

California State University Dominguez Hills

COLLEGE OF EDUCATION RETENTION, TENURE AND PROMOTION GUIDELINES

PREAMBLE

The following guidelines have been created to guide candidates in the retention, tenure and promotion (RTP) within the College of Education. They include appropriate activities and procedures that allow a quantitative and qualitative outline for presenting achievements to be considered by each Division and College review committees as well as the division chairs in making recommendations on retention, tenure and promotion.

The guidelines also identify, for all levels of review making recommendations in the RTP process, activities appropriate to consider in their deliberations and definitions of levels of achievement. Although numerical guidelines are given, qualitative considerations should be given highest priority. The committees and Division Chairs are encouraged to use their discretion in the pursuit of decisions that will best serve the candidates and the College of Education.

INSTRUCTIONS TO CANDIDATES FOR RETENTION, TENURE, AND PROMOTION (RTP)

A thorough understanding of the University RTP Guidelines provided by Academic Affairs Personnel Services is strongly recommended, and therefore, cross-referenced in italics when applicable. In addition, candidates for retention, tenure and promotion are encouraged to consider the following:

Personnel Consideration Period. This is the period that includes all years accrued towards tenure and/or all years accrued towards promotion either Assistant to Associate or Associate to Full Professor.

Service Credit Towards Tenure. The evidence of accomplishments made after the date the candidate begins service at CSU Dominguez Hills is the only evidence that may be presented in the personnel file, except in the case where the candidate has received service credit towards tenure. In those cases, consideration should be given to the most recent years subsequent to employment at Dominguez Hills.

Unusually Meritorious. Application for early promotion or tenure is warranted if the candidate fulfills clearly the requirements of "Unusually Meritorious," which is consistent performance at a level of outstanding in Teaching and one other area, either Scholarly and Creative Achievement, or Contribution to the University and the Community, and consistent performance at a level of satisfactory or above in the third area over the personnel consideration period.

Recommendations for Rank and Tenure Upon Hiring. Although hiring committees only make recommendations to the Dean for rank and tenure decisions upon initial hiring, the Division would strongly encourage the following be considered. When considering a rank higher than Assistant Professor and/or tenure upon initial hiring, the candidate should provide evidence of consistent performance at a level of *Outstanding or Satisfactory* in Teaching and one other area, either Scholarly and Creative Achievement or Service to the University and the Community, and consistent performance at a level of *Satisfactory* or above in the third area with consideration given to the most recent years subsequent to employment at CSU Dominguez Hills.

1. Evidence of Teaching Performance

- 1.1 Teaching Performance - Must include both sources of evidence under Required Evidence and one additional source under Optional Evidence. The following categories provide structure for types of activities or evidence to be presented in this category.

Required Evidence

- 1.1.1 Summary and thoughtful, coherent, and reflective analysis of student evaluations (Likert items and student written comments) as measured by PTE (i.e. rating on the items related to instructor's teaching effectiveness and/or mean ratings of all items). (*University RTP Guidelines 1.3*)
- 1.1.2 Representative sample of course materials (including, but not limited to course outlines, syllabi, statements of goals and objectives, requirements, lists of texts and other materials, sample assignments, copies of examinations). These **must be submitted** for those classes in which the PTE evaluations are automatically included in the RTP file, so that the materials can be evaluated at the department level for appropriateness of level and coverage, currency, and helpfulness to students. (*University RTP Guidelines 1.1*)

Optional Evidence

- 1.1.3 Peer review. Faculty members may wish to have tenured faculty conduct peer observations of the candidate's classes as additional evidence for the RTP process. Faculty observers should address components of RTP categories (as applicable) in the letter they submit to the candidate's RTP file.
- 1.1.4 Improvement and/or development of courses and programs. (*University RTP Guidelines 1.2*)
- 1.1.5 Innovation in content, structure, and methods of courses (e.g., use of technology, new knowledge bases). (*University RTP Guidelines 1.2*)
- 1.1.6 Unsolicited letters of appreciation from students. The solicitation of letters of appreciation from students, however, is strongly discouraged. (*University RTP Guidelines 1.3*)
- 1.2 Related Teaching Activities - Guide for types of activities or evidence to be presented in this category.
- 1.2.1 Evidence of currency in the field including attendance at conferences, workshops, seminars and lectures; clinical experiences; participation in school classrooms. (*University RTP Guidelines 2.5*)
- 1.2.2 Preparation of collaborative courses and/or programs. (*University RTP Guidelines 1.4*)
- 1.2.3 Evidence of alignment of student learning outcomes to activities and corresponding assessment, and analysis of student achievement. (*University RTP Guidelines 1.4*)

