

**POLICY ON RETENTION, TENURE AND PROMOTION**  
**AMERICAN INDIAN STUDIES**

CALIFORNIA STATE UNIVERSITY, LONG BEACH

**Approved by the College of Liberal Arts Faculty Council 3-10-98**

I. Preamble

The mission and goal of American Indian Studies is to promote the study of American Indians, their history, culture, art, and present realities. The department also promotes scholarship and creative activities in the classroom, at the University, and in a variety of community, professional, and academic venues.

This document determines and articulates the criteria and standards the Department wishes to have applied in the evaluation of candidates for hiring, retention, tenure and promotion. This document intends to advise and support candidates in their efforts to develop as teachers, scholars and/or creative artists, and members of the University community.

II. Responsibilities

1. The candidate is responsible for the collection and presentation of evidence relative to the criteria and standards for hiring, retention, tenure and promotion. Candidates should take advantage of departmental, college, and university rtp meetings so they understand the criteria and standards to be used in the Department, College, and at the University level of review.

2. Within the context of the University and College policies, the Department articulates the application of the criteria and standards for RTP so the faculty member may know what is expected of them. The Department is responsible for maintaining the open file as specified in the Memorandum of Understanding and for forwarding its contents to the Department Committee and a copy of its contents to the candidate.

3. The Departmental Chair is the primary source of information regarding department procedures and deadlines. The Chair will initiate collegial discussions for candidates about their overall career development. The Chair also is responsible for providing guidance over time about faculty performance and for providing mentoring for faculty candidates, as appropriate. The Chair is responsible for interpreting the Departmental, College, and University policies for candidates.

If the Chair is not a member of the RTP committee, the Chair may write an independent evaluation of the candidate under RTP review.

4.a. The Departmental RTP committee has the primary responsibility for evaluating the work of candidates in all areas and makes the initial recommendation to the University regarding tenure and promotion. The RTP committee also has the primary responsibility for communicating the professional standards and practices of the department to other levels of review outside the department.

b. Since the candidate has the primary responsibility for providing the evidence of performance, the candidate may ask the RTP to seek additional means for evaluating the candidate. If they, the candidate with the committee, determine that these other additional means will augment the basic department, college, and university requirements, such other means must also fall within those allowed by the College, University, and Memorandum of Understanding, e.g. outside collegial review by other University faculty.

### III. Criteria and Evaluation

A. The criteria for evaluation for each of the areas of professional review, instruction-related activities, scholarly and/or creative activities, and professional service, are divided into two distinct categories: essential criteria and enhancing criteria. The essential criteria describes the nature and level of performance required of all faculty. Enhancing criteria establishes standards by which faculty, following diverse pathways, are evaluated beyond the essential criteria.

1. Instruction and instruction-related activity include the following: teaching in the classroom, advising, supervision of student research and fieldwork, the development of curriculum, and related activities.

a. Essential Criteria: Teaching will be evaluated in terms of four dimensions:

1. Pedagogical Approach and Method: Instructional methods should be appropriate to courses taught; materials should be up-to-date and appropriate to the topic. Learning goals, instructional methods, grading practices, standards and criteria should be presented. Results of grading practices should be reasonably consistent with university norms. Course materials should convey to students the learning goals of the course and the relationship between the course and the students major and or general education. Course requirements, including class schedule, assignments, and grading policies should be included. Course materials should also identify the purposes for a course may be meaningful for a student.

2. Student Response to Instruction: Student ratings of instruction should be favorable, compared to department, college and university averages. These ratings should reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to student needs.

3. On-going Professional Development as a Teacher: Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected in all candidates. This will be described in a narrative and supported by exemplary materials. This record may include a range of activities related to improving instruction from consulting colleagues to involvement in the Center for Faculty Development, and activities of a nature designed to improve teaching effectiveness.

4. Ongoing Professional Development in the Discipline: All candidates are expected to keep abreast of discipline developments through participation in conferences, reading of discipline appropriate materials such as books and journals, interaction with practitioners in the field, electronic communications with colleagues and/or activities.

b. Enhancing Criteria: Faculty may enhance their teaching by a range of activities beyond those mentioned in essential criteria. These can range from developing new ways to teach or new ways to evaluate and thus inform one's teaching. Any activities designed that may inform one about and/or improve teaching are included in this section.

