

**POLICY ON REAPPOINTMENT TENURE AND PROMOTION (RTP) POLICY
WOMEN'S, GENDER AND SEXUALITY STUDIES DEPARTMENT
COLLEGE OF LIBERAL ARTS
CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Mission Statement

The Women's, Gender and Sexuality Studies Department (WGSS) at CSULB argues that understandings of gender issues are fundamental to any culture's ideology and exercise enormous influence. The Department provides an intellectual context from which it is possible to study how gender is one of the major influences that structures our lives and shapes what we call knowledge. The Department's mission is to seek to equip students with the knowledge, skills, and perception necessary to their realization of the fullest range of options available to them as human beings. The WGSS Department provides and encourages contexts conducive to the development of the communication, critical thinking and analytical tools important for rewarding careers.

The Women's, Gender and Sexuality Studies Department embraces the model of teacher/scholar and/or teacher/artist for its faculty, one which balances teaching, research/performance, and service. This policy determines and articulates the criteria and standards the Department wishes to have applied in the evaluation of Candidates for reappointment, tenure and promotion. It is intended to advise and support Candidates in their efforts to develop as teachers, scholars and/or creative artists, and members of the University community.

Service to the local, national, and international community can provide examples for the classroom and experiences that broaden and deepen scholarly and creative activities. Community service promotes the goals of the university by extending learning into the community. Service to professional and academic organizations provides opportunities to share ideas, to communicate and express research, scholarly and creative activities, and to learn and develop teaching skills, materials, and methods. Shared governance is an important aspect of maintaining an open environment in the academy, encouraging the pursuit of truth and knowledge. Shared governance depends on active faculty involvement in service at all levels of the university.

Responsibilities

1. The Candidate is responsible for the well-organized collection and timely presentation of appropriate evidence of teaching, scholarly, and service accomplishments relative to University, College, and Department evaluation criteria. The Candidate is encouraged to seek guidance from the Department Chair, colleagues, and the Faculty Center for Professional Development about the RTP process and the application of criteria and standards.

2. Within the context of the University and College policies, the Women's, Gender and Sexuality Studies Department articulates the application of the criteria and standards for RTP so faculty members may know what is expected of them.

3. WGSS faculty members are from many different intellectual disciplines. Nonetheless, all required scholarly and creative activities submitted for evaluation shall be peer reviewed regardless of the discipline. Candidates are expected to submit evidence attesting to the nature of that peer review.

4. Members of the Department RTP Committee shall be elected by majority vote of the tenured and probationary faculty. The committee shall consist of three members. In cases of joint appointments, the committee shall be constituted according to Academic Senate policy on joint appointments. Committees considering promotion to professor shall be restricted to tenured faculty with the rank of professor. Committees considering reappointment tenure, or promotion to associate professor shall be restricted to tenured faculty with the rank of at least associate professor who are themselves not candidates for consideration in the RTP process.

5. The WGSS Department recognizes the importance of mentoring in the success of RTP candidates and expects candidates to seek and participate in ongoing mentoring activities, which aim to help candidates maintain a clear trajectory of their professional accomplishments and goals. Mentoring shall be provided by the Chair or a mutually agreed upon designee, depending on the type of mentorship relevant to the candidate's needs. Examples of mentoring may include but are not limited to:

- a. reviews of syllabi
- b. informal and formal meetings
- c. orientation to university committees and service expectations and opportunities
- d. providing guidance for academic publishing, grant writing, and other activities related to the field

Department Expectations

The Women's, Gender and Sexuality Studies Department follows University and College policies in evaluating each of the three areas of review: instruction-related activities, scholarly and/or creative activities, and service. The Department's RTP policy provides

expectations specific to Women's, Gender and Sexuality Studies. It is not designed to substitute for but rather to supplement University and College criteria. A Candidate who meets the criteria in all three areas of performance shall be recommended for reappointment, tenure and/or promotion.

I. Instruction and Instructionally-Related Activities

This category includes teaching in a classroom setting, student advising and mentoring, supervision of student research, curriculum development, and other activities related to the goal of educating and helping to prepare students for future educational and career goals. The Department RTP Committees are expected to evaluate files for excellence in the area of teaching, but also to differentiate between different kinds of teaching and mentoring activities and note the particular contributions of each.