Definition of Levels of Achievement in Teaching Performance for Reappointment, Tenure, and Promotion to Associate or Full Professor

- **Outstanding**—For all submitted courses, average ratings on all Likert items on the Perceived Teacher Evaluation (PTE) form that can be rated are **90% positive** (i.e., Strongly Agree or Agree) which are supported and enhanced by students' narrative PTE comments and **no pattern of inadequacies** (i.e., Disagree or Strongly Disagree) exist; **exceptional** evidence of 1.1.2 – Representative sample of course materials; and evidence on **two or more** categories of activity in 1.2 – Related Teaching Activities.
- **Satisfactory**—For all submitted courses, average ratings on all Likert items on the student evaluation form (PTEs) that are applicable are **80% positive** (i.e. Strongly Agree or Agree), and **no pattern of consistent inadequacies** (i.e., Disagree or Strongly Disagree) exist; **Satisfactory** evidence of 1.1.2 – A satisfactory representative sample of course materials; and satisfactory evidence in **one** category of activity in 1.2 – Related Teaching Activities.

- **Unsatisfactory**—This category indicates that there is a specified weakness or weaknesses that must be addressed by the next evaluation. Evidence that the weakness or weaknesses were addressed must be presented for the next evaluation.

2 Evidence of Scholarship or Creative Activity

2.1 Publications - Guide for types of activities or evidence to be presented in this category.

- 2.1.1 Books published by a reputable, recognized publisher within the field of education that can influence educational theory, policy, practices, and/or procedures or books published by a reputable, recognized publisher in area of expertise. (*University RTP Guidelines 2.1*)
- 2.1.2 Chapters in scholarly books or textbooks published by a reputable, recognized publisher within the field of education that can influence educational theory, policy, practices and/or procedures or books published by a reputable, recognized publisher in area of expertise.. (*University RTP Guidelines 2.1*)
- 2.1.3 Articles in refereed or other influential professional journals. (*University RTP Guidelines 2.2*)
- 2.1.4 Other influential publications (e.g., monographs, conference proceedings, magazine articles, newspaper articles, computer software, supplementary, classroom materials, progress/annual reports for external agencies, videotapes/DVDs, tests, book reviews and training manuals) of which quality will be determined by the RTP committee. (*University RTP Guidelines 2.2*)

Certain types of locally published and distributed material written by the candidate should be listed under the area of Teaching Performance or Contributions to the University, rather than Scholarly and Creative Achievements. Examples are: books which are self-published or published by a vanity publisher for local distribution or for use in the candidate's classes; items written for local newsletters; letters to the editor; committee reports; handouts prepared for classes. If such material is having an impact beyond the immediate environment, it is up to the candidate to justify why these activities constitute scholarly and creative achievements.

2.2 Presentations to Scholarly and Professional Audiences – Guide for types of activities or evidence to be presented in this category.

- 2.2.1 Invited keynote addresses. (*University RTP Guidelines 2.7*)
- 2.2.2 Accepted presentations from call for papers for professional organizations. (*University RTP Guidelines 2.4*)
- 2.2.3 Symposium and panel coordination, presentation, or discussant; training sessions or workshops for professional organizations. (*University RTP Guidelines 2.5*)
- 2.2.4 Presentations to other educational groups. (*University RTP Guidelines 2.7*)

