

POLICY ON RETENTION, TENURE AND PROMOTION WOMEN'S STUDIES PROGRAM CALIFORNIA STATE UNIVERSITY, LONG BEACH

Mission Statement

The Women's Studies Program at CSULB argues that understandings of gender issues are fundamental to any culture's ideology and exercise enormous influence. The Program 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 Program'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. We provide and encourage contexts conducive to the development of the communication, critical thinking and analytical tools important for rewarding careers as we enter the new millenium.

The Program in Women's Studies embraces the model of teacher/scholar and/or teacher/artist for its faculty, one which balances teaching, research/performance, and service. This document determines and articulates the criteria and standards the Program wishes to have applied in the evaluation of Candidates for hiring, retention, 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.

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 Program evaluation criteria. The Candidate is encouraged to seek guidance from the Program Chair, colleagues, and the Faculty Development Center about the RTP process and the application of criteria and standards.
2. Within the context of the University and College policies, the Women's Studies Program articulates the application of the criteria and standards for RTP so faculty members may know what is expected of them.
3. Our faculty are from many different intellectual disciplines. Nonetheless, all scholarly and creative activities successfully fulfilling the requirements for essential work will 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 Program RTP Committee shall be elected by majority vote of eligible faculty (tenured and tenure-track appointments with at least one semester's service). The Committee shall consist of three members. In cases of joint appointments and joint committees, the number of Women Studies' RTP members on the joint committee shall reflect, as closely as possible, the Candidate's appointment in the Program. Committees considering promotion to professor shall be restricted to tenured faculty with the rank of professor. Committees considering retention, 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.

Program Expectations

The Women's Studies Program follows University and College policies in evaluating each of the three areas of professional review, instruction-related activities, scholarly and/or creative activities, and professional service, into two distinct categories: Essential Criteria and Enhancing Criteria. The essential criteria describe the nature and level of performance required of all faculty. Enhancing criteria establish standards by which faculty, following diverse pathways, are evaluated beyond the essential criteria. The Program's RTP document provides expectations specific to Women's Studies. It is not designed to substitute for but rather to supplement University and College criteria. A Candidate who meets the Essential Criteria in all three areas of performance shall be recommended for tenure and/or promotion.

I. Instruction and Instructionally Related Activities

A. Essential 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:** Student evaluations for all classes must be included in the RTP file unless the Candidate is experimenting with new teaching methods. In this case, the Candidate must document the experiment and include a method of evaluating the outcome of the experiment that is acceptable to the Faculty development Center. 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 Program 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 will be asked by the RTP committee to provide a written explanation for those marks during the formal evaluation procedure. However, the Program in Women's Studies recognizes that student evaluations may be affected by many different factors, including class size, level and composition, pedagogical approach, an assignment due to Program needs, and unforeseen developments. In that spirit, RTP Committees in the Program are urged to look carefully at the entire record of students' evaluations and to weigh carefully any unusual circumstances that might affect a given candidate's record.
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 any activities of a nature designed to improve teaching effectiveness.

4. On-going 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, and/or electronic communications with colleagues and/or activities.
5. Classroom Evaluation: Evaluation of a candidate's teaching shall include one by a member of the Program'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 Studies RTP committee. In joint appointments, a candidate is allowed one preemptory challenge of the assigned visitation reviewer from the other non-Women's Studies 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 Studies is a rapidly expanding field, curricular development is necessary to keep the Program vital, and it is expected of all faculty.

B. Enhancing Criteria:

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

1. Directing Masters' Theses
2. Mentoring students, directed study projects, informal advising, and other forms of non-classroom teaching
3. Directing students connected to internship projects, on or off the campus
4. Helping other faculty develop service learning curriculum and courses
5. Advising student groups in curricular or extra-curricular settings
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 new areas of expertise and new courses based on that expertise

8. Developing teaching materials or pedagogical techniques directly related to the candidate's teaching assignment, discipline-related professional organizations, or more broadly, to the discipline
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. SCHOLARLY & CREATIVE ACTIVITIES

The Women's Studies Program believes that faculty must be committed to an active program of scholarly and creative activities that demonstrates professional growth over time. The Program's RTP committee will be expected to look for excellence in all areas of scholarship and creative intellectual work, but also to differentiate between kinds of work and note the particular skills required for each type. As members of the Women's Studies faculty come from differing intellectual disciplines, the Program has no single model for Candidates in the research and creative process. RTP committees will thus pay careful attention to the particular value of an individual Candidate's work, and take into consideration the pursuit of new interests and the acquisition of new skills. The Program does expect each Candidate to demonstrate a solid core of essential, peer-reviewed scholarly and/or creative activities.

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 demonstration 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.

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 seek external evaluations of her contributions and include these in her 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. Inclusion of the Candidate's work as examples of scholarly or creative achievement by others of note can also be included and used in the evaluation process.

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; performance; curating of research-related exhibits or performance; and publications in the electronic media that

demonstrate sustained intellectual inquiry. Candidates with long-term scholarly output that may seem comparatively small, but whose work is nonetheless recognized as groundbreaking by the academic community, should be judged accordingly.

A. Essential Criteria:

Essential scholarly and creative achievements are to contribute to the advancement, application and/or pedagogy of the discipline(s), be distributed to appropriate audiences and receive favorable review from peers. The Candidate is expected to demonstrate serious and ongoing scholarly work that has or will result in peer-reviewed publication or performance. This may be demonstrated through peer reviewed journal articles, book chapters, and books; peer reviewed edited collections of essays or editions of a special issue of a journal; and peer reviewed creative performances or exhibits.

B. Enhancing Criteria:

The Candidate may enhance her record of scholarly and creative activities in ways that include, but are not limited to, the following examples: grants and awards for research; participation in the grant process as an evaluator or consultant; research reports to granting agencies, 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 press; research-based consultancies; discipline or research-based interviews in the media;

III. Professional Service

There are three types of service: to the community, to professional and academic organizations, and within 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. Professional and academic service to organizations includes, 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 Program, College, University and Systemwide levels, with an emphasis on the Program and College levels for assistant and associate professors.

Assessment of service shall be based on the information described in the narrative, as well as on supporting evidence provided by the Candidate which may include, but shall not be limited to, letters of invitation or thanks, memoranda acknowledging the quality of the contribution, printed programs, and other appropriate documentation.

A. Essential Criteria:

All faculty share collegial responsibilities and are expected to participate actively in faculty governance and administrative duties at the Program, 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.

B. Enhancing Criteria:

Faculty may enhance their service achievements with active involvement in service to the community and to professional and academic organizations. Meaningful service provided off-campus must be related to the academic expertise of the candidate in order to be considered in the RTP process at the Program level. This may include, but is not limited to, serving on the board of directors of a community agency dealing with the issues in Women's Studies; chairing significant community committees that deals with discipline-based issues; and organizing community events and/or activities related to the discipline(s). Consultancies, paid or unpaid, will be evaluated based on a) benefit to the discipline, and b) benefit to the missions of the Program, the College and the University.