, and in the Department of Teacher Education, are deemed to be scholarly activities.

Evidence of authorship of program documents is to be included in this section. Letters received from accrediting agencies regarding the quality of the work or report may be submitted as supporting evidence.

This section will also include other scholarship and creative activities that do not fit under items 2.1 to 2.5 above.

Tier one materials include:

- Submissions for all licensing and accreditation reports, documents, and reviews to CCTC and National Accrediting agency (currently CAEP)
- External grant reports
- Monographs

Tier two materials include:

- Licensing and accreditation revisions of documents or subsequent submissions
- Program evaluation reports (biennial reports, program review reports)
- Non-peer reviewed articles
- Program evaluations (internal or external)
- Citations of research presentation and publication
- Internal state grant reports

Standard for Retention for Quality of Scholarship and Creative Activities

Meets the minimum standard for quality of scholarship and creative activities

- Narrative describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching.
- Evidence of scholarly works in progress in Tier one and/or Tier two activities that lead toward publication

Exceeds the minimum standard for quality of scholarship and creative activities

- Narrative describes in detail scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching.
- Evidence of publication/presentation/dissemination of scholarly works in Tier One and/or Tier Two Activities

Standard for Tenure and Promotion for Quality of Scholarship and Creative Activities

Meets the minimum standard for quality of scholarship and creative activities

- Narrative describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching
- Dissemination of at least three Tier One scholarly and creative works that are peer reviewed; two of which must be publications from area 2.1
- Minimum of three conference presentations from area 2.2 with at least two presentations from the Tier One list.
- Two activities in scholarly areas 2.3, 2.4, 2.5, and/or 2.6

Exceeds the minimum standard for quality of scholarship and creative activities

- Narrative describes in detail scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching
- Dissemination of more than three Tier One scholarly and creative works that are peer reviewed; two of which must be publications from area 2.1
- More than three conference presentations from area 2.2 with more than two from the Tier One list
- More than two activities in scholarly areas 2.3, 2.4, 2.5, and/or 2.6
- Evidence of scholarly work in multiple tiers and multiple criteria categories

3.0 Quality of Service

Members of the faculty in the Department of Teacher Education are expected to continuously engage in service activities. The concept of service embraces service and leadership activities on many levels from within the University to the broadest possible external arenas.

Faculty members are expected to develop a written narrative describing accomplishments in quality of service. The service narrative will include a discussion of the consistency of participation in the selected service commitments and the impact of that service.

The Department of Teacher Education recognizes service in these areas:

- Service to the Department of Teacher Education
- Service to the College
- Service to the University
- Service to the Profession and Community

3.1 Service to the Department of Teacher Education

Tier one service activities include:

- Program coordination
- Chair of the Department
- Department or program standing committees (including but not limited to Selection and Review Committee, RPT Committee, Scholarship Committee)
- Leading accreditation preparation for a program, including principal authorship of documents
- Developing a new program

Tier two service activities include:

- Attending department and program meetings regularly
- Department short-term taskforces/committees (such as the Department of Teacher Ed Appeals Committee)
- Participating in preparation of accreditation documents
- Developing a new course, including preparation of documents
- Participation in peer classroom observation
- Advisor for Department sponsored clubs

3.2 Service to the College

Tier one service activities include:

- Membership in a standing committee of the College (such as Curriculum Committee, Ed. D. Advisory Committee)

Tier two service activities include:

- College short-term taskforces/committees
- Participating in college-wide accreditation efforts

3.3 Service to the University

Tier one service activities include:

- Senate Standing Committees

Tier two service activities include:

- Senate advisory committees
- Senate taskforces
- University-wide taskforces and short-term committees

3.4 Service to the Profession and Community

Tier one service activities include:

- Officer of a state, regional, national, or international organization
- Participating in county, state or federal agencies to develop programs or policies

Tier two service activities include:

- Presenting to schools, community groups, or the State
- Providing professional development to schools and community groups
- Participation in a regional, state, national or international committee
- Participating in school committee to develop programs or policies

3.5 Directed Professional Activities (Optional)

A unique aspect of the Department of Teacher Education is the required curriculum and program development and maintenance to address state and national standards and accreditation. While all faculty members are required to participate in the process, those faculty members who take leadership for coordinating these activities and invest considerable time and effort in them are serving the Department.

