

ENGLISH DEPARTMENT DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, TENURE, AND PROMOTION
January 23, 2025

PART I: 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.

1. 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 demands that they follow catalogue descriptions of courses and that their courses are aligned with approved program and course learning outcomes.

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)
- Mentoring students in undergraduate research programs
- Maintaining active office hours
- Directing Student tutors in the Writing Center
- 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. In such cases, the faculty member under review may select in which category to include the item. For faculty members with reduced teaching loads, experience leading and mentoring students in Service capacities may also be submitted for consideration of Teaching Activities.

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 and alignment with course and program learning outcomes 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.
- Determining evidence of alignment of student learning outcomes to activities and corresponding assessment, and analysis of student achievement.
- Student testimonials for those who have worked with students in an advisory or director position.
- Others as appropriate and as agreed upon between the department and faculty member.

2. 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 the following forms 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.

Examples of Scholarly/Creative Activity other than Publication:

- Participating at a professional conference or workshop, as in: presenting a paper; organizing and or serving on a panel discussion; chairing a session
- 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;
- 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
- Application to Research Grants and Funding Opportunities through recognized institutions such as the National Endowment for the Humanities, The Ford Foundation, etc.

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
- Other considerations as appropriate

3. 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
- Reviewing lecturer faculty (tenured faculty only)
- Participating in scheduled assessment activities for courses taught in the current or preceding term
- Serving as an advisor for students in the majors/minors
- Serving as a special advisor (e.g. Graduate, TESL, SMPP)
- Directing or serving as a reader for Master's Theses/Projects
- Grading Comprehensive Examinations
- Representing the department at Toro Day and similar public functions
- Undertaking special projects at the request of the department or its chair
- Collecting/analyzing data that assist departmental decisions
- Contributing to departmental meetings and online discussions and voting in departmental elections
- Leading Student Colloquia
- Developing departmental curricular modifications

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

University-Level Service

- Serving on a University-level committee (GE, UCC, WCC, PRP, etc.)
- Chairing a University-level committee
- Serving on committees for other University bodies (Liberal Studies, etc.)
- Serving on a committee for an outside department (RTP, search committees, etc.)

- Serving on a task force created by the president or president’s delegate
- Serving as editor for a campus publication
- Providing input for curricular modifications affecting outside departments

Community-Level Service

- Holding office in a community organization
- Serving as a consultant, paid or unpaid, in a professional nature, including as an expert for a mass media outlet or as a referee, reviewer, or editor of a journal or other compilation of professional contributions
- 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.

PART II: 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.

1. TEACHING

The department recognizes that student perceptions of teaching effectiveness (PTEs) may be adversely impacted by bias students may carry in relation to minoritized groups or because of participation in courses that challenge students to consider societal issues of equity and diversity (regardless of perceived faculty minority status). The department also recognizes the cultural taxation and invisible labor that may exist when faculty are members of a minoritized group. Candidates are encouraged to underscore in their narratives how these factors may have affected their teaching performance and/or the activities, evaluations and feedback described in the file. When any of these factors are specifically articulated by the candidate, reviewers at all levels of review will explicitly address them in their analysis of the candidate’s file.

While teaching excellence is always expected of our faculty, we recognize that faculty who are hired in probationary status and/or move into predominantly leadership/administrative roles will have fewer classes in which to demonstrate their teaching effectiveness. For those faculty who have significantly reduced teaching loads, all levels of review should recognize that the raw number of PTE responses as well as PTE response rates may be low, and that evidence of teaching effectiveness outside the classroom should be considered.

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 expects:

- 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 also expects:

- 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 Department also recognizes in addition to the above-mentioned limitations of PTEs, that response rates often fall below a threshold that can be considered statistically significant. While all PTEs will be considered in a faculty member's review file, faculty should address the rate of response on PTEs. Reviewers should keep in mind the response rate on PTEs, especially when evaluating averages in the top two categories of "Strongly Agree" and "Agree"

For a designation of "Outstanding" in Teaching, the department requires 2 or more of the following achievements or other equivalent:

- Teaching Awards from the University or other recognized organizations
- An average of 90% or higher of PTE responses in the top two categories ("Strongly Agree" and "Agree") of submitted PTEs.
- Receiving grants that directly impact teaching at CSUDH
- Directing multiple MA theses
- Directing an MA thesis that wins thesis of the year at the University level
- Evidence of exceptional mentorship of students, including: Mentoring students at student research conference, Mentoring students in McNair and MMUF or other national programs, placement into top-20 graduate programs, co-authorship on presentations at national and international conferences, co-authorship on publications in peer-reviewed publications, co-authorship on extramural grants, Mentoring students in Chancellor's doctoral incentive programs
- Design of Faculty Learning Communities and professional development activities
- Teaching study abroad or developing other learning opportunities for CSUDH students
- Collaborative Curriculum Development and Community Engagement.
- Letters from students that attest to unusually strong teaching or mentoring skills

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.

