Cal Poly Humboldt.
English Department

Criteria and Standards for Retention, Tenure, and Promotion
Department of English
Cal Poly Humboldt

The Department of English is committed to helping faculty colleagues succeed in their teaching, scholarly/creative activities, and service. The tenured and tenure-track faculty in English have voted to approve the following departmental criteria and standards for the three areas of evaluation (Scholarship, Teaching, and Service) in the retention, tenure, and promotion (RTP) process. We regard inclusivity, equity, and antiracism as core values in the English Department and, therefore, principles and practices in line with these values are aligned with and will guide our evaluation of each of the categories below.

Updates to this document will reflect the evolution of our department and faculty. This document clarifies and interprets the broader standards outlined in Appendix J of the Cal Poly Humboldt Faculty Handbook (revised 2019) as specific to working in the Department of English. If issues arise that the department review committee or candidate do not anticipate, then the IUPC and the RTP candidate will indicate how and why it was necessary to depart from the guidelines below.

Appendix J, Section IX.A.2 of the Faculty Handbook requires periodic evaluation of candidates for retention, tenure, and promotion in three areas of performance (Scholarship, Teaching, and Service), with the understanding that demonstrated excellence in Teaching is required of every successful candidate:

> *Candidates shall be evaluated in the areas of teaching . . . effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching . . . effectiveness. A record of teaching . . . excellence, combined with an "Acceptable" level of performance in the two non-teaching . . . areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.*

Because the categories of teaching, scholarly/creative activity, and service often overlap, certain candidate activities may apply to more than one area of evaluation. The candidate, with the guidance of the IUPC, will decide in which area of evaluation to place any given activity, with the understanding that the same activity may not be formally counted in more than one category for the purpose of evaluation.

The table below, from Appendix J, Section IX.A.2.d, guides departments and candidates in determining whether a candidate's progress to date is acceptable or unacceptable for retention, tenure, and promotion. We reproduce it here for ease of reference:

Scholarly/Creative Activity	Service	Outcome

Good	Good	Acceptable
Excellent	Minimum Essential	Acceptable
Minimal Essential	Excellent	Acceptable
Good	Minimum Essential	Unacceptable
Minimum Essential	Good	Unacceptable

Appendix J, section IX.A.2.c.1 further specifies that "each department/unit, in its criteria and standards, shall clearly define the level of performance required for each of the evaluative terms: Minimum Essential, Good, and Excellent.

Teaching Effectiveness

Appendix J, section IX.B.1.a.5 states, in part:
> *Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.*

Student advising and mentoring should also be evaluated as part of teaching effectiveness, as per Appendix J, section IX.B.1.a.7:
> *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, [a commitment to] ensur[ing] equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.*

All tenure-track members of the English Faculty (unless on an approved, extended leave such as a sabbatical) should write evaluative colleague letters that include descriptions of, and reflections upon, their observations of the candidate's Teaching Effectiveness. It is the responsibility of the IUPC to ensure that all faculty members observe the candidate multiple times over the course of the WPAF review cycle (normally six years for tenure and promotion to Associate Professor). Submitted letters will be documented in the WPAF.

The faculty of the Department of English is sensitive to the challenges of teaching controversial subject matter. We also encourage creativity and risk taking in teaching. Written reflections in the WPAF should assess the efficacy and/or promise of these methods. We are aware of the scholarship on teaching and learning that provides evidence that instructor race, class, gender, sexuality, age and ability often intersect to produce lower mean teaching evaluation scores for groups with the least privilege (e.g., as a group, evaluative data for women faculty of color typically result in lower scores than their white male more senior colleagues).

In evaluating the candidate's teaching effectiveness, colleague letters may address (but are not limited to) the following:

- **Direct Instruction**: This may include:
  a. Observations of the candidate's in-class teaching, including lecture, discussion, and other types of instruction or classroom activity;
  b. Observation of the candidate in other teaching environments, such as workshops, co-teaching, guest lectures, or online recordings; and
  c. Review of course syllabi, assignments, and the candidate's use of a learning management system to organize and convey class material.