Tier one service activities include:

- **Systematic Program Activities** – including recommending/evaluating temporary faculty, coordinating field placements, developing professional development school partnerships, and leading efforts to use assessment data to make programmatic improvements.
- **Coordinating Teacher Performance Assessment** – including designing program evaluation processes, overseeing implementation of the TPA, collecting and analyzing data, and preparing evaluation reports.

Standard for Retention for Quality of Service

Meets the minimal standard for quality of service

- Narrative includes a concise self-assessment of accomplishments in performance of service and the impact of that service
- Consistently participates in at least one Tier one service categories
- Consistently participates in at least one Tier two service categories
- Consistently participates in Department of Teacher Education program and department meetings

Exceeds the minimal standard for quality of service

- Narrative includes a detailed and relevant self-assessment of accomplishments in performance of service and the impact of that service
- Consistently participates in at least two Tier one service categories
- Consistently participates in at least two Tier two service categories
- Consistently participates in Department of Teacher Education program and department meetings

Standard for Service for Promotion and Tenure

Meets the minimal standard for quality of service

- Narrative includes a detailed and relevant self-assessment of accomplishments in performance of service and the impact of that service
- Regularly participates in at least two Tier one service categories
- Actively participates in at least two Tier two service categories
- Actively participates in Department and College of Education program and department meetings

Exceeds the minimal standard for quality of service

- Narrative includes a detailed and relevant self-assessment of accomplishments in performance of service and the impact of that service
- Regularly participates in more than two Tier one activities in more than one service category
- Actively participates in more than two Tier two activities in more than one service categories
- Actively participates in Department and College of Education program and department meetings

Impact of Mitigating Circumstances:

The Department recognizes that faculty performance and effectiveness in teaching, service, and research may be impacted by various mitigating circumstances, and therefore exercises appropriate flexibility when evaluating a candidate's suitability for retention, promotion, and/or tenure. Mitigating circumstances may include:

1. Heavy teaching loads: large classes, many preparations and new preparations, writing intensive courses, lab courses, field work courses (tailor to your discipline)
2. Insufficient availability of appropriate resources
3. Emergency circumstances, such as natural disasters or pandemics, that affect teaching or service or RSCA activities, such as travel for faculty research, conference presentations, and related aspects of scholarly development.

Considerations To Apply for Early Review for Promotion and Tenure

Preface: The normal period of probation shall be a total of six (6) years of full-time probationary service and credited service, if any. Any deviation from the normal six (6) year probationary period shall be the decision of the President following his/her recommendations from the department or equivalent unit and appropriate administrator(s). (2013-2020 Collective Bargaining Agreement)

[URPT Procedures 5.22.2020](#); Early Review for Promotion and Tenure (p.2-3)

- a. Upon request, tenure and promotion from assistant to associate professor (or equivalent Librarian and Counselor rank) may be granted prior to the completion of the normal probationary period. Tenure and promotion are contingent on the probationary faculty member providing evidence of exceptional performance in teaching proficiency, research/scholarship/equivalent creative activities, and participation in university affairs. Each department shall define expectations for the level of “exceptional performance” with respect to tenure and promotion from assistant to associate professor in its RPT elaborations.
- b. Upon request, promotion from Associate Professor to Professor (or equivalent Librarian and Counselor rank) may be granted prior to the completion of the normal period of time at rank. Promotion is contingent on the faculty member providing evidence of exceptional performance in teaching proficiency, research/scholarship/equivalent creative activities, and participation in university affairs. Each department shall define expectations for the level of “exceptional performance” with respect to promotion from Associate Professor to Professor in its RPT elaborations.

