

Department of Languages and Cultures
Retention Tenure Promotion Standards for 2023/2024
Provisionally approved 8/2022, Updated 1/2023 – Approved 5/2023

Important Resources

- [Faculty Personnel Policies and Procedures \(FPPP\)](#)
- Unit 3 (Faculty) [Collective Bargaining Agreement \(CBA\)](#)
- [Current RTP Calendar](#)

INTRODUCTION

The Department of Languages and Cultures (LANC) will evaluate faculty performance based on the standards outlined in this document. These standards serve as a guide to candidates and evaluators regarding the inclusion of appropriate evidentiary materials in the Working Personnel Action File (WPAF). In accordance with the FPPP, all evaluations and assessments of faculty performance in the RTP process will be entirely and exclusively based on documented evidence contained in the candidate's WPAF. Faculty who are under review will submit a dossier of evidence to the WPAF to aid RTP committees in the evaluation of their performance.

The Department of LANC values teaching, scholarship, and service. While each candidate will develop their strengths within and among these categories, as a successful career at a comprehensive university such as CSU, Chico requires efforts in each category. To some extent, exceptional performance in one area of review may compensate for lesser contributions in other areas of review, as indicated in the FPPP 10.1.3. Among these categories, however, teaching stands out as the most important.

Department evaluation ratings are based on a developmental model whereby candidates are assessed based on their current stage. Evaluation ratings thus reflect accomplishments expected by the candidate's level of review in the tenure cycle. They therefore do not necessarily indicate that the same rating would be conferred were this the final dossier submitted for tenure and promotion.

Each faculty member under review in a given academic year will submit a dossier that documents the candidate's activities in the specified period of review. The evaluation is likewise specific to the candidate's work during the specified period of review. Periodic evaluations and performance reviews will cover the period since the faculty member's date of appointment. For summer or fall appointments, period of review will begin on May 31st in the academic year preceding the appointment. Spring appointments will begin on the date of appointment. All faculty members' evaluations and performance reviews will include work that is part of a service credit year or years and other granted credits, as indicated in the FPPP 10.1.11. For those candidates in consideration for tenure or promotion to associate professor, their period of review and evaluation will cover the entire *probationary* period (including years of prior service credit, if any), as indicated in the FPPP 10.4.4.a. For those candidates in consideration for promotion to

full professor, the period of review shall be the period since closure of the WPAF prior to promotion to the current rank, as indicated in the FPPP 11.1.2.

Work assignments and therefore also dossier requirements differ for tenure-track/tenured faculty and for lecturer faculty. These requirements are described separately in sections I.E and II.C below.

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I. EVALUATION OF TENURE TRACK AND TENURED FACULTY

The Department Personnel Committee shall be elected in accordance with the Faculty Personnel Policies and Procedures (FPPP), the Collective Bargaining Agreement (CBA), and the LANC Department Bylaws. The Committee of at least three members is elected by tenured, tenure-track, and on-contract FERP members by secret ballot in May of the preceding academic year.

The Department Chair may either serve as an elected member or may perform a separate level of review. All deliberations of the Personnel Committee will maintain confidentiality.

The Department Personnel Committee will examine the dossier and the support materials in order to prepare a written evaluation of the candidate. This evaluation includes the sections listed below. Candidates should pay close attention to the criteria for each section in order to ensure that the committee has the appropriate information to make an informed evaluation. For those candidates undergoing a performance review, each section will be rated as follows: **meets expectations**, **exceeds expectations**, or **does not meet expectations**. See FPPP 10.3.3.

Candidates must minimally **meet expectations** in each of the three categories of evaluation – Instruction, Professional Growth and Achievement, and Service – to fulfill requirements for reappointment, tenure and promotion to Associate Professor, and promotion to Full Professor.

A. CATEGORIES OF EVALUATION

A1. INSTRUCTION

Teaching effectiveness is the minimum and indispensable requirement for retention, tenure, and promotion in the Department of Languages and Cultures. Effective teaching practices involve the creation and support of innovative, high-quality, student-centered learning environments and inclusive pedagogy. Such learning environments encourage faculty-student contact, cooperation among students, respect for diversity, and active learning. Additionally, the candidate is expected to contribute to curriculum and program innovation and development.

In language courses, teaching effectiveness also includes adoption of a communicative approach to language instruction. While a communicative approach can take many forms, it shares these common elements: maximum use of the target language at all levels of instruction, the provision of level-appropriate comprehensible input, and a classroom environment that is conducive to producing a low affective filter in learners.

