

## **Criteria and Standards for Retention, Tenure and Promotion**

### **Department of World Languages and Cultures, Humboldt State University**

The Department of World Languages and Cultures is committed to encouraging and helping faculty members in the RTP process succeed in their teaching, scholarly/creative activities, and service. This document represents department criteria regarding standards for all three areas of the retention, tenure, and promotion (RTP) process. We are aware that this is a living document and issues may arise that we did not anticipate. We are also aware that this document serves as a guideline, and exceptions that were not anticipated may arise. If this occurs, the RTP candidate, the IUPC, and the Dean should agree to any exceptions and document the agreement in the WPAF.

#### **A. Teaching Effectiveness**

*Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students. (Appendix J)*

All tenure-track members of the World Languages and Cultures faculty (unless they are on an approved, extended leave such as a sabbatical) should write collegial letters that include descriptions of, and reflections on, their observations of the World Languages and Cultures faculty candidate. For purposes of evaluating activities for teaching effectiveness in collegial letters and the overall RTP process, the following activities are examples of the types to be evaluated:

1. **Direct Instruction:**
  - a. Observations of the candidate's in-class teaching including, but are not limited to: class lecture, discussion, in-class learning activities, and presentation of material;
  - b. Observation of the candidate in other teaching environments, such as workshops, co-teaching, or guest lectures; and
  - c. Review of course syllabi and/or assignments and the candidate's use of a learning management system to organize and convey class material.
2. **Academic Advising, Supervising and Mentoring of Students:** This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation, and/or support outside of the normal classroom environment as indicated in student letters or collegial observation, as described in the PDS.
3. **Development of Teaching Materials and Curriculum:** This may include developing teaching materials such as course outlines, study-guides, instructional

manuals, case studies and simulations and/or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of departmental curriculum goals, as described in the PDS.

4. **Professional Development Activities in Teaching:** This may include reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars relevant to teaching subject areas; and/or conducting research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work, as described in the PDS.

To reach a level of “excellent” in teaching effectiveness, a candidate for tenure and promotion will normally meet all the conditions listed under “essential” (listed below) throughout the period under review AND demonstrate a pattern of meeting some of the “indicators of excellence” in any given review period. If candidates do not meet these expectations, an explanation will be provided in the PDS.

Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, candidates must also provide critical reflection on their pedagogy and on student and faculty evaluations of their teaching. Candidates may discuss pedagogical challenges, success and modifications on a course by course basis, not on an offering by offering basis. For example, if SPAN 340 is taught several times during the review period, the candidate may reflect on that class as a whole, not every section, or every semester it was taught. If there are patterns of negative comments on student evaluations, then the candidate should discuss how the class may be modified to improve the students’ experience.

While recognizing that student letters and evaluations are deemed additional to other materials, they are nevertheless significant in a teaching institution, and therefore any pattern of unfavorable comments and/or lower scores on student evaluations must be specifically reflected on and combined with a plan for improvement where relevant.

**Essential activities** include:

- Communicating course objectives, policies, and grading criteria in all classes;
- Utilizing course design, materials and practices that indicate responsible fulfillment of classroom duties and currency in the field and evidence of student success in achieving goals set for the course by the university and the program;
- Availability during regular office hours for student consultation;
- Providing advising to assigned advisees with the goal of success in the major and time-to-graduation;
- Demonstrating evidence of teaching excellence in the classroom based on observation by colleagues;

- Anonymous student evaluations and written comments that are predominantly positive, indicating that students are challenged, graded clearly and fairly, and treated with respect, sensitivity, and professionalism; when this is not the case, the personnel committee and candidate should contextualize, explain, and/or offer a plan of remediation in the PDS or elsewhere, as appropriate.
- Participating in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved.