- **Advising, Supervision, and Mentoring of Students:** This may include formal supervision of student interns and assistants, and advising or mentoring that exceeds assigned service duties, including mentoring associated with cultural taxation and mentoring students in programs and activities outside the home department. This may also include serving as chair or first reader of a master's or doctoral committee at Cal Poly Humboldt or another campus.

- **Teaching Materials and Curriculum Developed or Revised by Candidate:** This may include teaching materials such as course outlines, study-guides, instructional manuals, case studies and simulations and/or other content used in the classroom; curriculum outcomes and assessment methodology; and/or contributions to curricula in and outside the candidate's home department.

- **Professional Development Activities in Teaching**: This may include reading literature on teaching; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars related to teaching; and/or engaging in other activities to improve one's teaching.

Because all tenured or tenure-line faculty in English, regardless of rank or length of service, may teach classes at all levels (including the graduate level) and take leadership roles in GEAR course leadership, assessment, and curricular development, the Department does not apply different standards of excellence in teaching effectiveness for the ranks of Associate Professor and Professor.

Essential Evidence: To achieve the standard of "excellence" in teaching effectiveness, a candidate for tenure and promotion and/or for subsequent promotion must, at a minimum:
- Demonstrate and describe in their PDS commitment to a diverse, equitable, and inclusive learning environment through the use of asset-based approaches to teaching and assessment; application of Universal Design for Learning principles to course, curricula, and lesson design, developing course materials that are accessible; developing curriculum that reflects our multicultural world; and delivering pedagogy that demonstrates racial and gender literacy and that respects students' cultural knowledge;
- Provide syllabi for all classes taught which clearly communicate course objectives, grading criteria, and other course and university policies;
- Be available to students outside of class each week via such means as regular office hours, e-mail, etc.;
- Participate in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved; and
- Reflect and comment on any unfavorable patterns in student evaluations, noting applied or planned changes to pedagogical practice where warranted.
- Engage in reflective practice and continual enhancement. Acknowledge errors and/or areas for improvement. ; reflective of own characteristics, positionality, and power as an instructor and the effects of these factors on student learning; uses department, college, and student feedback to engage in ongoing refinement. This evidence should be addressed in the teaching statement and/or reflected in collegial letters
- Engage multilogical thinking: Provides more than one perspective; identifies strengths and limitations of perspectives presented; engages students in reflective critiques of materials; delivers content in at least two different ways. This should be addressed in the teaching

statement and/or reflected in collegial letters

Additional Teaching Excellence: In addition, the candidate may demonstrate a record of accomplishment in teaching-relevant activities such as (but not limited to):

- Participating in professional development activities designed to enhance teaching effectiveness and advising (e.g., professional development days, Center for Teaching and Learning workshops or learning communities, faculty and staff book circles, etc.);
- Mentoring of students above and beyond required advising duties, including mentoring of students from other disciplines and programs and mentoring associated with cultural taxation (e.g. demonstrated with a list of mentored students outside of official advising list);
- Developing and implementing new courses, original course content, and/or innovative teaching methods or technologies;
- Demonstrate currency and engagement with scholarship of teaching and learning through application in teaching materials, in teaching statements, etc
- Developing and/or conducting workshops, reading circles, or seminars on teaching within the department, college, university, CSU system, or profession;
- Leading or significantly contributing to departmental curricular development or review;
- Receiving a college, university, or other teaching award;
- Supervising and mentoring students in original research
- Participating in extra-classroom activities with students, such as exhibitions, field trips, and workshops;
- Developing opportunities for the publication or dissemination of student work.
- Serving as chair or first reader on a master's or doctoral committee at Cal Poly Humboldt or another campus when sustained and heavy work is required
- Providing evidence of implementation of Universal Design for Learning (UDL) and accessibility principles.
- Co-teaching: Participates in co-creating classes with colleagues and co-teaching in or outside of the department.

It is understood that candidates for RTP will document how they meet criteria for teaching excellence in their WPAF and that they will critically reflect upon their pedagogical philosophy and practices—and, where applicable, on student and peer evaluations of their teaching—in the relevant sections of their PDS. The English Department recommends that candidates offer narrative commentary on *each course* taught, in addition to a general statement of teaching philosophy. When a candidate has taught a course multiple times, only one instance of commentary is needed, but any commentary should indicate changes and improvements to the course.