EVALUATION OF INSTRUCTION

Candidates demonstrate effective teaching through evidence such as course syllabi, samples of graded student work and teaching materials, SFOTs, peer evaluations, evidence of course revision and updates, examples of inclusive pedagogy, contributions to improving graduation rates, and through narratives in the Dossier. SFOT data will not weigh excessively in the overall evaluation of instructional effectiveness. Using this evidence, the committee will assess the degree to which the candidate has supported and contributed to student learning in the context of their teaching assignment and the department mission.

RETENTION

Candidates **meet expectations** for retention with:

- a statement of teaching philosophy that aligns with the mission and objectives of the department;
- syllabi that clearly communicate learning objectives and student expectations
- sample teaching materials and/or graded student work that demonstrate effective teaching, appropriate feedback, and student learning;
- SFOT scores of 4.0 or above in the majority of categories across courses. Patterns of SFOT scores below 4.0 and patterns of student suggestions for improvement to teaching are addressed in the narrative and the candidate offers a plan for improvement to instruction in these areas.
- satisfactory peer evaluations of instruction. Peer suggestions for improvement are addressed in the narrative and the candidate offers a plan for improvement to instruction in mentioned area(s).
- evidence of ongoing efforts to improve teaching effectiveness.

Candidates **exceed expectations** for retention with:

- all of the criteria specified above for **meeting expectations**, and Additionally, at least two of the following:
 - SFOT scores of 4.5 or above in the majority of categories across courses;
 - at least two peer evaluations of instruction from two different observers that deem the candidate's instruction exemplary;
 - evidence of extraordinary contributions to and support of student learning, such as community engagement events and/or service learning projects;
 - use of inclusive pedagogy or strategies to support diversity and equity in the classroom;
 - contributions to curriculum development, such as a substantially redesigned course or a new course that serves particular student needs or program objectives

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Candidates **meet expectations** for Tenure and Promotion to Associate Professor with:

- a statement of teaching philosophy that aligns with the mission and objectives of the department and demonstrates an understanding of the particular needs of our student population;
- syllabi that clearly communicate learning objectives and student expectations;
- sample teaching materials and/or graded student work that demonstrate effective teaching, appropriate feedback, student learning, and the achievement of course goals;
- SFOT scores of 4.0 or above in the majority of categories across courses and/or evidence of changes to improve patterns of scores below 4.0;
- satisfactory peer evaluations of instruction;
- evidence of ongoing efforts to improve teaching effectiveness.

Candidates **exceed expectations** for Tenure and Promotion to Associate Professor with:

- all of the criteria specified above for **meeting expectations**, and Additionally, at least three of the following:
 - SFOT scores of 4.5 or above in the majority of categories across courses;

- at least two peer evaluations of instruction from two different observers that deem the candidate's instruction exemplary;
- evidence of extraordinary contributions to and support of student learning, such as community engagement events and/or service learning projects;
- use of inclusive pedagogy or strategies to support diversity and equity in the classroom;
- contributions to curriculum development, such as a substantially redesigned course or a new course that serves particular student needs or program objectives;
- demonstration of pedagogical currency via incorporation of new methods and updating and revising course materials;
- participation in at least two professional development opportunities to improve instruction.

PROMOTION TO FULL PROFESSOR

Candidates **meet expectations** for Promotion from Associate to Full Professor with:

- a statement of teaching philosophy that aligns with the mission and objectives of the department and demonstrates an understanding of the particular needs our student population;
- syllabi that clearly communicate learning objectives and student expectations;
- sample teaching materials and/or graded student work that demonstrate effective teaching, appropriate feedback, student learning, and the achievement of course goals;
- SFOT scores of 4.0 or above in the majority of categories across courses and/or evidence of changes to improve patterns of scores below 4.0;
- satisfactory peer evaluations of instruction;
- evidence of ongoing efforts to improve teaching effectiveness;
- demonstrated contributions to curriculum development.

