CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Academic Affairs
Faculty Senate

ENGLISH DEPARTMENT EXPECTATIONS FOR RETENTION-PROMOTION-TENURE (RPT)

RPT Expectations for Teaching

FAM 651.543

The English Department places a high value on teaching, a core mission of our department, college, and university. We also esteem a diverse range of teaching approaches, styles, and modalities.

Expectations for Tenure and Promotion to Associate Professor

In order to meet expectations for tenure and promotion to associate professor, a faculty member should have demonstrated teaching effectiveness in the areas of course design and instruction, described below.

Expectations for Promotion to Professor

In order to meet expectations for promotion to professor, a faculty member, after receiving promotion to associate professor, should have demonstrated continued teaching effectiveness in the areas of course design and instruction, described below.

Faculty Member's Teaching Narrative

The faculty member should include with the FAR a succinct narrative that contextualizes their teaching for RPT reviewers. Most narratives will be under one page; however, if needed, the narrative can run up to 1,000 words. In this narrative, faculty may describe such elements as the relationships among their teaching goals, materials, approaches and assignments; and, where relevant, efforts made to improve their teaching, particularly if those efforts are in response to feedback from students or peers. If the faculty member is cross listing an activity under Teaching and Service, or under Teaching and Research, Scholarly, or Creative Contributions, they should explain which area is the primary area for the activity.

TEACHING EFFECTIVENESS

Course Design

The faculty member's course materials (e.g., syllabus, texts, assignments, exams, projects, Learning Management System [LMS] materials, etc.) and course organization, should be appropriate to the course content, format, and catalog description, as well as to department course guidelines where available; and the materials should promote students' intellectual and/or creative growth. The faculty member's course design should also reflect currency in the field.

Instruction

We value many types of teaching approaches and activities. We also recognize that different courses and diverse student learning styles may call for different instructional approaches or combinations of approaches. With whatever approaches are used, the faculty member's instruction should engage students in the course material and promote a productive learning environment. Because evaluation of students is another important aspect of instruction, faculty should employ ways of responding to and evaluating student work that promote student learning.

MEASURES OF TEACHING EFFECTIVENESS

We use a broad range of measures in evaluating a faculty member's teaching effectiveness in course design and instruction. All of these measures are important, and the various types of information that they generate should be viewed in context with one another.

Course materials

These materials include course materials (e.g., syllabi, texts, assignments, exams, projects, Learning Management System [LMS] materials, etc.) submitted with the faculty member's FAR attachments, as well as course materials attached to classroom visitation reports.

Faculty member's teaching narrative

Please see description of the teaching narrative above.

Classroom Visitation Reports

Class visitation reports by fellow faculty provide valuable information about the faculty member's course design, instructional approaches, and interactions with students.

SOTEs

SOTEs offer information about student opinions of the faculty member's teaching. Both quantitative and qualitative information from the SOTEs may have value. English Department reviewers will generally read SOTEs for broad patterns and themes in student responses rather than for exceptional individual student commentary. The English Department does not believe that an occasional poor SOTE negates a generally good teaching record.

Additional Optional Measures

Other, non-required measures of teaching effectiveness may include, but are not limited to, teaching honors or awards, and achievement in any of the other teaching-related activities below.

OTHER TEACHING-RELATED ACTIVITIES

Although the teaching of classes forms a core of the faculty member's teaching record, the following teaching-related activities are also vital to the educational experience of our students and the enrichment of our curriculum. In their evaluation, English Department reviewers will take into

consideration such activities as the following if they occur in the faculty member's record. The following list is suggestive rather than definitive and exhaustive.

- *Mentoring student interns*
- *Supervising student research*
- *Directing independent studies*
- *Supervising/reading student theses and projects*
- *Mentoring teaching associates (TAs)*
- *Using innovative approaches in existing courses*
- *Developing new courses*
- *Continuing education in teaching, such as attendance at teaching workshops*
- *Other teaching-related activities in various sites*

In their second-year performance review, faculty members are expected to demonstrate initial progress toward meeting expectations for tenure and promotion to associate professor, and, in their fourth-year performance review, they are expected to demonstrate significant progress toward meeting these expectations.

RPT Expectations for Research, Scholarly or Creative Contributions

The English Department recognizes a variety of ways to meet expectations in Research, Scholarly or Creative Contributions, and values a range of activities in this area.

Expectations for Tenure and Promotion to Associate Professor

In order to meet expectations for tenure and promotion to associate professor, a faculty member should have demonstrated achievement and ongoing activity in Research, Scholarly or Creative Contributions. Evidence of such achievement and activity should include peer-reviewed published work (or peer-reviewed work accepted for publication, with documentation of acceptance), as well as other professional activities, such as those described below, that demonstrate the faculty member's engagement in their discipline and contributions to disciplinary and/or other public conversations. In evaluating a faculty member's professional record, the department emphasizes the quality and significance of the faculty member's professional contributions rather than a set number of particular activities. We also value the faculty member's continuing engagement in an active scholarly and/or creative program.

