

**ENGLISH DEPARTMENT RETENTION, TENURE, AND PROMOTION
COMMITTEE
DEPARTMENT STANDARDS
2016-2017**

PART I. TENURE-TRACK AND TENURED FACULTY

Introduction

This document has two audiences: the English Department candidate under review and the English Department's Retention, Tenure and Promotion (RTP) Committee. For the candidate, these standards make clear the expectations of the department for retention, tenure and promotion *and* they clarify the RTP process so that the candidate understands why it is necessary to provide the committee with the documentation of his or her performance. For the RTP committee, this document establishes the English Department standards by which to assess a candidate's performance. Our standards comply with the governing policy document, the FPPP (2016/2017) sections 8, 9, 10, 11, and 12. Candidates and the committee should review carefully the FPPP each year before the evaluation process begins.

The California State University, Chico English Department values teaching, scholarship, and service. While each candidate will develop his or her strengths within and among these categories, a successful career at a comprehensive university such as CSU, Chico requires efforts in each category. Among these categories, however, teaching stands out as the most important. The bulk of the time and effort in our department is spent preparing for classes, responding to student work, researching for the purpose of teaching, meeting with students, and spending time in classroom. Therefore, candidates and the committee need to pay special attention to the evaluation of teaching effectiveness.

Procedures

This section outlines the process of reviewing candidates for retention, tenure, and promotion.

Each fall, the candidate and the RTP committee will receive a calendar that will include the names of the candidates under review, the level of the review, the due dates for the candidate's materials, and the due dates for the committee's review reports.

Armed with this information, the candidate will prepare a Working Personnel Action File (WPAF), hereafter called the dossier. The RTP committee will arrange for a classroom visit and a classroom visit report will be submitted before the date when the dossier is due. CSU, Chico's English Department is an assemblage of

disciplines; the dossier plays a critical role, giving the candidate an opportunity to contextualize his or her contributions to a committee composed of faculty from a variety of disciplines within English Studies. Once the dossier is submitted, the RTP committee will thoroughly examine the dossier and supplemental materials and write a draft report, which will be shared with the candidate prior to the RTP interview. The interview will involve the candidate, the chair of the RTP Committee, a member of the RTP Committee, and the Department Chair. The interview's purpose is to insure that the report is accurate and to discuss formally the candidate's performance in the department. Following the interview, the RTP committee will submit its final report to the Department Chair. The Department Chair will conduct his/her review of the candidate afterwards.

Preparing the Dossier

A template for the dossier is available from the office of the Dean of Humanities and Fine Arts. Candidates should use this template to assemble their dossier.

The dossier should include the following:

- 1 English Department RTP Standards
Include a copy of the Department RTP Standards. These standards will be used by all levels, including the Dean, Provost, and President, to assess your performance.
- 2 Curriculum Vitae
The English Department RTP committee understands that each discipline has its own practice for the presentation of contributions in the area of teaching, scholarship, and service. Within these practices, however, candidates may use their CV to guide the committee's reading of the dossier.
- 3 Narrative
 - a Introduction
Candidates should introduce their work in CSU, Chico's English Department, showing how they integrate teaching, scholarship, and service. This section should alert readers to the themes and emphases in the next three sections.
 - b Teaching Philosophy
Candidates discuss their approach to teaching, the teaching materials (syllabi, student work) in their files, the goals and assessments of their students, and their SETs, both the numerical and written sections. There is no need to include the actual scores contained in the SETs. If appropriate, candidates should describe and document their work advising Honors and Masters theses and independent studies.
 - c Scholarship/Creative Activity

Candidates should discuss their scholarly/creative activity, contextualizing the value of their work for an audience who may be unfamiliar with their field.

- d Service to the Department, College, University, and Community
Candidate should discuss their service record, contextualizing the relative importance of their activities for the committee.

4 Support Material

Candidates should compile a binder that includes documentation of the activities named and discussed in their dossier. Copies of published work, programs for creative performances, student work and teaching materials are all appropriate for the support material.

5 Index

The FPPP (7.0.14) requires that all candidates include an index of materials in the dossier.