2.3 Other Professional Achievements – Guide of activities or evidence to be presented in this category.

- 2.3.1 Grants, especially externally funded grants, that equal or exceed \$50,000 in funding (e.g., federal, state, foundation or corporate) that bring resources to the College of Education and help implement its mission.. When funding isn't secured, the applicant must receive at least 80% of possible points to be considered in the RTP files as a quality proposal warranting consideration toward retention and/or promotion. (*University RTP Guidelines 2.8*)
- 2.3.2 Review Panel and Editorial Board. (*University RTP Guidelines 2.6*)
- 2.3.3 Professional Consultant Activities (e.g., expert testimony, advisory committees, public and private schools, private industry, publishing companies). Significant consulting, paid or unpaid, in fields

closely related to the teaching discipline; or evidence of related research, paid or unpaid, from which no publication necessarily results, even though propriety reports may be written provided that the quality and originality of these activities is attested by recognized experts in the field or by equivalent evidence (Presidential Memorandum 80-06 – March 30, 1980).

2.3.4 Honors, Special Awards, Scholarships and Fellowships. (*University RTP Guidelines 2.8*)

Definition of Levels of Achievement in Scholarly and Creative Activity for Reappointment, Tenure, and Promotion to Associate or Full Professor

The quality and quantity of scholarly work and creative activity have a significant impact on tenure and promotion decisions. As such, it is up to the candidate to explain the importance of their scholarly and creative endeavors as they relate to the field of education and the various disciplines within the field. While collaborative writing of publications is encouraged in the field of education, the candidate is urged to also have publications on which he or she has sole or first authorship.

The following descriptors define achievement for faculty applying for the rank of **full professor**. These activities are to occur in post-tenure and promotion years.

- **Outstanding**
 - An average of **one** publication per year in highly-reputable, peer-reviewed journals with the majority from categories 2.1.1 through 2.1.4 or one book every 2 years; **and**
 - An average of **two** delivered presentations at professional conferences plus other presentations from categories 2.2.1 through 2.2.4 **or** evidence of **two or more** categories of activity in 2.3 - Other Professional Achievements per year
- **Satisfactory**
 - **Three** publications in reputable, peer-reviewed journals with the majority from categories 2.1.1 through 2.1.4 and 2.2.1 through 2.2.4 or one book every 6 years; **and**
 - An average of **one** delivered presentation at a professional conference plus one other presentation per year **or** evidence of **one** activity category from 2.3 - Other Professional Achievements per year
- **Unsatisfactory** — Failure to meet standards identified under **Satisfactory**. This category indicates that there is a specific weakness or weaknesses that must be addressed by the next evaluation for retention. Evidence that the weakness or weaknesses were addressed must be presented for the next evaluation.

Note: Activity for completion of a terminal degree (as defined by the appointment letter) shall not be counted under the criterion of scholarship for RTP purposes. It shall only be considered in fulfillment of obligation for pre-tenure review. Scholarship that utilizes terminal degree material (c.g., dissertation chapters) beyond the satisfaction of degree requirements shall be deemed acceptable for RTP purposes. (Presidential Memorandum 85-11 – October 10, 1985).

The following descriptors define achievement for faculty applying for the rank of **associate professor and tenure**.

- **Outstanding**
 - An average of **two** publications per year with the majority from categories 2.1.1 through 2.1.4 or one book every 2 years; **and**
 - An average of **one** delivered presentations per year at professional conferences and other presentations from categories 2.2.1 through 2.2.4 **or** evidence of **two or more** categories of activity in 2.3 - Other Professional Achievements per year
- **Satisfactory**
 - An average of **one** publication from either categories 2.1.1 through 2.1.4 or 2.2.1 through 2.2.4 or per years; **and**
 - An average of **one** delivered presentation at a professional conference and other presentation per year **or** evidence of **one** activity category from 2.3 - Other Professional Achievements per year

- **Unsatisfactory** — Failure to meet standards identified under **Satisfactory**. This category indicates that there is a specific weakness or weaknesses that must be addressed by the next evaluation for retention. Evidence that the weakness or weaknesses were addressed must be presented for the next evaluation.