Delivering high quality instruction is the preeminent objective of any pedagogical approach and method. This requires assessment by the Department RTP Committee of the breadth and level of course coverage; grade distributions; methods of student assessment; approaches employed to assure that grades reflect work done by the student; and the basis for evaluating the culminating knowledge and skills of the student.

A. Required Criteria

1. Pedagogical Approach and Method: Instructional methods should be appropriate to courses taught; materials should be up-to-date and appropriate for the topic, and should reflect changes in the discipline(s). 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 the students the learning goals of the course and include course requirements, class schedule, assignments and grading policies.

2. Student Evaluations: Candidates must submit student course evaluation summaries for each course for which formal student evaluations were required by the department during the period of review. In the case where the Candidate is experimenting with new teaching methods and a formal student evaluation is not required, the Candidate must document the experiment and include a method of evaluating the outcome of the experiment that is acceptable to the Faculty Center for Professional Development. Student evaluations should, on an on-going basis, reflect favorably on the candidate's ability to organize and present the content of the course, and to provide engaged students with the tools for understanding and for academic success. Evaluations that fall below and/or GPAs that are above department and College averages on a consistent basis will be a cause for concern and potentially harmful to the candidate's success in the RTP process. Faculty in this situation are expected to provide an explanation of these marks and the context in which these occurred in the narrative. However, the Women's, Gender and Sexuality Studies Department recognizes that student evaluations

may be affected by many different factors, including class size, level and composition, pedagogical approach, an assignment due to Department needs, and unforeseen developments.

Evaluation of Student Responses Relative to Context

The committee shall evaluate student response to instruction relative to context, including:

- a. Class characteristics
 1. Course level
 2. Number of enrolled students
 3. Whether this was a new course preparation
- b. Candidate's teaching assignment
 1. Number of new course preparations during the semester of evaluation
 2. Total number of different course preparations
- c. Candidate's experimentation with methodologies in attempting to improve teaching effectiveness
- d. Trends over time

3. On-going Professional Development as an Educator: thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected in all candidates. This shall 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 Faculty Center for Professional Development, and activities of a nature designed to improve teaching effectiveness.

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

5. Classroom Evaluation: Evaluation of a candidate's teaching shall include one classroom visitation by a member of the Department's RTP committee. In the case of a joint-appointment, two visitations may be appropriate, as long as one visit is conducted by a member of the Women's, Gender and Sexuality Studies Department RTP committee. In joint appointments, a candidate is allowed one preemptory challenge of the assigned visitation reviewer from the other non-WGSS Department. The candidate will be informed in advance when a visit or visits will occur. After each visit, the RTP member will write a report for inclusion in the candidate's file.

6. Curricular development: As Women's, Gender and Sexuality Studies is a rapidly expanding field, curricular development is necessary to keep the Department vital, and it is expected of all faculty.

B. Additional Expectations:

In consultation with the Department Chair, candidates are expected to enhance their teaching records in at least two areas that may include, but are not limited to, the following:

1. Student mentoring and supervising students on directed study or research projects.
2. Supervising Honors or Masters' Theses.
3. Directing students connected to internship projects, on or off the campus.
4. Advising student groups in curricular or extra-curricular settings, informal advising, and other forms of non-classroom teaching.
5. Developing pedagogical techniques related to the discipline or an interdisciplinary field of study.
6. Serving on panel presentations on campus, being a guest speaker in a colleague's class, doing a presentation before a student group, a campus organization or the campus community.
7. Developing teaching materials or pedagogical techniques directly related to the candidate's teaching assignment, discipline-related professional organizations, or more broadly, to the discipline. Developing new curriculum and courses.
8. Organizing teaching colloquia or pedagogical workshops. Presenting at professional conferences on panels related to pedagogical strategies and techniques and student learning and development.
9. Developing pedagogical tools reflecting new uses of technology with local, regional or national applications (web-based classes, student projects or activities with a specific internet focus, power point presentations to augment instruction in new ways, curriculum development projects in tandem with other campuses).
10. Developing assessment models or programs with local (departmental/campus) or regional/national scope.