Note: The English department recognizes the diversity of faculty roles. Faculty who serve in leadership capacities (as chair, assistant chair, writing program director, graduate coordinator, CFA executive board members, URPC service, etc.) may have an allocated timebase that includes fewer course-level teaching appointments. In cases where the allocated timebase for teaching is limited, evaluation of teaching excellence may include: observations of meeting facilitations and professional development opportunities related to teaching, developing advising materials, guest lecturing, designing and delivering workshops relevant to teaching, etc. It is the candidate's prerogative to decide whether this evidence will be described under "Teaching" or "Service." Assessment of these activities is encouraged in the form of collegial letters of observation or participation.

Candidates for Tenure and/or Promotion from Assistant to Associate Professor OR Associate Professor to Full (Excellent in Teaching)

Teaching Excellence	Candidate must meet all criteria in "Essential Evidence."
Additional Teaching Excellence	Option for candidate to address any criteria in this section.

B. Scholarly/Creative Activities

Because faculty in English come from a variety of disciplinary and professional backgrounds, including Composition and Rhetoric, Creative Writing, Cultural Studies, Digital Humanities, English Education, Linguistics, Literary Studies, and Multilingual and Translation Studies, 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.

The English Department applies an inclusive approach to evaluating scholarly activity. We value scholarship that pushes at the disciplinary boundaries of English Studies conceived broadly. As guiding principles for Scholarly/Creative Activities, the English Department:

- Recognizes that scholarship and creative activity may take many forms and employ many different methodologies.
- Recognizes that all forms of scholarship and creative activity must be publicly disseminated and/or subject to some form of peer review.
- Values work produced for academic and/or non-academic audiences.
- Values collaborative research and creative activity and co-authored publications, including co-authored work with undergraduate and graduate students and/or staff, as equal to solitary or single-authored work.
- Values scholarly activity that involves community-based research, including digital storytelling, and archival work that lives in communities outside of academia.
- Values digital humanities scholarship and public-facing, open-access work that utilizes digital tools. Digital, multimodal, and new-media scholarship may be viewed as equal to print publications in terms of significance and prestige.
- Recognizes that power and privilege condition access to publication, citation indexes, reviewer feedback, and all other aspects of the research and publication process.
- Values community-based research and collaborations with community organizations that result in reports, public hearings, and/or substantive engagement with community members.
- Values scholarship that is expressly antiracist and decolonial.

Peer Review: We define "peer review" broadly. For example, in the broad field of English Studies, the category of peer-reviewed work can include scholarly and creative activity that has undergone a traditional process of "blind" review before publication, but it may also include work that has been reviewed or widely cited by other scholars or artists after the fact. In cases where the "peer-reviewed" value or status of a particular item of scholarly or creative activity is not self-evident, the candidate should elucidate.

Evaluation of Scholarship: We have grouped examples of such scholarly and creative activities into Categories 1a, 1b, and 2 below. These categories are meant to distinguish between different types of scholarly and/or

creative achievements that differ in terms of difficulty, commitment of time and energy, and recognition or status in our field. These lists are not exhaustive. The candidate should consult with the IUPC throughout the probationary period, and in written form in the Professional Development Plan to ensure that the activities in question can be adequately evaluated with reference to the standards of achievement outlined below.

Faculty members are expected to engage in an ongoing program of scholarly/creative activities as guided by the criteria and standards of the department. All candidates must include evidence of professional evaluation and/or acknowledgement of published scholarship and contributions to the profession in the WPAF. Candidates should describe whether publications are in press, under review, or under contract. They should include evidence of communication and status of, for example, contracts or affirmative emails from publishers/editors. For Category IA activities, candidates should explain the audience, review process (invited, blind peer, etc.), and impact of the activity or justification of the case for inclusion.

As per Appendix J (VII.A.1.b), the English Department considers it optional but desirable for candidates applying for tenure and/or promotion to invite written evaluations of their scholarship/creative activities from experts in their fields at other institutions for inclusion in their WPAF. When requested, such "outside" reviews should be solicited by the IUPC and not by the candidate. This type of external evaluation is *not* expected of probationary candidates being considered for retention only.