2. 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.

For recognition as "Outstanding" in the category of Scholarship and Creative Activity, faculty should point to 2 or more of the following achievements:

- Publication of a peer-reviewed monograph by a reputable publisher
- Editing a special issue of a leading journal in their field or editing a collection of essays that is published by a reputable publisher
- Reception of a grant or research funding from recognized organizations such as the NEH, NSF, Ford Foundation, etc.
- Winning any awards in the field for scholarly publications.
- 4 or more peer-reviewed articles
- Awards for scholarly presentations
- Nomination or winning of campus awards for research accomplishment
- Leading research initiatives for a larger community partner or professional organization

- Leading Archival projects in the field

3. 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 instances 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.

To earn a designation of “Outstanding” in the Service category, candidates should point to 2 or more achievements of the equivalent:

- Chairing a Departmental Committee
- Serving as Academic Senator
- Leading major service initiatives at the College or University level
- Leading new service initiatives for the Department
- Consistent record of 4 or more instances of departmental service for every probationary year
- A minimum of 6 instances of service at the college or university level

PART III: STANDARDS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

INTRODUCTION

The Department intends to support faculty to meet our tenure standards within the normal time frame. Faculty members who wish to apply for early Tenure and Promotion to Associate Professor (before the sixth probationary year) must demonstrate “Outstanding” achievements in Teaching and at least one other evaluation category (Scholarship and Creative Activity, Service, or both) as outlined above in Part II: Standards for Reappointment. We expect that tenure and promotion from Assistant Professor to Associate Professor will normally go hand in hand. Therefore, the standards for tenure will normally apply for promotion to Associate Professor. A colleague who has met the standards for tenure will receive our recommendation for promotion to Associate Professor. Faculty may be granted early promotion to Associate Professor without early Tenure by demonstrating “Outstanding” achievements in Teaching alone.

1. 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.

2. 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).

3. 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

PART IV: PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

The following sections discuss the standards for promotion from Associate Professor to Full Professor. Faculty wishing to apply for early promotion to Full Professor must point to “Outstanding” achievements in Teaching along with “Outstanding” Scholarship and Creative Activity and/or Service. Please note that these performance expectations are for the period of review after receiving promotion to Associate Professor and Tenure.

1. TEACHING

To earn timely promotion to Full Professor, the faculty member should have earned an overall evaluation of “satisfactory” or better from the department RTP committee. The criteria for promotion to Full Professor is the same as that for tenure and promotion to Associate Professor during the period of review. The requirements for evaluation as “Outstanding” in the category of Teaching is the same as those outlined in the Standards for Reappointment (Part II above) during the period of review.

While teaching excellence is always expected of our faculty, we recognize that faculty who are hired or move into predominantly administrative positions will have fewer classes in which to demonstrate their teaching effectiveness. For those faculty whose appointments contain significantly reduced teaching loads, all levels of review should recognize that the raw number of PTE responses as well as PTE response rates may be low, and that evidence of teaching effectiveness outside the classroom should be considered. Evidence for outside activities might include but are not limited to the following:

- Feedback from faculty learning communities and workshops on pedagogy
- Design of FLCs and professional development activities
- Evidence of mentorship with students, in the larger professional field, at the university level
- Feedback from student workers and lecturers under a wider umbrella of mentorship
- Teaching study abroad or developing other learning opportunities for CSUDH students
- Collaborative Curriculum Development and Community Engagement: This can include curriculum created by the faculty member that is used in professional development or in other ways in the CAH, CSUDH, and by other educational organizations.
- Faculty members are also encouraged to demonstrate a commitment to effective teaching by remaining current in the field. E.g. attending faculty development sessions, attending conferences, workshops or seminars related to scholarly teaching in the field.