Report

The 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 insure that the committee has the appropriate information to make an informed evaluation. For those candidates undergoing a performance review, each section will be ranked Superior, Effective, Adequate, or Inadequate. See the FPPP section 10.3.4.

I. Instruction

Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion. Candidates demonstrate effective teaching by SETs, peer evaluations, course syllabi, selected student work, and through the narrative section on teaching in their dossier's narrative. SET data will not weigh excessively in the overall evaluation of instructional effectiveness. In addition to teaching in the classroom, candidates should document and discuss their roles as Honors and Masters theses advisers and instructors of internship and independent studies. Using this evidence, the committee will assess the degree to which students learned important knowledge and practices of the candidate's field.

II. Professional Growth and Achievement

Scholarly and/or creative activity maintains the relevance and liveliness of the academy and serves as models for students' inquiry and study. Candidates demonstrate their effectiveness in this area through their narrative section on professional growth and achievement and by documenting the publication of research monographs, textbooks, translations, articles, chapters in edited collections, creative writing publications, or significant performances (including creative writing readings, keynote or featured speeches at national or international

conferences). Additionally, evidence for professional growth could be conference presentations or workshops at international and national conferences, editorial work on scholarly or creative materials, prizes or awards from professional sources, grants, fellowships, or service to professional organizations based on the candidate's professional achievements. We recognize that forms of scholarship are undergoing rapid transformations, with scholarship taking the forms of videos, blogs, and other multi-modal forms. The committee will evaluate each candidate on his or her merits, with the understanding that professional growth and achievement may take different shapes in each area of English Studies.

III. Other Contributions to the University and Community

Ongoing involvement in the service activities of the department, college, and university demonstrate the candidate's active membership in the university community. Candidates demonstrate the effectiveness of their service through their narrative on service and by documenting their participation. The activities should be organized in the following categories:

Service to the University, College, and Department

Service to the university, college, and department includes the following activities. During the course of their career, candidates should participate in all levels of university service (university, college, and department). Evidence of the quality of the candidate's professional service might include workshop evaluations, letters of commendation from committee chairs and university faculty who have attended the presentation or event, and/or other documents attesting to the quality of the service. Examples of university service activities include the following:

- 1 Chairing or membership on on-going university, college, or department committees
- 2 Chairing or membership on special *ad hoc* committees (provide descriptions of committees)
- 3 Major Administrative Assignment
 - a Chairing the Department
 - b Coordinating a program within the Department
 - c Coordinating an Upper Division Theme
 - d Other (explain)
- 4 Advising a student organization
- 5 Faculty mentoring/development (e.g. E-Academy leadership or participation)
- 6 And other related faculty activities.

Service to Local and Professional Communities

The English Department also values service to the candidate's profession and to the various publics in which academics participate. Examples of local and professional service are listed below:

- 1 Local presentations
- 2 Participation in the local community through readings, workshops, speeches, debates, panels, TV or radio presentations, membership on professional boards, consultancies
- 3 Other, including contributions to those points of the university's Strategic Plan for the Future not already addressed in regard to teaching and professional development.

Criteria for Early Tenure and Promotion

Candidates who have requested evaluation for early tenure and promotion must meet the criteria of "exceptional." In the Department of English, exceptional performance is demonstrated by distinguished teaching performance, significant service, and professional achievement above and beyond the criteria for promotion in the regular cycle. The candidate must receive a Superior ranking for all three categories.

Procedures for Fifth Year Review

"For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to periodic evaluation at intervals no greater than five years ... This policy shall apply to faculty at the rank of Professor and faculty in ranks below that of Professor who have not undergone performance review for four years" (FPPP, 11.2.1.a, 11.2.1.b).

1. The review will follow policy and procedure described in section 11 of the FPPP.
2. Those under review will be invited to place in their personnel files comments showing their professional activities, teaching effectiveness, and service.
3. The RTP committee will arrange for a classroom visit and a classroom visit report will be submitted before the date when the dossier is due.
4. Candidates under review will meet briefly with the Chair of the Retention, Tenure and Promotion committee (or his/her representative) and the Department Chair to discuss their performance.
5. The Department Chair will visit a class and conduct a separate review at his/her discretion.
6. The report is forwarded to the College Dean and then to the candidate's file.

