

Department of Romance, German, Russian Languages and Literatures

Policy on Retention, Tenure, and Promotion

March 15, 1997

I. Preamble

This document establishes the requirements for the retention, tenure and promotion of tenure-track faculty hired by the Department of Romance, German, Russian Languages and Literatures. Candidates for retention, tenure, and promotion in the department are encouraged to structure their careers in ways that meet the criteria set forth in the departmental, College of Liberal Arts and University RTP documents.

The Department of Romance, German, Russian Languages and Literatures teaches the languages, literatures and cultures of the French, German, Italian and Russian and Spanish-speaking peoples to undergraduate and graduate students at California State University, Long Beach. It is the mission of the Department to deliver the highest quality information in the various disciplines it represents to its students and to the extended University community through the application of the most current and innovative teaching methodologies and technologies. The Curriculum supports B.A. and M.A. programs in French, German, and Spanish and Minor programs in Italian and Russian, and Liberal Studies; the Department also participates in the granting of the Single Subject Credential in French, German, and Spanish. Our Department also supports programs that require our courses, such as International Studies and International Business, as well as General Education. High standards are maintained through scholarly contributions and active service to the University, profession, and community.

Our commitment to scholarly and instructional excellence is manifest in the training the Department provides for prospective foreign language teachers and instructors K-16; Ph.D. students in French, Spanish, German, Romance Languages, Linguistics, Comparative Literature and Cultural Studies; language professionals in the fields of translation and interpretation, travel and technical disciplines. Considering the rapidly evolving fields of language acquisition, pedagogy, cultural and literary studies, the Department promotes research activities of both a theoretical and applied nature.

The Department assigns equal value to the areas of scholarship, instruction, and service, and particularly values contributions that integrate at least two, if not all three, of the criteria evaluated in the RTP process.

II. Responsibilities

Various levels of responsibility exist within the RTP process.

A. The Candidate is responsible for collecting and presenting appropriate evidence of scholarly, instructional, and service-related achievement by established deadlines. This evidence shall be presented in the order, format, and amount designated by University guidelines and in accordance with the criteria and standards outlined by the University, College and Department.

B. The Department must articulate and make available to the Candidate in writing, its expectations, the evaluation criteria and standards, and their mode of application. The Department Chair will meet with candidates for retention, tenure and promotion and assist them in developing a career plan that encompasses the evaluative categories. This plan will be reviewed and updated annually.

The Department will elect an RTP committee. It will consist of three full-time, tenured faculty members of rank higher than the Candidate. The RTP committee shall structure the peer-review process which is a crucial factor in the evaluation of candidates' performance.

III. Criteria and Evaluation

The Department follows University policy in distinguishing between Essential Criteria and Enhancing Criteria. Essential Criteria describe the nature and level of performance required of all faculty. Enhancing Criteria establish standards by which the Candidate may qualify and be evaluated in aspects that exceed the Essential Criteria.

1. Instruction and Instructionally Related Activities

This category includes teaching in a classroom setting, distance or technologically mediated instruction, advising, supervision of student research and fieldwork, curriculum development, and other activities related to the goal of educating students.

A. Essential Criteria

(1) Pedagogical Approach and Method

Candidates shall demonstrate mastery of current pedagogical approaches and methods used in foreign-language teaching, or teaching in a foreign language as appropriate to the level and goals of courses taught. The use of technologically mediated materials and their integration into the syllabi shall play a significant role in the weighing of pedagogical approach and method. Mastery shall be determined through the process of peer review of teaching and evaluation of course syllabi and materials. Materials should be up-to-date and appropriate to the topic. Course requirements should be clearly stated, including a day-by-day semester schedule that designates reading and homework assignments, laboratory attendance, exam dates, paper deadlines, field trips, grading policies and practices, as well as any other information deemed useful to the student.

(2) Student Evaluations

On an ongoing basis, student evaluations should reflect favorably on the candidate's teaching abilities. Evaluations that fall below department, college, and university averages on a consistent basis will have a negative effect upon the candidate's success in the RTP process. Since the Department realizes that student evaluations are affected by class size, class level, the number of times a professor has taught the class, pedagogical experimentation and innovation, or unforeseen developments, the RTP Committee shall weigh all of these factors when evaluating the numerically-generated teaching evaluation averages.

(3) Ongoing Professional Development as a Teacher

A narrative documenting teaching philosophy and efforts to improve teaching effectiveness should include peer review and discussion with the purpose of evidencing a pattern of growth and development as a teacher.

(4) Ongoing Professional Development in the Discipline

Currency in the field shall be demonstrated through attendance at discipline-based conferences, interaction with colleagues, and familiarity with major issues and arguments in their respective fields that find application in the content of class materials, frequent revision of syllabi and formal or informal presentation for students and colleagues.