## 2. Scholarly and Creative Activities:

a. Essential criteria are expected to be engaged in an ongoing program of scholarship and/or creative activity. This activity will demonstrate intellectual growth in the discipline(s) over time. Scholarly and/or creative achievements are to contribute to the advancement, application, and/or pedagogy of the discipline(s). These are distributed to appropriate audiences and receive favorable review from peers or subsequent to dissemination. It is important to note that definitions of appropriate scholarly and/or creative activity may vary among faculty in this department, since the department had both final arts and liberal arts faculty.

b. Enhancing criteria may include the production of substantial records of peer reviewed professional activities and products, such as books, articles, artistic exhibits, scholarly presentations, electronically produced documents, etc., especially

if these receive favorable notice or reviews from professional peers. Applied research, appointment to select panels or committees, conference presentations---all activities that enhance scholarly activity and/or creative activity, are disseminated to professional audiences, and are appropriate to the department, college, and/or university and make contributions to the discipline(s).

3. Professional Service may be contributed at the University, community, and the discipline but it must require the expertise of the faculty member.

a. Essential criteria include the expectation that faculty participate actively in the collegial process of faculty governance, as well as in appropriate professional organizations and/or activities.

b. Enhancing criteria include faculty actively participating at all levels of University and the University system and the quality of that service, with emphasis on departmental and college level for assistant/associate professions. Whatever level of service, the quality of that service is important and of primary consideration. Authorship of documents, reports and other materials pertinent to any level of the University may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are service activities.

In addition to University activities, the faculty may contribute in community service to professional organizations and in professionally related activities at any level of governance from community to the national level service. These activities will be evaluated on the basis of their contributions to the mission of the department and the University. Meaningful service will be related to the area of the faculty member's expertise.

## B. Evaluation

### 1. General Principles

a. The quality of faculty performance is the most important element to consider in evaluating individual achievement. Both essential and enhancing criteria are evaluated in the context of the mission of the department.

b. In order to present their achievements in the most coherent intellectual and professional context, candidates are urged to present a written narrative describing their work in each of the categories to be evaluated. The narrative will serve as a guide to reviewers in understanding the faculty member's professional goals and values as they relate to the essential and

enhancing criteria and the mission of the department. All supporting materials should be referenced and clearly explained.

c. Candidates are urged to identify, within the materials submitted, examples that they believe represent their best efforts and to explain why these may be regarded as significant contributions. Reviewers shall give particular consideration to the quality of these best examples but other examples may and must also be considered when evaluating the overall quality of a faculty members dossier.

d. Candidates who fulfill the requirements for advancement may enhance their achievements in very different areas depending upon their professional interests. Reviewers should be aware of these variations and understand how they benefit the University as a whole.

e. Computers and new technology provides alternative modes of professional activity and new media for dissemination: Such contributions must be evaluated even though the methods for evaluation are still evolving. The following guidelines are suggested: (1) appropriate methods of evaluation must be identified on a case by case basis; (2) external evaluators, used in compliance with University policy, may prove to be particularly effective for these assessments; (3) technology-related work may be considered to be either essential or enhancing, depending on its relation to the criteria in Section A.; (4) the training effort involved in technology related professional activity needs to be credited appropriately; and (5) categorization of such work as research or instruction-related activities may need to be done on an individualized basis. The candidate bears the primary responsibility for explaining the significance of activities that employ new technology. When possible and appropriate, the candidate should identify potential methods of evaluation. Faculty involved in technology-related work should consult frequently with mentors and other colleagues concerning the significance and direction of the work. Such discussions should be specific, involving the issues of training time, media of dissemination, potential methods of evaluation, and the boundaries between research and instruction-related activities.

## 2. Instruction and Instruction-related Activities

- a. The focus in the evaluation of teaching is on the overall teaching performance of the candidate over time rather than her/his performance in a few classes or over a brief period.

b. Instructional activities that involve supervision of students, such as thesis or fieldwork should be appropriately evaluated as part of the teaching assignment.

c. If formal, scheduled student advising is part of the candidate's assigned workload, such advising shall be considered as part of teaching, and the file should include appropriate documentation, including the extent, nature, and quality of such advising activity.

### 3. Scholarly and Creative Activities.

a. In the evaluation of scholarly and/or creative activities, the department will make clear to candidates from the outset what constitutes appropriate accomplishment in this area. The definitions of appropriate scholarly and/or creative activity may vary among faculty in the department since it has fine art and liberal arts faculty. However, these definitions will reflect the mission of the University.

b. Consistent with the emphasis on professional growth and development that underlies the evaluation process, the candidate's documentation of scholarly and creative activities and the evaluation review of that documentation should focus on the concept of progressive professional development. This consideration should be the central organizing element of the candidate's narrative.

c. In addition to the candidate's narrative essay, the documentation of scholarly and creative activities will include all works produced during the period of evaluation.

d. In the evaluation of publications, manuscripts, and other creative works, quality is the primary criterion. Quality may be determined by various means: critical reviews, peer reviews, quality of the journal or press, the works contribution to the discipline, etc.

e. Joint authorship or participation in scholarly and/or creative activities is normally valuable and creditable, but is often difficult to evaluate. Candidates will identify the specific extent of their participation in jointly authored activities or creative activities.

f. Consistent with the objective of obtaining the best and most thorough evaluation possible of the candidates scholarly and creative achievements, external evaluations of the candidate's contributions to his or her academic field should be considered.