PART II. TEMPORARY FACULTY

Temporary faculty have two kinds of evaluations, the annual or biennial review of teaching performance and the application for range elevation (described in the FPPP section 12).

Annual or Biennial Criteria for Evaluating Temporary Faculty

Temporary Faculty should submit a dossier to the Dean's Office that includes teaching materials (syllabi, assignments, student work) and a narrative that addresses the criteria for evaluation listed below. Additionally, English Department faculty will observe the instruction of Temporary Faculty and submit a classroom observation report. There is no need to copy SET scores. If the candidate has been assigned duties other than teaching, he or she should document his or her effectiveness and/or ask his or her supervisor for a letter of support. Candidates are encouraged to read the FPPP section 9.

The RTP committee will write a report based on the following criteria for teaching:

1. Organization
2. Knowledge: Currency in the field (FPPP 9.1.2.c.3)

The primary criterion for the evaluation of temporary faculty is teaching effectiveness. However, when relevant to the candidate's achievements, the English Department RTP committee will also include the following criteria in its evaluation:

1. Professional activity relevant to their teaching assignments
2. Duties assigned other than teaching
3. Other contributions not specified that contribute positively to the department.

The Department Chair will review the RTP Committee's reports for all candidates. He/she may concur with the committee's recommendations or conduct a separate review if he/she disagrees.

Application for Range Elevation

Temporary Faculty are strongly urged to read section 12.0 of the FPPP before applying for range elevation and/or consult with the Chair or members of the English Department RTP committee. The requirements of the FPPP govern the contents of this document. Temporary Faculty should note that the criteria for range elevation include requirements for professional growth and development which in the Lecturer range is defined as "*teaching excellence and maintaining*

currency in the field" (FPPP12.1.2.d). Accumulated teaching experience alone is not considered sufficient for appointment at a higher level (FPPP 12.1.2.d.1).

Temporary faculty are eligible for a range elevation when they have exhausted the salary increases within their range *and* when they have been employed for over five years.. .

Preparing the Dossier

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The dossier should include the following:

- 6 English Department RTP Standards
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- 8 Narrative
 - a Introduction
Candidates should introduce their work in CSU, Chico's English Department, showing how they integrate teaching, scholarship, and service. This section should alert readers to the themes and emphases in the subsequent sections.
 - b Teaching Philosophy
Candidates discuss their approach to teaching, the teaching materials (syllabi, student work) in their files, the goals and assessments of their students, and their SETs, both the numerical and written parts. There is no need to include the actual scores contained in the SETs. If appropriate, candidates should describe and document their work in teaching or mentoring contexts outside the classroom.
 - c Professional Growth and Development to Demonstrate Currency in the Field (optional for annual/biennial review of teaching performance; required for candidates seeking range elevation – see FPPP 12.1.2.d.3)
Candidates should discuss any scholarly/creative activity related to their teaching assignments, contextualizing the value of their work for an audience who may be unfamiliar with their field. These activities may include:

- *Completing additional graduate coursework in the field, including pursuit of terminal degree*
- *Attending or leading professional development programs related to the candidate's teaching assignment*
- *Attending and/or presenting at local, state, national, or international conferences in the field*
- *Publishing in recognized, field-related local, state, national, international, and online publications*

The professional growth and development criteria and standards for temporary faculty hired on a twelve-unit base shall be evaluated with appropriate consideration given to the extent of the appointment and the availability of department support for professional growth and development.

- d Other Contributions to the Department, College, University, and Community (optional)

Candidates may discuss their contributions, via service or other means, to the Department, College, University, or Community, contextualizing the relative importance of their activities to their work assignment(s) and role(s) within the English Department.

- 9 Support Material

Candidates should compile a binder that includes documentation of the activities named and discussed in their dossier. Copies of published work, programs for creative performances, student work and teaching materials are all appropriate for the support material.

- 10 Index

The FPPP (7.0.14) requires that all candidates include an index of materials in the dossier.