II. Research, Scholarly and Creative Activities (RSCA)

The Women's, Gender and Sexuality Studies Department expects faculty to be committed to an active program of research, scholarly and creative activities that demonstrates professional growth over time. The Department's RTP committee will be expected to evaluate excellence in all areas of research, scholarship and creative intellectual work. As members of the Women's, Gender and Sexuality Studies Department, faculty come from differing intellectual disciplines, the Department has no single model for Candidates in the research and creative process. RTP committees will thus evaluate the particular value of an individual Candidate's work, as well as the pursuit of new interests and the acquisition of new skills. The Department does expect each Candidate to demonstrate serious and ongoing scholarly work that has or will result in a solid core of peer-reviewed publication. In order to be considered a required publication or performance, there must be clear evidence of peer-review.

A. Required Criteria:

Required scholarly and creative achievements are to contribute to the advancement, application and/or pedagogy of the discipline(s) and be distributed to appropriate audiences. The RTP committee is looking for a record of sustained intellectual accomplishment that can take a wide variety of forms, including, but not limited to: peer-reviewed journal articles; books by academic and quality commercial presses; textbooks; chapters in edited books; research-based reports to granting agencies; research-based review essays; grant proposals; curating research-related exhibits; and publications in the electronic media that demonstrate sustained intellectual inquiry. RSCA requirements also include ongoing presentations of original work at professional conferences with review procedures standard for the discipline.

For purposes of RTP in the Department of Women's, Gender & Sexuality Studies, research is defined as activities that involve exploration, analysis, and explanation relevant to the field of Women's, Gender, and Sexuality Studies.

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 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 in this area. In addition to this narrative essay, the evidence of scholarly and creative activities will include all works produced during the period of evaluation. This may include electronic and filmed representations of the work.

Minimum RSCA Expectations by Rank:

- 1) Candidates who are up for initial reappointment are expected to have a minimum of one paper presentation of original scholarly work at an academic conference.

2) Candidates who are up for tenure and promotion to Associate Professor are expected to have a number of required publications published or forthcoming by tenure. These required publications shall consist of a minimum of one of the following:

- a. three (3) journal articles or book chapters, one of which must be sole-authored
- b. one (1) scholarly book
- c. an anthology edited by the candidate in which s/he also has an original chapter and one (1) journal article or an additional (1) book chapter in a different anthology
- d. a textbook and one (1) sole-authored journal article or book chapter

3) Expectations for promotion to full professor are higher than those for promotion to associate professor. Candidates who are up for promotion to Professor are expected to disseminate a substantial body of peer-reviewed work at the national and international levels.

In the case of co-authorship or editing at any rank, the candidate must explain her/his involvement, role in and contribution to the process.

Consistent with the objective of obtaining the best and most thorough evaluation possible of the Candidate's scholarly and creative achievements, the Candidate is encouraged to solicit letters attesting to the value of contributions and include these in the file. 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 other scholarly publications.

Required Evidence:

In order for the Department's RTP Committee to ascertain the quality of any research, scholarly and creative activity, candidates must include in their RTP files all works they wish to be evaluated. All publications listed and/or included in the file must include full citations. Citations shall indicate whether the materials are refereed, invited, externally reviewed, and include a description of the refereeing process of the publisher, journal, or professional association.

In the narrative, the candidates shall include a discussion and provide clear documentation for each scholarly activity including;

1. The *quality and significance of the publication* to the discipline (e.g., scholarship effectiveness or practical implications to the discipline and/or public).
2. The *peer-review process*, including whether the publication underwent an external or internal review and the extent and nature of the review process. Candidates must be specific when explaining this process (e.g., the journal review process included a blind review by three reviewers).

3. Discussion of the *manuscript status*. Evidence documenting the status of all in-progress works must be included in the file. This includes letters (on letterhead) and emails from publishers or editors stating the status and estimated time to publication.

RSCA not yet in print or otherwise in the public domain must be labeled on the Professional Data Sheet according to the following definitions of publication status:

- a. *In press* and *forthcoming* are interchangeable. Both refer to an accepted work that is in the copy-editing, page proof, or other pre-publication state.
- b. Accepted refers to a manuscript that a publisher or other entity has agreed to publish without major changes.
- c. Conditionally accepted refers to a manuscript that has been reviewed and has received this evaluation from a publisher or other entity, indicating that changes are required before the manuscript will be published.
- d. Revise and resubmit refers to a manuscript that has been reviewed and has received this evaluation from a publisher or other entity, indicating that the manuscript has to be evaluated again prior to a final decision.
- e. Submitted means only that work has been submitted for consideration.
- f. Under contract with complete manuscript draft refers to RSCA for which there is a contract granted and a complete manuscript draft.
- g. Under contract without complete manuscript draft refers to RSCA for which there is a contract granted without a complete manuscript draft.