**Indicators of excellence in teaching:**

- Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare;
- Efforts to improve and adapt teaching with innovative methods such as developing original content or use of active learning strategies such as case studies or simulations;
- Participating in professional development activities designed to enhance the candidate's teaching effectiveness and advising;
- Engaging in ongoing mentoring of students above required advising duties;
- Developing and implementing new/innovative courses;
- Conducting workshops or seminars that enhance teaching within the department, college or profession;
- Receiving a student group, college-, university- or discipline-based teaching/faculty award;
- Effectively supervising students in original research projects.
- A pattern of positive student evaluative letters.

**B. Scholarly/ Creative Activities**

Because faculty members in World Languages and Cultures come from a variety of disciplinary and professional backgrounds, and because our scholarly and creative work is often inter- or trans-disciplinary, the following standards reflect a broad definition of scholarship and creative activity that reflects the range of aims, audiences, and methodologies within our field.

Candidates may choose to be evaluated in terms of Scholarship, Creative Activity, or both. A given instance of Scholarly/Creative Activity may also straddle or combine both categories.

As guiding principles, we:

- Recognize that scholarship and creative activity may take many forms and employ many different methodologies.
- Embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching, and community engagement) and as outlined in Appendix J, Section IX.B.2.a-e, with the understanding that all forms of scholarship and creative activity must be disseminated and subject to some form of peer review or related evaluation.

- Value work in the academic area of expertise produced for academic and/or non-academic audiences.
- Value collaborative research and creative activity and co-authored publications, on the same level as solitary or single-authored work, depending on the candidate's contribution as described in the PDS.
- Understand that peer-reviewed online, digital, and new-media venues may equal print publications in terms of significance and prestige.
- Recognize that while the lag between submission, acceptance, and publication in Humanities disciplines is often quite protracted, nevertheless a manuscript accepted for publication in one review cycle and published in the next should not be claimed in both cycles.

Our recognition of scholarship also includes activities that draw on scholarly expertise but do not result in a publication, such as refereeing, editing, and commenting on the scholarly work of others; the conceptual and intellectual (as opposed to merely logistical) work of organizing conferences and editing books or journals; etc. (Individual candidates shall make the case whether such activities constitute “scholarly” or “service” achievements and provide appropriate evidence in the PDS of their WPAF.) We also recognize the value of community-based research and collaborations with community organizations that result in reports, public hearings, and/or substantive engagement with community members, all of which may indicate faculty members’ stature in their fields.

We have grouped examples of such scholarly and creative activities into Categories 1 and 2 below. These lists should not, however, be considered exhaustive. Furthermore, we note that Appendix J, Section IX.B.5 provides that a candidate may submit for evaluation an activity not specifically included under Boyer’s five dimensions of scholarship (see above). In such instances, candidates should explain and justify the case for inclusion, and should consult with the IUPC and the dean throughout the probationary period to ensure that the activities in question can be adequately evaluated with reference to the standards of achievement outlined below.

As per Appendix J (VII.A.1.b), it is expected that the IUPC for candidates applying for tenure and/or promotion will invite written evaluations of their scholarship/creative activities from experts in their fields at other institutions for inclusion in their WPAF. Candidates are encouraged to suggest the names of “outside” reviewers to their IUPC, but they should be contacted by the IUPC and not by the candidate. This type of external evaluation is *not* expected of probationary candidates being considered for retention only.

### **Category 1**

- Publishing, or having accepted for publication, in a peer-reviewed publication, such as a journal article or a scholarly book chapter.
- Publishing, or having accepted for publication, a scholarly endeavor, such as a book. On the average, books may count as three to four published articles and the candidate should justify how many in the PDS.
- Publishing, or having accepted for publication, an endeavor in the scholarship of teaching such as publication of a textbook. On the average, books may count as three to four published articles and the candidate should justify how many in the PDS.
- Receiving an externally funded grant, equivalent to at least partial salary replacement, in support of original research or curricular development.
- Presenting original work at external conferences, workshops, and forums where peer review and dissemination are an integral part of the process (such as when papers are circulated beforehand, or when proceedings are published).
- Participating as an invited keynote speaker at a national or international professional conference.
- Shaping core curriculum or designing new courses in a process that involves peer review and dissemination.
- Organizing a scholarly conference at which original research is presented at a national or international level.
- International media appearance related to creative or scholarly activities
- Translating and re-publishing/disseminating a published work (such as book, article, website, etc.) in a process that involves peer review.

