

ENGLISH DEPARTMENT
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE

December 10, 2012

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

The English department accepts the following definitions and criteria as those with which we will evaluate our colleagues going up for reappointment, promotion, and/or tenure. These apply to Literature, Linguistics, and Rhetoric/Composition faculty alike.

TEACHING

The Teaching Philosophy of the English Department

The English Department places high value on teaching in the RTP process, and faculty members must show satisfactory performance in this field for timely retention, tenure, and/or promotion. However, any objective reviewer must agree that teaching performance resists meaningful quantification even more than scholarship/creative activity and service do. When we evaluate our colleagues' teaching, above all else we will look for evidence that they live up to our departmental goal as stated in the catalogue:

“Our programs seek to develop skills applicable not only to all professional disciplines but also to significant tasks of life: the ability to read perceptively, write effectively and think critically.”

Many roads lead to Rome; as long as our colleagues demonstrate that they lead our students to become more effective thinkers and communicators, we shall not prescribe how they do so beyond the general demand that they follow catalogue descriptions of courses.

Teaching activities in the English Department include:

- Teaching ENG classes (in traditional face-to-face modalities, hybrid courses, and/or online courses)
- Teaching classes outside the department (e.g. HUM 310; SBS 318)
- Directing or serving as a reader for an MA Thesis
- Directing an Independent Study (ENG 494/594)
- Maintaining active office hours
- Additional items as agreed upon between the department and the faculty member under review; we recognize this list as largely representative but not necessarily exhaustive

Certain items may conceivably belong to “Teaching Activities” as well as another category. For example, one might argue that academic advising could fall under “Teaching,” while at the same time “Service” also makes sense. In such cases, the faculty member under review may select in which category to include the item.

Methods of evaluating teaching activities include:

- Reviewing the faculty member's short statement of teaching philosophy and reflections on teaching as given in the SPIF, with an eye toward the colleague's understanding of our department goals, our courses, and our students
- Reviewing class syllabi, with an eye toward conformity to campus guidelines as well as adequate organization and content

- Assessing sample assignments, tests, and projects used in classes taught in the review period, with an eye toward the pursuit of class goals and objectives
- Assessing sample graded assignments and the feedback given on them
- Determining that the faculty member has made himself/herself sufficiently available to students
- Reviewing a brief report from a tenured colleague who has observed a class by the colleague under review (note: we shall require such class observations for the first two years of the colleague's work here; after that the colleague may request them)
- Reviewing the faculty member's response to the aforementioned class observation report
- Analyzing student responses (both statistical and narrative) in Perceived Teacher Effectiveness (PTE) forms, provided that the PTE response rate reaches at least 75%
- Determining evidence of alignment of student learning outcomes to activities and corresponding assessment, and analysis of student achievement.
- Others as appropriate and as agreed upon between the department and faculty member.

SCHOLARSHIP AND CREATIVE ACTIVITY

The English Department encourages scholarship and creative activity because an active scholar/creator:

- Becomes a better teacher
- Stimulates intellectual activity within the department and across the campus
- Serves as a model for our students
- Brings credit to the university

Evidence of scholarship and creative activity includes:

Examples of Publication

- A scholarly book published by a recognized and reputable publisher
- An article or squib in a refereed journal (either in print or online)
- A contribution to an anthology by a recognized publisher
- Editorial notes to a recognized and reputable text
- A contribution to a recognized and reputable reference work in one's field (either in print or online)
- An article in the proceedings of a conference
- An article in a volume of working papers published by a recognized and reputable publisher
- A poem, story, novel, or other form of creative writing published by a recognized and reputable publisher
- A public performance of one's creative work in forms other than the written word, such as a film, video, or public readings
- Pedagogically-oriented work intended for distribution across the campus

Note: in cases of co-authored works, the faculty member should explain his or her participation to the department so that the department can determine how much "credit" to give.

The above list does not necessarily exhaust the possibilities; the department and faculty member may agree to include additional items.

Evaluation of the quality of scholarship and creative activity includes:

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

Examples of Scholarly/Creative Activity other than Publication:

- Participating at a professional conference or workshop, as in: presenting a paper; serving on a panel discussion; chairing a session; serving as a reviewer or organizer; submitting an abstract/application to a conference
- Presenting professional expertise in other forums, as in: giving an invited class lecture or presentation, either at CSUDH or at another institution; participating in a CSUDH symposium; presenting or and/or leading a CSU professional development forum; serving as a consultant, paid or unpaid, in a professional nature, including serving as a referee, review, or editor of a journal or other compilation of professional contributions
- Creating work either for review or in preparation for review, as in: drafting a book/article/review manuscript for submission; producing works of creative writing, such as a novel, story, or poem; developing creative work in forms other than the written word, such as films, videos, and performances; developing materials related to pedagogy; submitting (or resubmitting) a work for possible publication
- Extending one's professional knowledge, as in: earning an additional degree/credential/licensure relevant to one's field; taking classes relevant to one's field; attending professional workshops, symposia, or conferences; pursuing one's research agenda through a fellowship, sabbatical, or other form of outside funding
- Receiving recognition of one's research or creative work, as in: receiving an award or honor; earning a fellowship or grant related to the field of expertise

The above list does not necessarily exhaust the possibilities; the department and faculty member may agree to include additional items.

SERVICE

The English Department encourages service that meets departmental, college, and university goals.
The department and campus rely upon effective faculty service to operate smoothly.

