A GUIDE TO
STANDARDS FOR RETENTION, TENURE AND PROMOTION (RTP)
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
SAN FRANCISCO STATE UNIVERSITY
Approved by Faculty Affairs, Fall 2021

As required by University Policy on Retention, Tenure and Promotion (Policy #F19-241), all faculty members in the Department of Modern Languages and Literatures who are being considered for retention, tenure and promotion will be evaluated in three categories: 1) teaching effectiveness, 2) professional achievement and growth, and 3) contributions to campus and community. The university policy also states, "It is the responsibility of the department to establish clearly the department's expectations for retention, tenure and promotion consistent with the university criteria." The department Retention, Tenure and Promotions Committee, followed by the department Chair, will consider and evaluate all of the achievements of a candidate for retention, tenure and/or promotion in accordance with the departmental expectations listed below.

DOCUMENTATION

The faculty member being reviewed is responsible for preparing an up-to-date curriculum vitae and selecting materials they wish to have considered; these are to be uploaded to the electronic Working Personnel Action File (eWPAF) prior to the date the file is closed. Guidelines are available at https://facaffairs.sfsu.edu/ewpaf-guidelines-3.

- RESOURCES. Candidates are expected to follow the most recent guidelines set out in the "Preparing for Tenure and Promotion Handbook" available at

    o   https://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources

- CURRICULUM VITAE. Following Revised Senate Policy #F19-241, candidates are expected to use the most recent curriculum vitae format available at

    o   https://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources

- SELF-STATEMENTS. Candidates should provide prefatory self-statements or narratives of no more than 750 words per statement for each of the three sections of the eWPAF. The purpose of the self-statements is to frame and contextualize materials in that section, particularly for those at higher levels of review or not within the candidate's discipline. The Department of Modern Languages and Literatures recommends that candidates review examples of self-statements produced by other faculty who have undergone review.

- COMPILATION ADVISEMENT. The department Retention, Tenure and Promotions Committee and the department Chair will be available to provide assistance as needed.

I. TEACHING EFFECTIVENESS

To be considered for retention, tenure or promotion, regardless of qualifications in other categories, candidates must meet the standard of excellence in teaching that is normally expected of faculty and required by the University, as stated in current Academic Senate policies, to wit: "Effective teaching is exhibited in the classroom, research laboratory, or in the community. It is demonstrated when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service."

The criteria for evaluation of teaching in the Department of Modern Languages and Literatures are:

a. RANGE AND BREADTH OF COURSES: Tenured and tenure-track faculty in the Department of Modern Languages and Literatures may be called upon to teach a variety of courses, from lower-division undergraduate language and subject matter courses, to upper-division language and subject matter courses, to graduate courses, according to program needs.

b. COURSE MATERIALS: Syllabi and selected relevant documents (bibliographies, reading lists, class projects/assignments, examinations, course websites, online course design) are used by the department RTP Committee as evidence of course organization, course level, and the expectations the faculty member sets for student learning. Course materials in the target language do not need to be translated, but documents submitted in a language other than English should be briefly described in the self-statement on teaching effectiveness.

c. PEER CLASS VISITATIONS: Class visitations by colleagues are vital for assessing the level of the professor's presentation, expectations, and style of engagement with students. These visits complement student evaluations, which can be affected by class demands and grades. All faculty members are encouraged to obtain such peer evaluations from a variety of colleagues, and probationary faculty are encouraged to obtain them annually. Evaluators of online classes may observe synchronous sessions, or evaluate asynchronous materials as conditions dictate. Evaluators will submit a written report to the faculty member and to the department Chair for placement in the eWPAF.

d. STUDENT EVALUATIONS: Faculty seeking tenure and/or promotion must include in their eWPAF the Student Evaluations of Teaching Effectiveness (SETE) that are automatically made available to students each semester. **(See appendix for exceptions related to the COVID-19 crisis)**. The department RTP Committee regards these surveys as important because they provide a large representative sample

of student reactions. When compiling their eWPAF, faculty should include on their CV their own scores compared to the department average. Separate averages are compiled for each of three levels: lower-division language and subject matter courses, upper-division language and subject matter courses, and graduate courses. The student evaluation form used in the department utilizes a scale of 1 to 5, with 1 as the best score. Typically, a score numerically above 2.0 in any course suggests a need for improvement. The department RTP Committee will also calculate averages of the scores for individual courses, in two ways. First, an overall average for all courses will be calculated, which should fall between 1.0 and 2.0. Second, it will calculate separate averages for the three levels of courses: lower-division language and subject matter courses, upper-division language and subject matter courses, and graduate courses. The average for each of the three levels should fall between 1.0 and 2.0. In interpreting averages, the Committee may consider the size and nature of the courses involved, as well as course assignments.