(5) Demonstrable Student Outcomes

Evidence shall be provided of student learning outcomes and acquisition of course content, and assessment of student intellectual growth. Such evidence may consist of sample exams and quizzes that demonstrate skill building and mastery, student outcomes on proficiency tests and oral interviews, or class projects.

(6) Candidates' records should indicate a willingness to assume an individual share of department responsibility for mentoring, directed studies projects and graduate level committee work for student preparation, proficiency interviews for single subject credential candidates, organization of student clubs, field trips and comprehensive exams.

B. Enhancing Criteria

Candidates may enhance their teaching records in ways that include, but are not limited to, the following examples:

- (1) Participating in departmental or extra-departmental tutoring/mentoring projects.
- (2) Participating in innovative approaches to teaching and learning, e.g., Internationalizing the

Curriculum, technology-mediated instruction, etc.

(3) Advising students to work or study abroad; directing students to internship projects on or off the campus.

(4) Advising student groups in curricular or extracurricular settings.

(5) Participating in K-12 outreach groups, e.g. Seamless Education.

(6) Developing or assisting in the development of multimedia courseware or pedagogical techniques related to the discipline.

(7) Developing teaching materials directly related to the candidate's teaching assignment, or more broadly, to the discipline.

2. Scholarly and Creative Activities

The Department RTP Committee shall evaluate the candidate's scholarly and creative achievements during the period subject to RTP review. Copies of all materials evaluated are to be included in the candidate's RTP file. Full citations are required for each publication listed. Quantity shall not substitute for quality. The Department RTP Committee shall evaluate the significance of the achievement as a contribution to the discipline. Citations shall indicate whether the materials are juried, refereed, invited, externally reviewed, and include a description of the jurying or refereeing process of the publisher, journal, or professional association. Useful evidence may be obtained from the publisher or editor of the acceptance rate of the journal. In addition, the standing of the publisher, journal, meeting, or exhibition shall be included in the evaluation by the Department RTP Committee (e.g., a major or minor publisher or journal, professional meeting or professional performance of national or regional scope). The Department RTP Committee shall describe the method they used to evaluate scholarly, creative, or professional achievement.

A. Essential Criteria

(1) Candidates must demonstrate an ongoing program of scholarship, whose primary purposes are keeping abreast of one's field and contributing to the body of knowledge and scholarship in one's particular discipline.

(2) The kind of evidence a candidate should include in support of an RTP file in the Department of Romance, German, Russian Languages and Literatures will depend to some extent upon the nature of the assignment.

B. Enhancing Criteria

(1) Enhancing criteria include a combination of a substantial record of peer-reviewed publications and professional recognition of the quality of the publications.

(2) The following are examples of evidence of professional recognition for the impact of scholarly and creative accomplishments: journal publications such as non-refereed, invited papers, comments and replies, book reviews; also, the number of citations to the candidate's publications, as evidenced in the Social Science Citation Index, the Science Citation Index, and the Humanities and Arts Citation Index; appointments to editorial positions with recognized journals, invitations to present papers, extramural letters from recognized leaders in the discipline that evaluate the scholarly contributions of the candidate, selection to review personnel cases for faculty at other universities, appointments to selection panels for contracts or grants, and referee assignments. The Department RTP Committee shall evaluate the importance of the recognition (e.g., status of journal, press, organization, leaders in the discipline, university).

(3) Enhancing criteria may also include selection by administrative units (statewide or local) of faculty to report their research concerning such activities on the campuses as student assessment and advising, as well as faculty development, governance, and supported research. Include a description of the jurying or refereeing process of the administrative body, or granting agency.

3. Service

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

1. Service to the community is the application of knowledge of the discipline to local, regional, state, national, and international communities. This includes serving in an advisory capacity and presentation to non-academic organizations.
2. Professional and academic service to organizations includes organizing sessions at conferences, serving on boards and committees, serving as a discussant of presented papers, and serving on panels to review programs at other universities. University service is the contribution to faculty governance at the Department, College and University levels.

A. Essential Criteria

All faculty are expected to participate regularly in faculty governance, and in professional or academic organizations.

B. Enhancing Criteria

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

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. Whatever the level of service within the University, the quality of that service is the primary consideration. 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.

In addition to campus governance activities, faculty members may participate in community service to professional organizations and in professionally-related activities (e.g., local, state, national, and/or international levels) through such discipline-oriented activities as committees; workshops; speeches; media interviews, articles, and/or editorials; performances; and/or displays. For community service, the evaluation shall 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.