The English Department considers the quantitative targets* outlined in the tables below as necessary but imperfect measures of achievement in Scholarship and Creative Activity. In all cases, committees' judgments of the value, significance, or prestige of a given scholarly/creative activity and/or of the candidate's scholarly/creative record as a whole should be guided by the qualitative evaluation of experts and peers in the candidate's field(s) of endeavor.

*We recognize there is a common lag between submission, acceptance, and publication in Humanities disciplines that can often be quite protracted. Nevertheless, a manuscript accepted for publication in one review cycle and published in the next should not be claimed in both cycles.

Category 1a (Scholarly and Creative Activities)

- A scholarly, creative, or general-interest book (published or under contract).
- A textbook, critical edition, or other significant endeavor related to the scholarship of teaching (published or under contract).
- An edited book with authorial contributions and editorial responsibilities (published or under contract).
- The establishment of, or leadership of, an active research center.

Category 1b (Scholarly and Creative Activities)

- A peer-reviewed or invited article or chapter in a scholarly journal or collection (published or accepted for publication); a creative work (e.g., short story, poem, essay, or artwork) in a journal or collection (published or accepted for publication)
- The publication of a chapbook or broadside under 40 pages in length.
- A peer-reviewed or invited presentation or facilitated workshop at a regional, national or international scholarly conference, workshop, forum, etc., and/or inclusion in conference proceedings or anthologies derived from such an event.
- An invited reading or performance at a regional, national or international conference, workshop, forum, etc.
- Forms of activist scholarship, including community organizing, community-based projects and workshops, etc.
- Research and intellectual work associated with serving as series editor for a university press or as "special issue" editor of a scholarly journal.

- Receipt of an external grant, fellowship, or residency in support of original research.
- Research and intellectual work associated with curricular design (when this includes dissemination and peer review).
- Development and maintenance of archives that are accessed or utilized by audiences, oral history projects, public history projects, and other documentary work.
- Coding projects, software development, multimedia projects, digital projects or film projects.
- Receipt of an external grant, fellowship, or residency in support of new creative work, research or community projects, etc.

Category 2 (Scholarly and Creative Activities)

- A published book review, review essay, foreword, afterword, headnote, encyclopedia (or other reference work) entry, etc.
- A published magazine/newspaper article, interview, etc. outside of a peer-reviewed journal.
- Research and intellectual work associated with organizing a major local, regional, or national/international scholarly conference.
- Research and intellectual work associated with participating in an academic conference, seminar, workshop or forum as a panel discussant, respondent, or organizer.
- Work as a scholarly consultant in non-academic contexts (e.g., for government, media, foundations, etc.).
- Production of ancillary materials for textbooks or online resources.
- Production of text for a museum or gallery exhibition.
- An original manuscript under review (with full manuscript included in the WPAF).
- Receipt of an internal grant (not including travel grants) in support of original research or creative work.
- A submitted but unfunded grant (not including travel grants) in support of original research or creative work related to English Studies.
- Web-based writing outside of a peer-reviewed journal; development of a scholarly website or other online resource, a highly trafficked scholarly blog, etc.
- An invited reading or performance at a local venue.
- Participation (as a presenter, respondent, or discussant) in a regional, national, or international scholarly workshop or writers' conference.
- Work as a consultant that draws on one's scholarly training.

The charts below show the minimum combination of activities required for Minimal Essential, Good, and Excellent with respect to different ranks in the RTP process. These benchmarks lay out the expectation for activity over the course of the entire review period, including any service credit awarded. **Probationary** candidates are expected to show continued progress towards achieving the standards required for tenure and/or promotion to Associate Professor.

Candidates for Tenure and/or Promotion to Associate Professor (Scholarship and Creative Activities)

Notes regarding the following tables:
1) Additional activities in Category 1 may substitute for activities from Category 2, but additional activities from Category 2 may not be used to offset absence of activities in Category 1. Under certain circumstances—e.g., when a candidate has a preponderance of activities in Category 1—it may be acceptable to see *no* activities in Category 2.

2) "Distinct activity" does not suggest that a candidate must demonstrate achievement of three different *types* of activities. For example, three peer-reviewed journal articles would count as three distinct activities.