Expectations for Promotion to Professor

In order to meet expectations for promotion to professor, a faculty member, after receiving promotion to associate professor, should have demonstrated achievement and ongoing activity in Research, Scholarly, or Creative Contributions. Evidence of such achievement and activity should include peer-reviewed published work (or peer-reviewed work accepted for publication, with documentation of acceptance), as well as other professional activities, such as those described below, that demonstrate the faculty member's engagement in his/her discipline and contributions to disciplinary and/or other public conversations. In evaluating a faculty member's professional record, the department emphasizes the quality and significance of the faculty member's professional contributions rather than

a set number of particular activities. We also value the faculty member's continuing engagement in an active scholarly and/or creative program.

Faculty Member's Narrative for Research, Scholarly, or Creative Contributions

The faculty member should include with the FAR a succinct narrative that contextualizes their professional work for RPT evaluators. Most narratives will be under one page; however, if needed, the narrative can run up to 1,000 words. The narrative should describe the foci of the professional activities, the faculty member's interest in them, and the contributions that they make to the faculty member's discipline and possibly other communities. Faculty may also discuss the value and significance of their work by including information on such elements as the following:

- Reviews or citations of the work
- The importance, quality, prestige, and/or selectivity (e.g., acceptance rates) of the venues where the work appears
- Reader reports for accepted manuscripts or manuscripts under review
- Impact of the work on the discipline and/or other communities
- The value of the methodologies, approaches, or processes involved in the work
- Awards or other recognition for the work
- Invitations to present or publish the work
- Invitations to review a book or article manuscript
- The scope of dissemination of the work
- Other testimony from experts about the work
- Other information that indicates the importance of the work and/or the faculty member's reputation in the field
- Book contract and/or acceptance letters for journal articles or chapters in edited volumes. Such documentation should be provided for work accepted for publication but not yet published.

If the faculty member is cross listing an activity under Research, Scholarly, or Creative Contributions and Teaching, or under Research, Scholarly, or Creative Contributions and Service, s/he should explain in the narrative which area is the primary area for the activity.

In the narrative or elsewhere in the FAR, the faculty member should also describe their professional work in progress, their goals for this work, and its relevance to their overall professional program.

EVIDENCE OF ACHIEVEMENT AND ACTIVITY IN RESEARCH, SCHOLARLY, OR CREATIVE CONTRIBUTIONS

- Peer-reviewed publications, such as books, monographs, articles in academic journals or magazines, poems, short stories, essays, chapters in edited books, papers in conference proceedings, translations of scholarly or literary works, encyclopedic entries, book reviews in professional journals or other periodicals, and other scholarly and creative publications. Online peer-reviewed journals have comparable value to print peer-reviewed journals.

- Funded grants and fellowships
- Grants and fellowship applications
- Editorships for books, journals, and special issues of journals
- Presentations at conferences and other professional meetings
- Professional work presented or published for the general public or community groups
- Readings of creative work for professional or civic audiences
- New media installations of professional work
- Invited and/or keynote presentations of notable significance
- Awards for professional accomplishment or other professional recognition
- Application of scholarly and/or creative activity to university service
- Scholarship of teaching and learning
- Editorial work, such as manuscript reviews, for journals or presses
- Continuing education and professional development, such as participation in institutes, seminars, courses, and conferences relevant to the faculty member's professional work
- Leadership or service in professional organizations
- Consultantships related to the faculty member's disciplinary expertise

In their second-year performance review, faculty members are expected to demonstrate initial progress toward meeting expectations for tenure and promotion to associate professor, and, in their fourth-year performance review, they are expected to demonstrate significant progress toward meeting these expectations.

RPT Expectations for Service

The English Department views service as an important aspect of a faculty member's professional responsibilities. We value various types of faculty service contributions.

Expectations for Tenure and Promotion to Associate Professor

In order to meet expectations for tenure and promotion to associate professor, a faculty member should have demonstrated general departmental citizenship, as well as engaged and substantial service to the department and some service to at least one of these levels: college, university, CSU system, and/or community. Service to the faculty member's profession can be included as an additional level under Service, or it can be included under Research, Scholarly, or Creative Contributions. We recognize that the forms of service may vary depending on a faculty member's strengths and opportunities, as well as on particular service needs in the department or other areas.

Expectations for Promotion to Professor

In order to meet expectations for promotion to professor, a faculty member, after receiving promotion to associate professor, should have demonstrated general departmental citizenship, as well as engaged and substantial service to the department and some service to at least one of these levels: college, university, CSU system, and/or community. In addition, the faculty member should have served in a leadership capacity at the department, college, university, and/or community level. Service

to the faculty member's profession can be included as an additional level under Service, or it can be included under Research, Scholarly, or Creative Contributions. We recognize that the forms of service may vary depending on a faculty member's strengths and opportunities, as well as on particular service needs in the department or other areas.