Candidates **exceed expectations** for Promotion from Associate to Full Professor with:

- all of the criteria specified above for **meeting expectations**, and Additionally, at least three of the following:
 - SFOT scores of 4.5 or above in the majority of categories across courses;
 - at least two peer evaluations of instruction from two different observers that deem the candidate's instruction exemplary;
 - evidence of extraordinary contributions to and support of student learning, such as community engagement events and/or service learning projects;
 - use of inclusive pedagogy or strategies to support diversity and equity in the classroom;
 - demonstration of pedagogical currency via incorporation of new methods and updating and revising course materials;
 - participation in at least two professional development opportunities to improve instruction.

A2. PROFESSIONAL GROWTH AND ACHIEVEMENT

It is critical to the viability of a university that all faculty maintain and demonstrate disciplinary currency. Professional achievement at a comprehensive university may take many

forms. However, any demonstration of scholarly currency shares the following traits: (a) originality, (b) verification and validation through impartial critical processes, and (c) communication to others through available channels of publication. These forms of professional growth and achievement may include any or all of the following:

1. teaching and learning in their multiple interpretations and relationships;
2. the processes of discovery, critical inquiry, and/or analysis;
3. artistic creativity, both according to established canons and the spirit of innovation;
4. integration, application, popularization, and dissemination of various forms of knowledge.

The Department recognizes the diverse means by which the results of scholarly growth and development may be communicated. The Department further recognizes that rapid developments in information technology are opening up venues for professional activity beyond the well-worn, traditional pathways for public dissemination of knowledge. Faculty may also demonstrate scholarly competence in more than one area of growth and achievement.

Examples of such scholarly activity include, but are not limited to:

- publication or acceptance for publication of monographs, textbooks, book chapters, journal articles, scholarly interviews, anthologies, translations, teaching materials, book reviews, or creative works in the candidate's area of specialization;
- delivery of research presentations at regional, national or international professional meetings, invited lectures, performances of creative work, and other public presentation of work;
- extending one's professional knowledge by attending regional, national or international professional conferences, workshops, panels, or retreats;
- public and/or official recognition of meritorious achievement in one's area of scholarly specialization, receiving an award or honor, earning a fellowship or grant related to the field of expertise, activity as a consultant in a professional nature.

EVALUATION OF PROFESSIONAL GROWTH AND ACHIEVEMENT

Evaluation of the quality of scholarship and creative activity will consider the following:

- the importance of the forum of publication/dissemination of the work;
- the timeliness and importance of the work within the colleague's field;
- the availability of forums for the colleague's work;
- the relationship between the scholarship/creative activity and teaching duties or job description;
- the amount of productivity;
- the range of productivity.

These criteria will inform the committee's evaluation of the relevance of scholarly/creative activities in each of the categories below.

RETENTION

Approved 5-16-23

Candidates **meet expectations** for reappointment with:

- at least two instances of relevant scholarly/creative activity as described above in each probationary year;
- within the first three years of the probationary process, at least one peer-reviewed publication, whether published or forthcoming, that represents original contributions to the field, and/or evidence of submission of a book proposal;
- beyond the third year, documented evidence of sustained progress in the faculty member's research trajectory which may include the continued publication of peer-reviewed articles, the presentation of new research at conferences, the development and submission of grant proposals, the development of a book proposal, etc.

Candidates **exceed expectations** for retention with:

- at least three instances of relevant scholarly/creative activity as described above in each probationary year
- within the first three years of the probationary process, two or more peer-reviewed publications, whether published or forthcoming, that represent original contributions to the field, and/or an accepted book proposal;
- beyond the third year, publication of a significant peer-reviewed book project or at least three substantial publications that represent original contributions to the field.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Candidates **meet expectations** for Tenure and Promotion to Associate Professor with:

- evidence of two instances of relevant scholarly/creative activities in each year or a total of two per review year, even if distributed unevenly;
- two peer-reviewed publications in print that represent original contributions to the field and sustained progress on a third project

Candidates **exceed expectations** for Tenure and Promotion to Associate Professor with:

- evidence of three or more instances of relevant scholarly/creative activities in each year or a total of three per review year, even if distributed unevenly;
- the publication or forthcoming completed and accepted manuscript of a significant book project or four peer-reviewed publications in print that represent original contributions to the field or three peer-reviewed publications in print and sustained progress on a fourth project.

PROMOTION TO FULL PROFESSOR

Candidates **meet expectations** for Promotion from Associate to Full Professor with:

- evidence of two instances of relevant scholarly/creative activities in each subsequent year after promotion to Associate Professor, such as the presentation of new research at conferences, the development and submission of grant proposals, etc. Activities shall be equivalent to two per year of review, even if distributed unevenly.
- documentation of sustained progress in the faculty member's research trajectory which includes at least two peer-reviewed journal articles or book chapters, or comparable

work.