### **Category 2**

- Publishing, or having accepted for publication, a book review, review essay, encyclopedia entry, and/or scholarly web-based commentary in relevant area.
- Publishing, or having accepted for publication, a non-scholarly book, book review, book chapter, article, or other creative work.
- Presenting original work at external local or regional conferences, workshops, and forums where peer review and dissemination are an integral part of the process.
- Participating in academic conferences, workshops and forums, for example by acting as a discussant on a panel.
- Acting as a scholarly resource in non-academic contexts, for example for local or regional cultural events, government functions, the press, or in non-peer reviewed publications.
- Presentation/performance of original creative work.
- Production of ancillary materials for textbooks, online resources.
- Receiving funded internal grants (beyond purely travel grants).
- Organizing a scholarly conference at which original research is presented at local or regional level.

- Translating and re-publishing/disseminating a published work (such as a document, brochure, etc.).

**Notes:**

1) Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

*Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Assistant to Associate Professor*

|                          |  |
|--------------------------|--|
| <b>Excellent</b>         | At least THREE distinct activities* from Category 1 (at least TWO of which are peer-reviewed publications) AND |
|                          | A total of FIVE distinct activities* from Category 2 during the period under review                            |
|                          |  |
| <b>Good</b>              | At least TWO distinct activities* from Category 1 (at least ONE of which is a peer-reviewed publication) AND   |
|                          | A total of FOUR distinct activities* from Category 2 during the period under review                            |
|                          |  |
| <b>Minimum Essential</b> | At least ONE peer-reviewed publication from Category 1 AND   |
|                          | A total of THREE distinct activities* from Category 2 during the period under review                           |

*Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Associate to Professor*

|                          |   |
|--------------------------|---|
| <b>Excellent</b>         | At least FOUR distinct activities* from Category 1 (at least TWO of which are peer-reviewed publications) AND               |
|                          | A total of FIVE distinct activities* from Category 2 during the review period or the last five years, whichever is shorter. |
|                          |   |
| <b>Good</b>              | At least THREE distinct activities* from Category 1 (at least TWO of which are peer-reviewed publications) AND              |
|                          | A total of FOUR distinct activities* from Category 2 during the review period or the last five years, whichever is shorter. |
|                          |   |
| <b>Minimum Essential</b> | At least TWO distinct activities* from Category 1 (at least ONE of which is a peer-reviewed publication) AND                |
|                          | A total of FOUR distinct activities* from Category 2 during the review period or the last five years, whichever is shorter. |

\* “Distinct activity” means a separate activity and not that a candidate must demonstrate achievement of different types of activities, e.g., publication of a peer reviewed article, submitting a book manuscript for publication and receiving an externally funded grant. We mean that the candidate must complete three activities of the types listed in Category 1. For example, each peer-reviewed article counts as one distinct activity.

## **C. Service**

It is the responsibility of the candidate to describe the workload for service activities in the PDS so the IUPC can make the appropriate evaluation.

### **Activities to Assess**

1. Evidence of faculty contributions over the period of evaluation for tenure and/or promotion is collected through written letters from colleagues inside and outside of the university, students, community members, and discipline-related professionals.
2. The candidate should list activities and level of accomplishment necessary to meet departmental criteria for service.
3. The faculty of the Department of World Languages and Cultures recognize the cultural taxation of faculty members of color, who provide intensive student mentoring and who are called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate's service, and to recognize extraordinary service, where Cultural Taxation is a factor and incumbent on the faculty member to address potential instances of cultural taxation in the PDS.
4. The faculty of the Department of World Languages and Cultures recognize three categories of service activity: Essential Service, Breadth, and Leadership. The service activities in each category should serve as examples for interpreting service, but are not meant to restrict anyone's service only to what is listed.