(1) Unsolicited evaluations in the form of published reviews of the candidate's work (or unpublished unsolicited evaluations if they are included in the file) may be considered. It is also appropriate to consider the quality of the journal or other context within which the work is published or otherwise disseminated to the scholarly and creative community, as well as citations to the candidate's work in the other publications. Inclusion of the faculty member's work (by others of note) as examples of exceptional creative achievement can be included by the candidate and used in the evaluation.

(2) The solicitation of external evaluations of a candidate's contribution is encouraged particularly in circumstances such as small departments and/or interdisciplinary programs where there may be few peers who are well enough qualified to evaluate the candidate's scholarly and creative achievements. The RTP committee may include faculty from other colleges who can contribute to the evaluation of a faculty member.

#### 4. Professional Service

a. The emphasis in the evaluation of professional service shall be on: (1) the quality and significance of the activity, as measured by the degree to which the activity contributes to the mission of the department and (2) the extent and level of the candidate's involvement.

b. Assessment of the service to both the department and the community shall be based on the information described in the narrative, as well as on supporting evidence which may include, but shall not be limited to, letters of invitation, memoranda acknowledging the quality of the contribution, printed programs, and the appropriate documentation.

#### IV. RETENTION, TENURE, AND LEVELS OF APPOINTMENT AND PROMOTION

A. Retention is awarded to probationary faculty upon the completion of a performance review. The successful candidate will have performed satisfactorily in each area to be evaluated although consideration will be given to the limited opportunities new appointees have for professional service. Probationary faculty should show evidence of a strong commitment to teaching and instruction-related activities and to a program of scholarly and/or creative activity.

B. Tenure is awarded to probationary faculty who has met the essential criteria in instruction and instruction-related activities, scholarly and/or creative activities, and professional service. In addition, they shall have demonstrated fulfillment of

some of the enhancing criteria as described earlier. Tenure represents the University's long-term commitment to a faculty member and is only granted when there is strong evidence that the individual has the potential to continue to make increasingly distinguished contributions to the University and its instructional program as well as to the academic community.

C. Early Tenure and/or Promotion are granted only in exceptional circumstances and for compelling reasons.

1. Early Tenure. To receive a favorable recommendation for early tenure, a candidate must achieve a record of accomplishment that meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

2. Early Promotion. To receive a favorable recommendation for early promotion, a candidate must achieve a record of accomplishment that meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

D. Assistant Professor: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should show potential for effective teaching, scholarly and/or creative activities, and professional service as defined above and consistent with the mission of the department, college, and University.

E. Associate Professor: In addition to having the qualifications of an Assistant Professor, the candidate ordinarily shall have had successful experience in teaching and scholarly/creative activities. Meeting essential criteria is necessary, though not sufficient, for promotion or appointment to the rank of Associate Professor. In addition to meeting the essential criteria, there should be evidence of progressive professional development in the areas of instruction and instruction-related activities, scholarly and/or creative activities, and professional service, and demonstrated fulfillment of some of the "enhancing elements" in each of these areas, as defined earlier.

F. Professor: In addition to having the qualifications of an Associate Professor, there shall be substantiation of continued effectiveness and professional growth in instruction and

instruction-related activities and evidence of relevant and effective professional service. The candidate ordinarily shall have established a record of sustaining scholarly and/or creative activity, reflecting intellectual and professional growth and demonstrating fulfillment of several of the "enhancing elements," as described before.

G. Joint Appointments: All information in this document applies to faculty appointed jointly to two or more departments. However, it is particularly important for the involved departments to maintain a clear set of requirements for tenure and advancement as applied to the joint appointee. These requirements must be worked out through a process of consultation and collaboration with departments and the candidate, with the approval of the dean(s) of the affected college(s).

#### IV. DEPARTMENT RTP COMMITTEE MEMBERSHIP

1. Members will be 3 full-time tenure track faculty at the rank of full professor.

2. Since the department does not have sufficient numbers of faculty to constitute such a committee, the department faculty will consult with the Dean to select the number of members from other departments to constitute the RTP committee as needed.

3. The departmental RTP committee shall adhere to the retention, tenure, and promotion responsibilities and procedures specified in the policies of the university, college, and Memorandum of Understanding for Unit 3 between the Trustees of CSU and the California Faculty Association.