Candidates **exceed expectations** for Promotion from Associate to Full Professor with:

- evidence of three or more instances of relevant scholarly/creative activities in each subsequent year after promotion to Associate Professor, such as the presentation of new research at conferences, the development and submission of grant proposals, etc. Activities shall be equivalent to three per year of review, even if distributed unevenly;
- documentation of sustained progress in the faculty member's research trajectory which includes the publication or forthcoming completed and accepted manuscript of a significant book project or four peer-reviewed publications in print that represent original contributions to the field or three peer-reviewed publications in print and sustained progress on a fourth project.

A3. SERVICE THAT CONTRIBUTES TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, UNIVERSITY AND TO THE COMMUNITY

Refer to the university, college, department, and program strategic plans and statements of goals.

The Department of Languages and Cultures recognizes good service in the five areas designated below as an integral part of the professional life of its faculty and therefore subject to review in the RTP process. The listed types of activities are **representative** of those that a productive and contributing faculty member in the Department of Languages and Cultures might undertake. However, a faculty member would **not necessarily contribute in every area every year**.

- a. Program and department, e.g., regular participation in department meetings, service on department committees, student major, minor, credential, MA, and study abroad advising; service on an MA student committee; participation in program assessment efforts; participation in and support of student organizations, student mentoring, and other student-centered activities; planning department-sponsored events; participation in recruitment and retention efforts and events; participation in commencement activities;
- b. College of HFA, e.g., service on College committees, service by dean appointment;
- c. University, e.g., participation in university committees, service as a CFA representative, service as an Academic Senator or CAB member, participation in committees of other departments;
- d. Profession, e.g., duties performed for or offices held in professional organizations; membership in professional associations; editorial services performed for professional associations and publishers;
- e. Community outreach, e.g., outreach to K-12 schools, community colleges, other CSUs, translation or interpretation, participation in community groups.

Note: Some committee appointments last more than one academic year. In such cases, the faculty member can count each year as a separate service activity.

Approved 5-16-23

EVALUATION OF SERVICE

RETENTION

Candidates **meet expectations** for retention when:

- in the first three probationary years the faculty member is solely or primarily engaged in program- and department-level service. The faculty member engages in two instances of departmental service per probationary year and may optionally engage in professional and community service activities;
- the faculty member has engaged in at least one instance of departmental service in probationary years four and five *and* has served on at least one college- or university-level committee *or* has additionally engaged in professional or community service.

Candidates **exceeds expectations** for retention with:

- all of the criteria above for **meeting expectations**, and four additional service activities in the categories listed above during the period of review.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Candidates **meet expectations** for Tenure and Promotion to Associate Professor when:

- the faculty member engages in two instances of departmental service for every probationary year;
- the faculty member has served on at least two college- or university-level committees;
- the faculty member has engaged in at least two instances of professional or community service.

Candidates **exceeds expectations** for Tenure and Promotion to Associate Professor with:

- all of the criteria above for **meeting expectations**, and four additional service activities in the categories listed above during the period of review, *or* at least two of the following:
- extraordinary time advising and/or mentoring students throughout the period of review;
- participation in at least two diversity, equity, and inclusion professional development opportunities;
- service as an elected or appointed official of a professional organization or has chaired a department, college, or university committee;
- service on the Academic Senate

PROMOTION TO FULL PROFESSOR

Candidates **meet expectations** for Promotion from Associate to full Professor when:

- the faculty member consistently engages in two instances of departmental service for each subsequent year after tenure and promotion
- the faculty member has served on two college- or university-level committees following tenure and promotion
- the faculty member has engaged in at least two instances of professional or community service
- the faculty member participates in at least two other activities among those listed above.