### **Essential Service**

Regularly participates in department committees and meetings.

Participates in the department's advising responsibilities as assigned (excludes first-year faculty members).

### **Breadth**

Service activities include both departmental and non-departmental activities that contribute directly to department, university, community, and profession. Activities that demonstrate breadth outside of the department may include, but are not limited to:

- Service on active college or university committees (candidates should indicate the time commitment e.g. in hours per week)
- Service on graduate committees for students outside of the department.
- Service on active committees of a professional organization.
- Consulting services offered to the campus or community.



- Service on boards or task forces of professional or governmental organizations in the community, region, state, or nation.
- Reviewing or refereeing work in World Languages and Cultures or related disciplines, including journal articles, textbooks, grant proposals, and the like.
- Advising duties considerably above the normally expected level.
- Service/participation in local, regional, state, or national or related World Languages and Cultures organizations and/or events.

### **Leadership**

Service activities include leadership roles in either departmental or non-departmental activities that contribute directly to department, university, community, and profession. Activities that demonstrate leadership may include, but are not limited to:

- Chairing a department, insofar as the duties/workload exceed the assigned time.
- Directing a study abroad program.
- Chairing an active committee at the department, college, or university level.
- Chairing or leading a service activity in the community.
- Leading political/social change at the state, national, or international level.
- Chairing a committee or holding office in a regional, state, or national organization.
- Coordinating curriculum developments across departments that have a demonstrably significant impact on the academic program.
- Organizing community-outreach events in World Languages and Cultures or relevant specialty.
- Organizing conferences or related professional activities.

#### **Note:**

1) Additional activities in Leadership can be used by the candidate to take the place of activities from Breadth and/or Essential Service, but additional activities from Essential Service cannot be used to offset deficiencies in activities from Breadth or Leadership, and additional activities from Breadth cannot be used to offset deficiencies in activities from Leadership.

*Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Assistant to Associate Professor*

|                          |  |
|--------------------------|--|
| <b>Excellent</b>         | ALL activities from Essential Service during each year of the review period, AND   |
|                          | A pattern of service activities that includes at least FOUR distinct activities, with at least ONE from Leadership per year, on average. |
|                          |  |
| <b>Good</b>              | ALL activities from Essential Service during each year of the review period, AND   |
|                          | A pattern of service activities that includes at least THREE distinct activities from the Breadth or Leadership per year, on average.    |
|                          |  |
| <b>Minimum Essential</b> | ALL activities from Essential Service during each year of the review period, AND   |
|                          | A pattern of service activities that includes at least ONE distinct activity from Breadth or Leadership per year, on average.            |

*Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Associate to Professor*

|                          |  |
|--------------------------|--|
| <b>Excellent</b>         | ALL activities from Essential Service during each year of the review period, AND   |
|                          | A pattern of service activities that includes at least FIVE distinct activities with at least TWO activities from Leadership on average each year during the review period or the last five years, whichever is shorter. |
|                          |  |
| <b>Good</b>              | ALL activities from Essential Service during each year of the review period, AND   |
|                          | A pattern of service activities that includes at least FOUR distinct activities with at least ONE activity from Leadership on average each year during the review period or the last five years, whichever is shorter.   |
|                          |  |
| <b>Minimum Essential</b> | ALL activities from Essential Service during each year of the review period, AND   |
|                          | A pattern of service activities that includes at least THREE distinct activities, with at least ONE activity from Leadership on average each year during the review period or the last five years, whichever is shorter. |

\* “Distinct activity” means a separate activity and not that a candidate must demonstrate achievement of three different types of activities, e.g., service on college or university committees, chairing a department, and chairing an active committee. We mean that she or he must complete three activities of the types listed in the above categories. For example, each time a candidate chairs a committee counts as one distinct activity.