

California State University, Long Beach  
DEPARTMENT OF ENGLISH  
Policy on Retention, Tenure and Promotion

*Preamble*

Successful candidates for tenure and promotion must meet the essential criteria for all three of the categories listed below: instruction and instructionally related activities, scholarly and creative activities, and university, professional, and community service.

**I. INSTRUCTION & INSTRUCTIONALLY RELATED ACTIVITIES**

Because the primary mission of the CSU is to teach and because this Department has traditionally prided itself on its strong teaching record, evaluation of teaching should constitute the most important part of every candidate's application for advancement. No candidate should be recommended for retention who is not at the very least a satisfactory teacher with clear potential for improvement. No candidate should be recommended for tenure or for promotion to Associate Professor who is not at least a good teacher. No candidate should be recommended for promotion to Professor who has not continued to grow as a teacher.

For retention, the RTP Committee will consider the candidate's teaching performance over the entire probationary period, including any years of credit granted for prior service. For promotion, the Committee will consider the candidate's teaching performance over the entire period since her/his most recent advancement in rank. In no case should a candidate be evaluated on her/his performance in only a few courses, or over a brief period.

**A. ESSENTIAL CRITERIA**

**1. *Pedagogical Approach***

The RTP Committee will consider as evidence of teaching approach, organization, and effectiveness the candidate's statement of teaching philosophy and such course materials as syllabi, paper topics, other assignments, exams, etc. Syllabi should be thorough and clear. Each should succinctly define the purpose, objectives, and grading policy of the course.

GPA's are expected to fall within the standard deviation of the Department and the College. The RTP Committee should make appropriate allowances for courses that traditionally fall somewhat below or above Department and College averages.

2. *Student Evaluations and Letters*

- (a) Student evaluations and other student input to the RTP Committee should reflect a favorable student perception of the candidate's communication of knowledge, effort, availability, organization, and attention to student needs. The RTP Committee should make reasonable allowances for the sometimes unforgiving, punitive or erratic nature of student ratings. If student ratings fall substantially below Department and College norms, the candidate and/or the Committee are encouraged to explain these ratings. This may be especially appropriate in situations where instructors are teaching new courses or using new approaches. Conversely, a candidate's consistently superior ratings should be commented on to ensure that subsequent, extra-departmental evaluators will give these scores their appropriate weight.

Comments on the backs of evaluation forms should also be considered, provided that the candidate submits all forms for at least two courses.

- (b) Signed, specific letters from students should be solicited by the RTP Committee by prominently posting the names of all candidates being actively considered for retention, tenure, or promotion. This posting should be done as early as possible each Fall semester, with the submission deadline and the RTP Committee Chair's name and address clearly displayed.

3. *Peer Evaluation*

As early as possible each Fall semester, the Department Chairperson should provide all faculty with the names of those candidates being considered for retention, tenure, or promotion, and should encourage the timely submission of signed, specific letters or memoranda. Faculty who have first-hand knowledge of the candidate's teaching, advising or mentoring effectiveness should particularly be encouraged to submit their assessments to the Committee. Evaluations may be submitted by colleagues of any rank. Service on a current RTP Committee shall not preclude colleagues from providing evaluations to the Committee.

4. *Ongoing Professional Development*

As prescribed in the University RTP Policy [III.A.1.a.(3)], each candidate should provide a narrative or statement of teaching activity and philosophy. In the narrative, candidates should give an account of her/his sustained efforts to develop and improve as a teacher, including ways in which she/he has kept abreast of relevant developments in her/his discipline or specialization or has branched out into other specializations. The candidate

should also describe the development of any new courses, or ways in which she/he has significantly modified courses previously taught, which could include the adaptation of existing courses for online or distance learning application. The candidate could verify these developments or modifications with syllabi and other course materials from two or more semesters.

## B. ENHANCING CRITERIA

### 1. *Peer Evaluation*

Policy on Classroom Visitation: The English Department does not mandate peer visitations of candidates' classes to evaluate teaching. Department RTP Committees, however, encourage input from faculty who have been freely invited by any candidate to sit in on any or all of her/his classes.

### 2. *Working with Students*

Enhancing criteria might include evidence of heading or serving on thesis committees; supervising directed studies; mentoring students; extensive and effective advising; accessibility to students; and rapport with a wide range of students. Contributions of this sort are often difficult to document. The candidate might refer to them in his/her narrative. Evidence might also emerge from comments on the backs of student evaluations, or from colleagues' or students' letters.

## II. SCHOLARLY AND CREATIVE ACTIVITIES

All candidates in the RTP process are expected to demonstrate ongoing engagement in scholarly or creative activities that serve both the discipline and the pedagogical development of the faculty member. In assessing the quality of scholarly or creative work, RTP Committee members will consider such issues as: the work's originality and the extent to which it makes an important contribution to its field; any reviews of the work or letters from other experts in the candidate's file attesting to the work's value; the prestige of the journal or press publishing the work or of the conference where the work is presented; the nature and extent of the review process to which the work has been subjected, or the significance of an invitation to participate in a publishing or conference activity; and the degree of work (research, writing, rewriting, editorial or organizational duties) involved in any project.