Candidates **exceeds expectations** for Promotion from Associate to full Professor with:

- all of the criteria for **meeting expectations**, and additionally, at least two more activities or multi-year participation in selected activities among those listed above.
- a leadership/officer/chair/coordinator position in at least one campus committee, group, or program
- extraordinary time advising and/or mentoring students over multiple years

B. ACCELERATED TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

In order to qualify for early tenure and promotion to Associate Professor, a faculty member must **exceed expectations in all three areas of evaluation** and demonstrate the likelihood that this high level of performance will continue. The candidate must also have worked a minimum of one academic year under the conditions similar to the department's typical full-time assignment. (FPPP 10.5.3)

C. ACCELERATED PROMOTION TO FULL PROFESSOR

To qualify for accelerated promotion to full professor, a faculty member must **exceed expectations** in all three categories of evaluation, demonstrate the likelihood that their exceptional performance will continue, and document substantial professional recognition at and beyond the university itself. (FPPP 11.1.3) External recognition shall occur in at least two different forms and may include but is not limited to awards and honors from national and/or international organizations of the discipline, unsolicited requests to serve as keynote or invited speaker in at least two notable events in the discipline, at least three unsolicited laudatory reviews of published work documenting the innovative and impactful nature of contributions to the discipline.

D. PERIODIC EVALUATION OF TENURED FACULTY

For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to periodic evaluation. The focus of this review is the provision of developmental feedback and encouragement to maintain a positive level of performance. The process is governed by procedures outlined in FPPP 11.2.

E. THE DOSSIER (Tenure Track and Tenured Faculty)

The Dossier of tenure track and tenured faculty shall include:

1. a copy of these Department Standards;
2. a current curriculum vita (CV) as follows:
 - a. Organized in backward chronological order with the year at the left. The most recent information should appear at the top of each category.
 - b. Structured by category, one for each section – Instruction, Professional Growth and Achievement, and Service – and with applicable subsections therein, e.g., Courses Created Since Last Review; Publications in Print Since Last Review, etc.
 - c. Titles in languages other than English should be followed by the translation in English.
 - d. Include the page numbers of your articles, chapters, etc. If word count is more appropriate for a given publication, give the number of words.
 - e. Use as many pages as necessary.

3. Narratives

Summaries should reference only those courses and items relevant for the current period of review.

- a. **Teaching philosophy:** A reflective statement of the candidate's **teaching philosophy/strategies/objectives** and how these have impacted the candidate's teaching as evidenced in classes, assignments, and other learning experiences provided for students, including goals set for students and how the candidate helps students achieve them.
- b. A **summary** and **reflective statement** on SFOTs and peer evaluations of teaching, indicating what the candidate has learned from the evaluation process and how these evaluations have resulted in changes to teaching.
- c. A **summary of scholarship/creative activity** that describes professional activities and products and contextualizes the value of the candidate's work for an audience who may be unfamiliar with the field. In addition to the summary, include as applicable:
 - i. a list of publications, projects, and/or creative work that the candidate has authored or co-authored with a brief abstract or qualitative description of each. Indicate whether the publication is peer reviewed and contextualize the significance of the publication within the discipline and the significance of the publication venue, where relevant.
 - ii. a list of research presentations delivered at professional meetings, invited lectures, and other public presentations of work. Contextualize the significance of each presentation within the discipline.

- iii. summary list of participation in professional conferences, panels, workshops, retreats, etc.
 - iv. evidence of public and/or official recognition of meritorious achievement in one's area of scholarly specialization.
- d. A **summary of the candidate's service activities**, indicating any chair, supervisory, and mentoring positions held, and a **brief (1-2 sentence) description of any personal contributions and accomplishments in committee service**, where applicable.

4. Support Materials:

Candidates should share documentation of the activities named and discussed in their CV and narratives. The following are examples of appropriate and relevant support materials.

INSTRUCTION

All candidates should include:

- a. a **list of courses** taught at CSU, Chico during the review period, including the following information:

Course Number	Course Title	Year/Semester Taught	New Course? Y/N	Course Redesign? Y/N

- b. the most recent syllabus for each course taught and any additional syllabi that demonstrate evolution of teaching. Syllabi should include a **statement of course goals and objectives**, a calendar of assignments and tests, and an indication of how the course meets its objectives and follows disciplinary standards.
- c. representative evidence of instructional effectiveness and student learning, such as: original teaching materials; student work, projects, or assessments with instructor feedback; recognition, honors, or awards for excellence in teaching.

If applicable:

- d. evidence of contributions to curriculum development.

PROFESSIONAL GROWTH AND ACHIEVEMENT

As relevant: copies of or links to published work, communications with publishers, conference programs, etc.

SERVICE

Support materials shall include evidence that is **representative** of the candidate's range of service activities **and does not need to include documentation for every activity**.

Such evidence may include letters acknowledging participation in community outreach, proof of official role in professional or student organizations, examples of specific contributions to committee work, etc.