Excellent	At least ONE distinct activity from Category 1a or THREE activities from Category 1b (TWO of which must be publications), **AND** At least FIVE distinct activities from Category 2.
	At least one of these combined items shall be a publication that meets the standards of "peer review" detailed in *Defining Scholarly Activity above.*
Good	At least TWO distinct activities from Category 1b **AND** At least FOUR distinct activities from Category 2.
	At least one of these combined items shall be a publication that meets the standards of "peer review" detailed in *Defining Scholarly Activity above.* .
Minimum Essential	At least ONE activity from Category 1b **AND** At least FOUR distinct activities from Category 2
	At least one of these combined items shall be a publication that meets the standards of "peer review" detailed in *Defining Scholarly Activity the Department of English* on p. 5, above.

Candidates for Tenure and/or Promotion from Associate Professor to Professor

Excellent	At least ONE distinct activity from Category 1a and ONE from Category 1b, OR at least FOUR from Category 1b (THREE of which must be publications) **AND** At least SIX distinct activities from Category 2.
	At least one of these combined items shall be a publication that meets the standards of "peer review" detailed in *Defining Scholarly Activity above.*
Good	At least ONE distinct activity from Category 1a or THREE distinct activities from Category 1b (TWO of which must be publications) **AND** At least FIVE distinct activities from Category 2.
	At least one of these combined items shall be a publication that meets the standards of "peer review" detailed in *Defining Scholarly Activity above*.
Minimum Essential	At least TWO distinct activities from Category 1b **AND** At least FIVE distinct activities from Category 2.

	At least one of these combined items shall be a publication that meets the standards of "peer review" detailed in ***Defining Scholarly Activity above***

C. Service

1. Activities to be assessed: see Appendix J IX.B.3.a-m.
2. Candidates should demonstrate their active participation and the value and significance of their service in their PDS and via letters from colleagues or community members.
3. As noted above (under Scholarly/Creative Activity), candidates may decide whether certain kinds of activities constitute "teaching," "scholarly" or "service" achievements and make the case accordingly, providing appropriate evidence in their WPAF.
4. Candidates for retention, tenure, and promotion are expected to carry out normal university duties as listed in Appendix J (such as attending convocation and commencement) and departmental duties (such as attending department meetings, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively and collegially with colleagues).

As guiding principles, the English Department:

- Recognizes that any of the following may count as "evidence" of service work: reference to collegial or student letters, reference to student evaluations, narrative descriptions, artifacts from participation (e.g., flyers, photos), etc. The candidate will be instructed in the WPAF to distinguish between evaluative evidence (letters from colleagues/community) and non-evaluative evidence (like flyers, emails, etc.)
- Recognizes the cultural taxation of faculty members of color, who frequently provide intensive student mentoring and/or are called upon to serve on multiple committees and perform a variety of tasks above and beyond a normal load, including initiatives for institutional change. Forms of cultural taxation need not be documented with corroborating evidence in the WPAF; cultural taxation should be understood and recognized without an onerous burden of proof.

Categories for Service Criteria: The Department of English recognizes two categories of service activity: Category 1 (intensive, recurring, or sustained duties) and Category 2 (lighter, temporary, or occasional duties), with ONE Category 1 activity regarded as the rough equivalent of TWO Category 2 activities.

The candidate should describe the commitments, responsibilities, etc. associated and the nature of the contributions associated with the service activities listed. This may include examples of leadership or other duties related to a service activity. Annotations can explain why a particular service activity is placed in the category listed.