Evidence of service includes:

Department-Level Service

- Serving on a department committee, either standing or *ad hoc*
- Chairing a department committee
- Serving as a special advisor (e.g. Graduate, TESL, SMPP)
- Directing or serving as a reader for Master's Theses/Projects
- Grading Comprehensive Examinations
- Leading student colloquia

- Proposing departmental curricular modifications
- Representing the department at Day at Dominguez and similar public functions
- Undertaking special projects at the request of the department or its chair
- Collecting/analyzing data that assist departmental decisions
- Reading and grading Composition Challenge Exams for ENG 110, ENG 111, and ENG 350
- Reading and grading Exit Exams for ENG 099
- Contributing to departmental meetings and online discussions

College-Level Service

- Serving on a CAH committee
- Chairing a CAH committee
- Serving as an Academic Senator
- Serving on an Academic Senate committee or holding an Academic Senate post
- Serving as department chair
- Undertaking special projects/activities at the request of the dean
- Representing the college (rather than just the department) at a public function
- Developing a grant proposal

Campus-Level Service

- Serving on a University-level committee (UCEP, UCC, WCC, etc.)
- Chairing a University-level committee
- Serving as Writing Intensive Course liaison for the university
- Serving on committees for other University bodies (General Studies, Liberal Studies, etc.)
- Serving on a committee for an outside department
- Serving on a task force created by the president or president's delegate
- Performing University advising
- Serving as editor for a campus publication
- Reading and grading Graduate Writing Exam (GWE) essays
- Reading and grading Comp Co-op essays for ENG 350
- Providing input for curricular modifications affecting outside departments

Community-Level Service

- Holding office in a community organization
- Serving as a consultant/expert for a mass media outlet
- Consulting for community groups within one's field of expertise
- Coordinating symposia, workshops and the like for the public
- Giving a public lecture or reading

The above list does not necessarily exhaust the possibilities; the department and faculty member may agree to include additional items.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The standards below present minimal expectations for reappointment during a faculty member's pre-tenure and/or pre-promotion period. We do understand, though, that new faculty may experience "growing pains" as they learn about our students, our classes, and our expectations; we trust ourselves to distinguish between these growing pains and actual poor performance.

TEACHING

For each yearly review, the faculty member must point to:

- A satisfactory statement of teaching philosophy
- Syllabi that conform to departmental goals and campus policies and procedures
- At least two satisfactory examples of assignments, exams, or projects (possibly graded)
- A brief statement outlining availability to students

The department will also expect:

- An overall rating of "satisfactory" or better on the classroom observation report (this applies only during the first two years, unless the faculty member requests otherwise)
- A meaningful response to the classroom observation report

The department requires:

- An average of 80% or higher of PTE responses in the top two categories ("Strongly Agree" and "Agree")
- Examples of positive commentary in student narrative responses on PTE forms

Please note: the above expectations will hold only when response rates for PTEs meet or exceed 75%.

The department may decide to argue against retaining a faculty member who proves deficient in any of the above considerations. The department RTP committee determines whether items are satisfactory, basing its determination on the expertise and experience of the department. As a rule, we will become stricter with each advancing year; we might understand how a first-year professor's syllabi could have faults, but by the fifth year, for example, such faults should have disappeared.

SCHOLARSHIP AND CREATIVE ACTIVITY

We accept the following general expectations for RTP review:

1. Every faculty member should point to at least two instances of scholarly/creative activity in each and every probationary year.
2. Every faculty member should point to at least one instance of publication within the first three years of the probationary process.

By instances of scholarly/creative activity and publication, we mean the items on the lists in "Evidence of Scholarship and Creative Activity" section of this document. We understand that certain activities and publications can take more than one year; in such cases the faculty member can point to the work multiple times. For example, a faculty member working on a book manuscript might point to that work as an instance of scholarly activity for two different years.

SERVICE

The department will take the following statements as foundational when judging its tenure-line faculty in the RTP process:

1. Each faculty member should point to two instances of departmental service in each probationary year. Please note: a faculty member may not “stockpile” department level service in one year and then have fewer than two instances the next; the department asks for a minimum of two instances each year.
2. A faculty member need not point to any instances of college/campus level or community-level service for the first three probationary years. After that:
 - a. By the end of the fourth probationary year, the faculty member should point to one such instance.
 - b. By the end of the fifth probationary year, the faculty member should point to a cumulative total of two such instances, with at least one of these at the college or campus level.
 - c. By the end of the sixth probationary year, the faculty member should point to a total of three such instances, with at least one of these at the university level.

A few notes about service:

- Some instances of service last more than one academic year; in such cases the faculty member can point to the same service in more than one level of review.
- A faculty member who achieves three instance of college or campus or community level service will have satisfied the service standard for the entire probationary period. In other words, faculty can “stockpile” such service, in contrast to departmental service as noted above.

STANDARDS FOR TENURE

INTRODUCTION

We only hire people whom we believe fully capable of meeting our tenure standards within the normal time frame.

TEACHING

To earn timely tenure, the faculty member should have earned an overall evaluation of “satisfactory” or better from the department RTP committee in at least five of the six probationary years. The sixth year must be deemed “satisfactory” or better.

SCHOLARSHIP AND CREATIVE ACTIVITY


To earn timely tenure, the faculty member should have:

- A consistent record of two instances of scholarly or creative activity (as defined above) for every year under review.
- A minimum of two peer-reviewed, refereed publications and one additional instance of publication (as defined in the “Examples of Publication” section).

SERVICE

To earn timely tenure, the faculty member should have a total of at least fifteen service activities, including:

- A consistent record of at least two instances of departmental service for every probationary year
- A minimum of three instances of service at the college or university level



Department Chair

2/27/13
Date



Dean

2/27/13
Date



Provost and Vice President of Academic Affairs

2/28/13
Date