### A. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

#### 1. *Essential Criteria*

Faculty should have research-based, full-length essays published (or accepted for publication) in peer-reviewed journals or in collections of essays

published by a reputable academic press or in another recognized publishing outlet for academic work that employs a peer-reviewing system. A single-authored book or textbook would also fulfill essential criteria for tenure and promotion to associate professor. In most cases, a co-authored, edited, or co-edited book or textbook would also fulfill the essential criteria, so long as the faculty member's contribution is equivalent to that required for more than one single-authored essay (in their RTP files, faculty members should explain the nature and extent of their contributions to such publications).

Creative writing faculty should have works of fiction, poetry, creative nonfiction, or a combination thereof, published or accepted for publication in respected journals, anthologies, or magazines (or, in cases of plays and screenplays, produced or optioned). A book-length work of fiction or creative nonfiction published or accepted for publication (or produced or optioned) would also fulfill the essential criteria for tenure and promotion to associate professor. Creative writing faculty may also partially fulfill essential criteria by publishing work that addresses aspects of creative writing pedagogy.

Faculty are also expected to participate in conferences in their fields, either reading papers or organizing and/or moderating sessions. Creative writing faculty may also present papers at conferences; in addition, they may give public readings of their work or organize readings by other writers.

Most faculty will also have engaged in other professional activities, such as the ones listed below under "enhancing criteria."

## 2. *Enhancing Criteria*

Besides further examples of the activities listed above, faculty can fulfill enhancing criteria for scholarly and creative work by activities such as the following: book reviews for academic journals; reviews of manuscripts for an academic press or scholarly journal; special issues of journals edited by the faculty member; memberships on editorial boards of scholarly journals; reprints of previous publications; computer software programs; significant contributions to web sites; short articles in reference books; instructor manuals to accompany textbooks; successful grant proposals subjected to peer review process (most prestigious are national grants, followed by regional, state, and CSULB grants, in that order); awards, prizes, and honors; acceptance to a writer's retreat; essays, book reviews, short stories, poems, or creative nonfiction published in non-academic magazines, newspapers, or other publications. Enhancing criteria may also include selection by administrative units (statewide or local) of faculty to report their research concerning such activities on the campus as student assessment and advising, as well as faculty development, governance, and supported research. Candidates should include a description of the jurying or refereeing process

of the administrative body or granting agency.

3. *Sample Cases*

The following examples do not constitute the only ways to satisfy or fail to satisfy the essential and enhancing criteria for tenure and promotion to associate professor, but they illustrate the Department's understanding of its guidelines' intent.

An example of a candidate who would meet the criteria for tenure and promotion to associate professor would be one who had two full-length essays published or accepted for publication in peer-reviewed journals or collection of essays; two conference papers, one delivered at a national and one at a regional conference; one regional conference session for which the candidate served as moderator; and one book review.

Another example of a successful candidate would be one who had published or had accepted for publication two short stories or ten poems (or a combination of stories and poems) in respected journals, magazines, or anthologies; who had given three readings of his or her work in the Southern California area; who had read a paper at a national conference; and who had arranged to bring a well-known writer to campus for a public reading.

An example of a candidate who would not meet the criteria for tenure and promotion to associate professor would be one who had read two conference papers (one at a national and one at a regional conference), moderated another session at a local conference, and published one book review.

B. PROMOTION TO FULL PROFESSOR

1. *Essential Criteria*

To be promoted to full professor, faculty should demonstrate ongoing scholarly and creative activity since promotion or appointment to associate professor. Faculty should have new examples of the work and activities designated "Essential Criteria" in section II.A.1 above.

2. *Enhancing Criteria*

Same as above for tenure and promotion to associate professor.

3. *Sample Cases*

The sample cases for candidates who meet the criteria for promotion to full professor would be the same as those for tenure and promotion to associate professor, with the stipulation that all the work considered for promotion to full professor must have been done since the last promotion. In other words, the candidate would be expected to have new publications, conference papers, etc.

### **III. UNIVERSITY, PROFESSIONAL AND COMMUNITY SERVICE**

The Department RTP Committee will evaluate the quality and significance of contributions to faculty governance, service to professional organizations, and service to the community.

#### **A. ESSENTIAL CRITERIA**

Candidates for tenure and/or promotion are expected to participate regularly in faculty governance.

#### **B. ENHANCING CRITERIA**

Faculty may enhance their service achievements with active involvement on committees at all levels of the University and the University system, with emphasis upon the departmental and college levels for assistant and associate professors. Authorship of documents, reports, and other materials pertinent to the University, college, or department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions. Active involvement in professional organizations related to the candidate's academic discipline counts as professional service. Some ways in which the candidate can enhance his/her record of service to the community include delivering lectures, presenting workshops at area schools and cultural organizations, participating in outreach programs, giving media interviews, and writing articles or editorials for local, nonacademic audiences. For community service, the evaluation will explain the nature of the service in the context of the discipline and the missions of the University and Department, relating the service to the academic expertise of the candidate.