Proof of Publication Status:

For in press, forthcoming, and accepted RSCA submitted with the RTP file, candidates must submit evidence of publication status (e.g., a letter from the publisher/editor or a copy of the contract). RSCA not submitted for evaluation (e.g., work in progress) does not require such documentation.

B. Additional Expectations:

In consultation with the Chair, the Candidate shall enhance the record of scholarly and creative activities in two (2) or more ways that may include, but are not limited to, the following examples: grants and awards for research; participation in the grant process as an evaluator or consultant; manuscript reviewer for scholarly journals and book publishers; publication of book reviews; encyclopedia entries; editorship of or significant contributions to a newsletter serving the discipline(s) or a related field; professional recognition for excellence in research, research-related activities or performance; planning or helping to host an academic conference; invited panels at appropriate professional conferences; film or exhibit curation for non-academic conferences; discipline-related publication in the popular media; research-based consultancies; discipline or research-based interviews in the media.

III. Service

There are three types of service: to the community, to professional and academic organizations, and to the University. Service to the community is the application of

knowledge of the candidate's discipline to local, regional, state, national and international communities. This includes, but is not limited to, serving in advisory capacity and presentation to nonacademic organizations; serving on the board of directors of a community agency dealing with the issues in Women's, Gender and Sexuality Studies; chairing significant community committees that deals with discipline-based issues; and organizing community events and/or activities related to the discipline(s). Service provided to the community must be directly related to the candidate's academic expertise in order to be considered in the RTP process at the department level. Consultancies, paid or unpaid, will be evaluated based on (a) benefit to the discipline and department, and (b) benefit to the missions of the college and university.

Professional and service to the profession include, but is not limited to: organizing sessions at conferences, serving on boards and committees, serving as a discussant of presented papers, serving as reviewer for academic journals or books, and serving on panels to review programs at other universities. University service is the contribution to faculty governance at the Department, College, University and Systemwide levels, with an emphasis on the Department and College levels for assistant and associate professors.

A. Required Criteria:

All faculty share collegial responsibilities and are expected to participate actively, consistently, and in an ongoing manner, in faculty governance and administrative duties at the Department, College and University levels, as well as in appropriate professional organizations and/or activities. Whatever the level of service within the University, the quality of that service is the primary consideration.

Candidates may demonstrate service through:

1. Participating on assigned and elected departmental committees.
2. Service as an elected officer of the department.
3. Service as an appointed or ad hoc committee member in the department.
4. Service on various college and university-wide committees.

Minimum Service Expectations by Rank

- a. Probationary faculty members in the first three years of appointment typically are expected to focus service activities at the department level.
- b. For tenure and promotion to the rank of Associate Professor, probationary faculty members typically are required to make high-quality service contributions to their department, and to either the college or the university.
- c. For promotion to the rank of Professor, successful candidates are expected to have a substantive service record that includes: (1) service at

department, college, and university levels; (2) a record of leadership at the University; and (3) a record of service in the community and/or the profession. University leadership may be demonstrated by a record of holding formal offices (e.g., committee chair) and/or of active engagement in faculty governance (e.g., active participation in accreditation or policy-writing processes).

B. Additional Expectations:

The Women's, Gender and Sexuality Studies Department recognizes, encourages, and values additional materials that enhance and strengthen the candidate's file and demonstrate active engagement with the field. In consultation with the Chair, the candidate is expected to engage in two (2) or more of the following types of activities that may include but are not limited to: speaking to non-campus organizations, curating events, organizing departmental events, organizing campus events/speakers, serving as media resource, and mentoring student groups.

Changes to the RTP Policy

To become effective, all proposed amendments to this policy shall require a majority of the ballots cast by the tenured and probationary faculty members and the approval of the Faculty Council, the Dean and the Provost/Senior Vice President for Academic Affairs.