Category 1 might include (but is not limited to) activities such as:
- Sustained participation as a chair or member of a more active or labor-intensive program, department, college, unit, or university committee
- Participation as affiliate faculty member in a major program, campus department, or research center
- Leading or participating in significant *ad hoc* programmatic, departmental, college, unit, or university tasks related to areas of expertise and/or to cultural taxation
- Participation in campus activism, initiatives to transform campus climate, etc.
- Advising or mentoring of faculty and/or staff, including administrators, related to cultural taxation
- Sustained participation as an officer or member of a professional organization, task force, government or non-governmental organization, or community organization
- Chairing a faculty or staff search committee or serving on a search committee that requires sustained work and participation

- Contributions to a university or community group or to a non-profit, corporate, or government organization such as NAACP, Cooperation Humboldt, California Faculty Association, etc.
- Helping as a member of a group to organize such university and/or community events as Campus Dialogue on Race, Cesar Chavez Day, Women's History Month, International Education Week, etc.
- Facilitation of an event series or recurring talks and/or presentations to a local or campus audience (e.g., colleagues' classes, multi-day facilitation of campus events, etc.)
- Advising an active student club when sustained and heavy work is required
- Reviewing or refereeing journal submissions, book manuscripts, grant proposals, digital humanities resources, etc.
- Serving on the editorial committee of a journal or book series
- Organizing of a scholarly or professional conference
- Organizing and/or leading a community outreach program or service activity or participating in local government
- Serving as department chair, composition director, graduate coordinator, or any other position for which release time has been granted
- Reading or reviewing for a local, regional, or national/international contest when sustained work is required
- Serving as a reviewer for faculty, departments, or programs at other universities or colleges when sustained work is required

Category 2 might include (but is not limited to) activities such as:
- Mentoring faculty in or outside of the department for new course preparations, advising, problem solving, and accessibility to students.
- Excess advising (i.e., more than 40 students) on a temporary basis
- Occasional guest teaching, lectures, talk(s) and/or presentation(s) to a local or campus audience (e.g., a colleague's class, a meeting of a local chapter of AAUW, a high school group or campus club, Campus Dialogue on Race, Cesar Chavez Day, Women's History Month, International Education Week, etc.)
- Serving as a member on a staff or faculty search committee where moderate work is required
- Membership on program, department, college, unit, and university committees that meet rarely or on an ad hoc basis (less than three times per semester)
- Participating in *ad hoc* program, departmental, college, unit, or university group and/or task on an occasional basis
- Advising a student club when minimal to moderate work is required
- Serving as second reader or committee member on a master's or doctoral committee at Cal Poly Humboldt or another campus when minimal to moderate work is required
- Reading or reviewing for a local, regional, or national/international contest when minimal to moderate work is required
- Serving as a reviewer for faculty at other universities or colleges when minimal to moderate work is required

Examples of levels of accomplishment that meet criteria for tenure and promotion to the rank of Associate Professor:

Excellent	Participation in at least six Category 2 or three Category 1 activities (or some combination thereof) per academic year, on average, over the course of the review period.
Good	Participation in at least four Category 2 or two Category 1 activities (or some combination thereof) per academic year, on average, over the course of the review period.

Minimum Essential	Participation in at least two Category 2 activities per academic year, on average, over the course of the review period.

Examples of levels of accomplishment that meet criteria for promotion to the rank of Professor:

Excellent	Participation in at least six Category 2 or three Category 1 activities (or some combination thereof) per academic year, on average, over the course of the review period, including at least one leadership position (e.g., chairing a department, program, or labor-intensive committee).
Good	Participation in at least four Category 2 or two Category 1 activities (or some combination thereof) per academic year, on average, over the course of the review period, including at least one leadership position (e.g., chairing a department, program, or labor-intensive committee).
Minimum Essential	Participation in at least three Category 2 activities per academic year, on average, over the course of the review period.

Notes:

1) In a case in which candidates have been called upon to perform disproportionate service in one activity (e.g., ongoing mentoring of students, chairing a labor-intensive or time-consuming committee, or extended service on such a committee, etc.), they may make the case in the WPAF for exceptional and/or compensatory weighting of such activities.

2) A candidate can make a case for a Category 2 service activity to be counted as Category 1 when it meets the criteria for intensive, recurring, and sustained participation.

3) The department does not expect service activities to be listed year-to-year in the PDS. This list of service activities may be presented in the cumulative (so 6 activities each year over the course of 5 years of service in the review period = a total of 30 activities). The candidate may use their discretion to illustrate and demonstrate how they've met this requirement across a relative average of annual service activities. This number is different for candidates seeking early tenure. See Cal Poly Humboldt's Early Tenure Policy here.

Voted and approved by all Tenure Track/Line Faculty in English on March 28, 2025.