Faculty also should not be penalized for receiving reassigned time for service or research activities.

2. SCHOLARSHIP AND CREATIVE ACTIVITY

To earn timely promotion to Full Professor, the faculty member should maintain an active research program and/or active creative productivity. As a general rule, the expectation for promotion to Full Professor is that the level of scholarly and/or creative productivity during the period of review should be equivalent to the requirements for tenure. The requirements for evaluation as “Outstanding” in the category of Scholarship and Creative Activity are the same as those outlined in Standards for Reappointment (Part II above).

However, we also recognize that faculty at the Associate level often assume important departmental, college, and university-wide responsibilities (e.g. chairing the department, coordinating a graduate program, leading campus-

wide initiatives, undertaking extensive curricular redesigns and projects) that can have an impact on the direction and form of scholarly and/or creative activity. These greater responsibilities in the area of service often coincide with less support for research funding for senior faculty as opposed to junior colleagues. Mid-career and senior faculty therefore cannot be expected to carry on the same level of conference participation and regular research activities as their junior colleagues. While faculty are encouraged to attend and present at conferences to workshop their projects and disseminate their research, such activities are not required for promotion to Full Professor.

Therefore, we normally expect that the colleague seeking promotion to Full Professor can point to two or more instances of peer-reviewed publication (as defined in the “Examples of Publication” section) or equivalent during the period of review. We note that the publication of a peer-reviewed scholarly book by a recognized and reputable publisher, by itself, meets the standard for promotion to Full Professor. The publication of a chapter in a peer-reviewed scholarly book by a recognized and reputable publisher meets the criteria for one peer-reviewed, refereed publication, as does the editing of a volume for a recognized and reputable publisher. In addition, one of the following may be considered in lieu of one peer-reviewed publication:

- The publication of a significant creative work, such as a chap book, by a recognized and reputable publisher.
- The publication of a longer book review essay or bibliographic essay in a reputable journal.
- Obtaining and managing a research grant from an external funding agency (NEH, California Humanities, etc) of \$5000 or more.
- Leading Archival Projects that result in physical or digital resources

3. SERVICE

To earn timely promotion to Full Professor, the faculty member should be assuming an additional level of responsibility at the department or university level during the period of review. To earn timely promotion to Full Professor, the faculty member should have the following:

- A record of student advising, which should be described in the narrative. We recognize that faculty in some administrative positions do not have as much contact with students, so mentoring of lecturers, writing center staff, and other faculty should be counted as well.
- A consistent record of at least four instances of departmental service for every year since the previous promotion. This must include conducting lecturer evaluations for all tenured faculty and participating in assessment activities for all faculty and may include participating in the work of an active department committee, organizing a lecture, advising student groups, reading M.A. theses, and other activities described in the section on service activities for tenure.
- Three or more instances of service at the college, university, or community level, which may include contributions to the discipline at the local/regional/national level. For these purposes, each year of a single service activity will count as one instance of service, so, for example, three years of service on the Academic Senate will alone fulfill this requirement.
- Included among the count of required service activities should be at least one significant service activity, demonstrating leadership at the department, college, or university level. This can include leading a major initiative in curricular reform, assessment, etc.; serving as a program coordinator, leading a hiring search committee, serving as department chair or associate chair; serving as SMPP coordinator; or chairing an active committee at the college or university level.

Recognizing that some faculty appointments require significant administrative work, and that the demands of departmental service can vary, the department will allow the following substitutions in these service requirements:

- Given the demands of departmental service, additional significant service within the department, as defined in the fourth bullet point above, can substitute for an instance of college, university, or community level service.
- Faculty whose positions include significant college or university-level service may substitute college or university-level service activities for up to two department-level service activities per year.

Given the increased service expectations at the Associate Professor level, an evaluation of “Outstanding” for service will require one or more of the following:

- A consistent level of 5 or more instances of departmental service per year
- Six or more instances of service at the college and University level.
- Taking on a leadership role in a major professional organization
- Becoming an editor of a leading academic journal.
- Leading major service initiatives that increase community engagement

This document has been approved by the English Department.

Department Chair 

Date 1/23/25

Dean 

Date

Provost and Vice President of Academic Affairs

Date

Philip LaPolt

02/18/2025

Philip LaPolt (Feb 18, 2025 14:37 PST)