5. Index. FPPP 7.0.14 requires that the dossier have an index.

II. EVALUATION OF LECTURER FACULTY

The Department of Languages and Cultures recognizes that teaching effectiveness is the first, minimum and indispensable requirement for the appointment, reappointment, and range elevation of Lecturer Faculty (FPPP 9.1.2.a).

Activities that support maintaining currency in the field and service activities that contribute to the strategic plan and goals of the Department shall also optionally be documented. While evidence of disciplinary currency is not a required part of the dossier for temporary faculty, such evidence is a necessary part of the evaluation of eligible lecturer faculty for range elevation (FPPP 12.1.2.d). The Department therefore recommends that the candidate document such activity on a regular basis.

The criteria and basis for evidentiary data for the dossier therefore include the following categories:

A. CATEGORIES OF EVALUATION

A1. TEACHING EXCELLENCE

Teaching effectiveness is the minimum and indispensable requirement for reappointment in the Department of Languages and Cultures. Effective teaching practices involve the creation and support of innovative, high-quality, student-centered learning environments and inclusive pedagogy. Such learning environments encourage faculty-student contact, cooperation among students, respect for diversity, and active learning.

In language courses, teaching effectiveness also includes adoption of a communicative approach to language instruction. While a communicative approach can take many forms, it shares these common elements: maximum use of the target language at all levels of instruction, the provision of level-appropriate comprehensible input, and a classroom environment that is conducive to producing a low affective filter in learners.

EVALUATION OF TEACHING

Candidates demonstrate effective teaching through such evidence as course syllabi, samples of graded student work and teaching materials, SFOTs, peer evaluations, evidence of course revision and updates, examples of inclusive pedagogy, contributions to improving graduation rates, and through narratives in the Dossier. SFOT data will not weigh excessively in the overall evaluation of instructional effectiveness. Using this evidence, the committee will assess the degree to which the candidate has supported and contributed to student learning in the context of their teaching assignment and the department mission.

Candidate performance will be deemed **satisfactory** based on:

- a statement of teaching philosophy that aligns with the mission and objectives of the department;
- syllabi that clearly communicate learning objectives and student expectations;
- sample teaching materials and/or graded student work that demonstrate effective teaching, appropriate feedback, and student learning;
- evidence of ongoing efforts to improve teaching effectiveness;
- SFOT scores of 4.0 or above in the majority of categories across courses. Patterns of SFOT scores below 4.0 and patterns of student suggestions for improvement to teaching are addressed in the narrative and the candidate offers a plan for improvement to instruction in these areas.
- satisfactory peer evaluations of instruction. Peer suggestions for improvement are addressed in the narrative and the candidate offers a plan for improvement to instruction in mentioned area(s).

A2. PROFESSIONAL GROWTH AND DEVELOPMENT TO DEMONSTRATE CURRENCY IN THE FIELD (optional)

All activities listed above under part I.A2. *Professional Growth and Achievement* for tenure track and tenured faculty are evidence of currency in the field. In general, the Department adheres to and supports the following: “A variety of means may be used to support currency, including, but not limited to, continued education, research (broadly defined, including applied research in education), scholarship, and other creative and professional activities. Expectations for activities supporting currency must be consistent with the candidate’s *Range* classification and responsibilities.” (FPPP, 9.1.2.c.3)

A3. SERVICE (optional)

The Department fully embraces the idea that any faculty member shall become part of and enhance our teaching and learning community, not only through instruction but also through service in the area of languages, linguistics, literatures, and cultures. Evidence for this category includes any contributions to the Strategic Plan and Goals of the Department. “Such activities or achievements may include, but are not limited to, innovations in diversity, sustainability, service learning, and civic engagement, and service to the North State” (FPPP, 9.1.2.c.4)

B. RANGE ELEVATION

Lecturer faculty are strongly urged to read FPPP 12.0 before applying for Range Elevation and to consult with the department chair and/or members of the department personnel committee. Criteria for range elevation include professional growth and development which in Lecturer range is defined as “*teaching excellence and maintaining currency in the field.*”

FPPP 12.1.2.d.1 stipulates that “accumulated teaching experience alone is not considered ‘teaching excellence’ sufficient for *range* elevation.” **Teaching excellence** for the purposes of range elevation shall be determined based on the following criteria:

- a satisfactory statement of teaching philosophy that aligns with the mission and objectives of the department and demonstrates an understanding of the particular needs our student population;
- syllabi that clearly communicate learning objectives and student expectations;
- sample teaching materials and/or graded student work that demonstrate effective teaching, appropriate feedback, student learning, and the achievement of course goals;
- SFOT scores of 4.0 or above in the majority of categories across courses;
- satisfactory peer evaluations of instruction;
- evidence of ongoing efforts to improve teaching effectiveness.