Faculty Member's Service Narrative

The faculty member should include with the FAR a succinct narrative that contextualizes his/her service for RPT reviewers. Most narratives will be under one page; however, if needed, the narrative can run up to 1,000 words. In this narrative, the faculty member should explain the contributions they have made through their service activities and, where relevant, how these activities relate to their teaching and/or professional interests. If the faculty member is cross listing an activity under Service and Teaching or under Service and Research, Scholarly, or Creative Contributions, they should explain which area is the primary area for the activity.

GENERAL DEPARTMENTAL CITIZENSHIP

The following activities are part of meeting expectations at every level of RPT review: attendance at department meetings, completion of classroom visitation reports, participation in English 516 portfolio readings, attendance at faculty recruitment activities, participation at commencement ceremonies, and general availability to take on modest, temporary responsibilities at the request of the chair.

EXAMPLES OF SERVICE

The following lists include some examples of service and of leadership in service. A faculty member's service may include other activities that are not listed here. In addition, the order of activities within these lists is not meant to indicate the relative importance of particular activities.

<u>Some Examples of Department Service</u>

- Advising students in department programs
- Participating on department committees or task forces
- Serving as an advisor to a student club
- Contributing to department initiatives or programs

<u>Some Examples of College, University, or CSU System Service</u>

- Participating on college, university, or CSU system committees or task forces
- Contributing to college, university, or CSU system initiatives or programs

<u>Some Examples of Community Service (The service should be related in some way to the faculty member's disciplinary expertise)</u>

- Presentations, workshops, or creative demonstrations given to schools or local community groups.
- Serving as a judge at local awards contests
- Consultantships for community service groups
- Presentations on radio, television, or other media
- Contributing to community initiatives or programs
- Serving on community boards

Some Examples of Leadership in Service

- Coordinating a program or concentration within a program
- Developing a new program
- Substantially rebuilding an existing program
- Taking a leadership role in recruiting students to the university and/or to specific programs at the university
- Developing a lecture series or reading series
- Chairing an active committee or task force
- Serving in a leadership capacity in assessment activities
- Writing an extensive report for a program
- Taking the lead in building cross-departmental or cross-college programs and initiatives

In their second-year performance review, faculty members are expected to demonstrate initial progress toward meeting expectations for tenure and promotion to associate professor; and, in their fourth-year performance review, they are expected to demonstrate significant progress toward meeting these expectations.

Addendum

As exemplified by the COVID-19 pandemic, there is always the possibility of external circumstances that interrupt academic life. Under such circumstances, resources tend to be reduced and opportunities may disappear, but more work is expected and performed. The WPAF of a tenure-line faculty under evaluation will not look the same as it does normally. This will be consequential for evaluated faculty not only during the interruptive circumstance but also for years to come, lasting until they complete probation and are promoted to Associate or Full Professor. This addendum aims to mitigate the consequences of the inverse relationship between a faculty member's amount of work and their output in the PAF so that students and faculty of diverse backgrounds can not only survive but thrive.

Many of the English department's probationary faculty not only specialize in teaching, research/scholarship/creative activities and service directly linked to diverse and marginalized people but are also underrepresented in academia themselves. While the university may establish policies – as it did during COVID-19 – to allow faculty to delay the RPT clock for probationary faculty, the actual delaying may disadvantage faculty in the RPT process materially (affecting lifetime earnings), professionally (postponing assumption of leadership roles), and psychologically (creating stress and uncertainty regarding permanent employment). These consequences are difficult to address through university-level policies.

The mobility of faculty, especially probationary faculty, also destabilizes the department. This is a retention issue, as the probationary period postpones faculty's full participation in the life of the university. Therefore, the English Department amends FAM 651.543 as follows to mitigate the impact of interruptive circumstances:

- If, in an interruptive circumstance, the university allows faculty additional latitude to exclude SOTEs they deem unrepresentative (exceeding the standard 20% per year SOTE exclusion threshold specified in FAM 652.1) the expectations of the number of SOTEs for each evaluation should be adjusted accordingly. For example, if the university allows a faculty member to exclude all of their SOTEs during an interruptive circumstance, and the faculty elects to do so, the reduced number of SOTEs in the faculty member's WPAF shall not be viewed negatively by all evaluators.
- If an interruptive circumstance leads to travel restrictions, the suspension of travel funding, increased teaching obligations, and/or disruptions to the publishing industry and academic conferences, the evaluated faculty's research/scholarship/creative activities should be assessed within the context of these limitations.
- An interruptive circumstance may lead to a decrease of support for service obligations, which tend to increase in such a situation. Service files therefore should be read accordingly.
- If the university allows CSUSB faculty the option to extend the time clock for RPT due to an interruptive circumstance, it must be remembered that faculty may not wish to take this option, for a variety of reasons, as noted above. If they opt to follow the regular schedule, the consequences of the interruptive circumstance should be taken into careful consideration when their PAFs are evaluated.

This addendum applies to all tenure-line faculty of the English Department whose evaluation period includes an interruptive circumstance, such as the COVID-19 pandemic. The ending of an interruptive circumstance is typically marked by the return of normal operation of the university, including (if applicable) the restoration of funding for course release, the lifting of travel restrictions, the regular administering of SOTEs, and the scheduling of class visitations according to established calendar.