Note: Activity for completion of a terminal degree (as defined by the appointment letter) shall not be counted under the criterion of scholarship for RTP purposes. It shall only be considered in fulfillment of obligation for pre-tenure review. Scholarship that utilizes terminal degree material (e.g., dissertation chapters) beyond the satisfaction of degree requirements shall be deemed acceptable for RTP purposes. (Presidential Memorandum 85-11 – October 10, 1985).

3 Evidence of Service to the University and the Community

The area of service to the University is necessary for retention, tenure and promotion. Faculty should make the level of activity apparent in their submission when they believe that a committee or service includes an extensive commitment of time and/or responsibility that should be valued more heavily than what is typical for service. Balanced participation is urged at all levels of committee work. **Documentation of levels of participation (not merely listings of committees) is expected.** It is up to candidate to explain and document her or his level of commitment and extent of participation. With the promotion from Associate to Full Professor, there is an expectation of a higher level and intensity of service.

3.1 Service to the University – Guide for activities or evidence to be presented in this category.

- 3.1.1 Serve as member of a CSU system-wide, University, college, or division/program standing or ad-hoc committee. (*University RTP Guidelines 3.1*)
- 3.1.2 Chair of committee.
- 3.1.3 Preparation of accreditation and/or curriculum (primary responsibility or a high level of involvement).
- 3.1.4 Professional Organizations: Offices held; committees, meetings attended; conferences organized. (*University RTP Guidelines 2.6*)
- 3.1.5 Administrative responsibilities. (*University RTP Guidelines 3.1*)
- 3.1.6 Faculty sponsor or advisor for student club or organization. (*University RTP Guidelines 3.3*)
- 3.1.7 Student advisement: accessibility to students, knowledgeable about programs and policies. (*University RTP Guidelines 3.2 and 3.4*)

3.2 Service to Professional Communities and Organizations – Guide for activities or evidence to be presented in this category.

- 3.2.1 Represent the University on professional committees and commissions or serves on accreditation teams or agencies. (*University RTP Guidelines 3.5*)
- 3.2.2 Service on committees for public schools, colleges, or universities; philanthropic organizations and non-profit organizations. (*University RTP Guidelines 3.5*)

Definition of Levels of Achievement in Service to the University and Community for Reappointment, Tenure, and Promotion to Associate or Full Professor

- **Outstanding**—A combined average of **five** university (*including service at the department and college levels*), state or national committees per year. It is preferred that university committees are comprised of one membership at each level each year and evidence of a significant leadership role; **and** evidence of **two or more** activities in 3.2 – Service to Professional Communities and Organizations
- **Satisfactory**—A combined average of **three** university (*including service at the department and college levels*), state or national committees per year. It is preferred that university committees are distributed at

two different levels each year, and evidence of **one or more** activities in 3.2 - Service to Professional Communities and Organizations.

- **Unsatisfactory**— Failure to meet standards identified under **Satisfactory**. This category indicates that there is a specific weakness or weaknesses that must be addressed by the next evaluation for retention. Evidence that the weakness or weaknesses were addressed must be presented for the next evaluation.

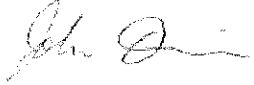
Definition of Levels of Achievement for Consideration for Early Tenure

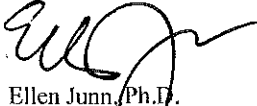
The normal provisional tenure period is six years with the decision being made as a part of the sixth-year review. In order to consider faculty for tenure prior to this period, an extremely strong case must be presented during the annual submission of the RTP file. A determination of **unusually meritorious** must be made for faculty to receive tenure prior to his or her scheduled year for tenure consideration. Unusually meritorious is defined as achieving Outstanding ratings in the Teaching category and one of the two remaining categories (Scholarship or Service), with nothing lower than a Satisfactory rating in the third category.

The committee and the Dean will also consider the number of years that the applicant has maintained these levels of achievement bearing in mind that a pattern of outstanding achievement evidenced over three years or more will be necessary for early tenure to be considered.

College of Education RTP Taskforce Members:

Professor Farah Fisher
Professor Lisa Hutton
Professor Deandrea Nelson
Professor Ann Selmi


Dean John Davis
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Ellen Junn, Ph.D.
Provost and VP of Academic Affairs

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