Candidates for range elevation must also document **professional growth and development to demonstrate currency in the field**. FPPP 9.1.2.c.3 stipulates: “A variety of means may be used to support currency, including, but not limited to, continued education, research (broadly defined, including applied research in education), scholarship, and other creative and professional activities.” Examples of such documentation are provided below in the dossier description for lecturer faculty.

C. THE DOSSIER (Lecturer Faculty)

The Dossier of lecturer faculty shall include:

1. a copy of these Department Standards
2. a current curriculum vita (CV)
3. narratives

Narratives should reference only those courses and items relevant for the current period of review.

- a. **Teaching philosophy:** A reflective statement of the candidate’s **teaching philosophy/ strategies/objectives** and how these have impacted the candidate’s teaching as evidenced in classes, assignments, and other learning experiences provided for students, including goals set for students and how the candidate helps students achieve them.
 - b. A **summary** and **reflective statement** on SFOTs and peer evaluations of teaching, indicating what the candidate has learned from the evaluation process and how these evaluations have resulted in changes to teaching.
4. Support Materials:

Candidates should share documentation of the activities named and discussed in their CV and narratives. The following are examples of appropriate and relevant support materials.

INSTRUCTION

All candidates should include:

- a. a **list of courses** taught at CSU, Chico during the review period, including the following information:

Course Number	Course Title	Year/Semester Taught	New Course? Y/N	Course Redesign? Y/N

- b. the most recent syllabus for each course taught and any additional syllabi that demonstrate evolution of teaching. Syllabi should include **a statement of course goals and objectives**, a calendar of assignments and tests, and an indication of how the course meets its objectives and follows disciplinary standards.
- c. representative evidence of instructional effectiveness and student learning, such as: original teaching materials; student work, projects, or assessments with instructor feedback; recognition, honors, or awards for excellence in teaching.

If applicable:

- d. evidence of contributions to curriculum development.

PROFESSIONAL GROWTH AND DEVELOPMENT TO DEMONSTRATE CURRENCY IN THE FIELD (optional for RTP review, but required for range elevation)

Candidates should document their engagement in the discipline beyond the classroom, contextualizing their work for an audience who may be unfamiliar with the field. Such evidence includes, but is not limited to:

- updated syllabi and/or course materials that reflect familiarity with current issues or discourse in the discipline
- completing additional graduate coursework in the field, including the pursuit of a terminal degree (not required, but is considered for range elevation);
- publishing in recognized local, state, national, international, or online venues in the candidate’s area of specialization;
- presenting research at local, state, national, or international professional meetings, invited lectures, performances of creative work, and other public presentations of work;
- attending or leading professional development programs related to the candidate’s teaching assignment;

- extending one's professional knowledge by attending conferences, workshops, panels, retreats, webinars, seminars, or courses;
- active membership in professional organizations, subscriptions to relevant publications.

Appropriate consideration shall be given to the extent of the lecturer appointment and the availability of department support for professional growth and development.

SERVICE (optional)

Candidates may document their contributions, via service, mentoring, advising, outreach, recruitment, event planning, service on MA thesis or exam committees, etc., and contextualize the relevance of these activities to work assignment(s) and role(s) in the Department of Languages and Cultures.

See above I.A3. *Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and to the Community* for examples of activities that belong in this category.

5. Index. FPPP 7.0.14 requires that the dossier have an index.



Department/Program Standards Approval Sheet

Process:

- a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to OAPL via email for review.
- c) OAPL reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns document to OAPL.
- e) If not approved, OAPL forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, OAPL adds *Provost Approved Date* footer to the document and:
 - a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,
 - b. Uploads document to OAPL Department Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

Chair/Director Approval: *Christine Goulding* Date: May 19, 2023

Dean Review: *Tracy R. Butta* Date: May 22, 2023

OAPL Review: *Mahalley D. Allen* Date: May 24, 2023

Provost Approval:  Date: May 25, 2023