Early Tenure and Promotion

As per the university Principles, Criteria, and Procedures for Retention, Promotion, and Tenure Review policy (Approved May 2020), tenure and promotion “may be granted prior to the completion of the normal period of time at rank. Promotion is contingent on the faculty member providing evidence of exceptional performance in teaching proficiency, scholarship/creative activities, and participation in university affairs.

The Department of Teacher Education expects exceptional performance with respect to early tenure and promotion, which is evidenced by the candidate’s record establishing a distinction in Teaching Proficiency, Scholarship and Other Creative Activities, and Service areas and demonstrating a sustained record that instills confidence that exceptional performance will continue.

Note: Department expectations will take into account budgetary and campus or community conditions during the period of review which may influence the amount of time that can be realistically allocated to scholarship and other creative activities.

Working Personnel Action File (WPAF) Template and Content Organizer

Candidates for retention and/or promotion should give considerable attention to the preparation and organization of their WPAF. Three principles should guide the organization of the file:

- Ease with which the reviewer can find the materials
- Quality being more important than quantity
- Clear evidence for accomplishments claimed in each section

To facilitate the ease with which the reviewer can find materials, the WPAF should have dividers and tabs for each section and each subsection. (*Candidate also has the option of submitting the WPAF through Interfolio.*) Attention should also be given to placing materials in the correct section and placing them in reverse order with the most recent always being first.

Because quality is more important than quantity, candidates should judiciously select pieces of evidence to include in the file. For binder submission, it is recommended to limit the WPAF to one three-ring binder. A candidate may have a secondary file (binder) with supplementary evidence that is available upon request by any committee in the RPT process. A note in the Introduction to the WPAF can alert the reviews to the availability of the secondary binder should it be requested.

The principle for evidence is that the major accomplishments claimed in each section need clear verification; minor accomplishments may not need full verification, but evidence may be placed in a supplementary file (binder) that is available to the review committees upon request. (For example, a claim of serving on a national accreditation team must include a letter of verification. On the contrary, it may be sufficient to state that the candidate participated in five interview days for program candidates and include only one of the five letters thanking him/her for the participation and placing the remaining letters in a supplementary file).

It is recommended that the WPAF include the following items in the following order:

1. Checklist
2. Table of contents of the WPAF, initialed and dated by the faculty member (2 copies)
3. Letter of Purpose of the Review (for retention or promotion or both)
4. A copy of the approved Department of Teacher Education Elaborations
5. Previous RPT letters from a) all levels and b) all evaluation cycles since the hire date or the last promotion, placed in reverse order with most recent on top.
6. A current curriculum vita that spans the entire academic and professional employment history
7. Letters of Support (optional)
8. Quality of Teaching
 - a. A narrative summary that shall contain a concise self-assessment of accomplishments in the areas of quality of teaching and which also includes:
 - i. Teaching philosophy
 - ii. Incorporation of the College conceptual framework into teaching

- b. Evaluations of teaching (currently IDEA forms) put in reverse order with most recent on top and followed by any other documents the candidate may wish to add.
 - c. Teaching assignments for period under review—list of classes with briefly described relevant information as per the elaborations
 - d. Professional Development
9. Quality of Scholarship and Creative Activities
- a. A narrative that shall contain a concise self-assessment of accomplishments in the areas of quality of scholarship and creative activities
 - b. Proof of scholarly accomplishments (normally to include copy of cover page, table of contents and first page of the book/article/conference program) arranged in reverse order with most recent first.
10. Professional Data Sheet
11. Quality of Service
- a. A narrative that shall contain a concise self-assessment of accomplishments in the areas of service
 - b. Proof of service activities (examples: minutes of committee participation, letters, etc.) – arranged in reverse order with most recent first.
12. Honors, Supplementary Materials, etc.(optional)