e. STUDENT LETTERS: Signed written comments from students are taken seriously, but because they usually represent a small sample of student opinion, they are not regarded as highly as SETE results. Only signed and dated letters addressed to the department RTP Committee or department Chair will be accepted. The Committee and Chair will not review end-of-semester "Thank You" cards, emails, and other such ephemera from students.

f. CURRICULUM DEVELOPMENT: Creation and development of new courses or curricula can be considered in this category, but candidates should note that a certain level of course preparation and development is expected of all faculty members. Establishment of a new concentration, or creation of a new academic program requiring effort above the usual expectation may be presented, along with relevant documentation showing the nature and scope of the effort. In addition, unusual or exceptionally innovative course materials may be submitted for consideration if they are judged to be beyond the usual expected effort of faculty.

g. PARTICIPATION/ATTENDANCE IN TEACHING-ORIENTED PROFESSIONAL CONFERENCES AND WORKSHOPS: Staying up to date in one's field, revising course content, and continuous improvement of the teaching and learning process is expected of all faculty in the department. However, consideration may be given to attendance and/or participation at conferences or workshops which are specifically oriented to improving the teaching and learning process.

h. ADVISING: Whether officially designated "advisor" or not, all faculty must be effective in advising and willing to confer with students. Collaborative projects with students are encouraged.

i. SUPERVISION OF MASTER'S THESES AND/OR CULMINATING EXPERIENCES: In programs that offer an M.A., supervision of M.A. theses as a first, second or third reader; or supervision of Culminating Experience projects or exams is considered a substantial part of a faculty member's teaching contribution.

j. MISCELLANEOUS: At a minimum, basic technology skills (email, word-processing, file-sharing, web-posting, video conferencing, and a working knowledge of the course management system) are strongly encouraged, as effective teaching in the 21st century is impossible without them.

k. INDEPENDENT STUDIES: Although generally discouraged, independent studies may be offered in exceptional circumstances. In such cases, faculty are encouraged to highlight them in the eWPAF, and they may be used to demonstrate teaching effectiveness.

For Promotion from Associate to Full Professor, candidates should demonstrate continuing efforts to improve their teaching in the aforementioned areas. In addition, faculty must demonstrate leadership in teaching more broadly by contributing, for example, in:

- Teaching-related faculty development workshops or trainings;
- Mentoring junior faculty through classroom observation and sharing of teaching techniques
- Leading program development and evaluation
- Ongoing curricular innovation and development
- Adopting innovative course methodologies
- Proposing and teaching new classes

II. PROFESSIONAL ACHIEVEMENT AND GROWTH

Candidates for retention, tenure and/or promotion must meet the minimum evaluative standards for Professional Achievement and Growth as stated in current Academic Senate Policies. As faculty professional achievements and intellectual growth enhance the lives of students, the department, and the university itself, the Department of Modern Languages and Literatures expects both probationary and tenured faculty members to demonstrate patterns of intellectual activity and growth commensurate with their academic rank. Our department evaluates scholarship according to its quality and impact, not according to quantitative measures of productivity alone. Thus in weighing merit for retention, tenure and/or promotion, the department may adjust the quantitative measures of scholarly output employed below to take into consideration the depth of research associated with a project, or the project's impact on the field.

The criteria presented apply for A) Retention, B) Tenure and/or Promotion to Associate Professor, and C) Promotion to Full Professor while taking into consideration the expectations for each category as outlined below:

The Department of Modern Languages and Literatures considers works in languages other than English, when subject to the same standards of peer review, to qualify as equally meritorious as English-language works. Evidence of professional achievement and growth must include publication and presentation of original scholarly work. The term *publication* is not intended to be restricted to paper and ink; electronic publication of books, journals, and other scholarly media shall be considered on an equal basis. The key to determining the significance of an item is not the medium of publication but the review process, the scholarly reputation of the journal or other publisher, and the critical reception of the item by the discipline.

Candidates are expected to produce quality scholarship from the following list. Because we are a department made up of several related but distinct disciplines under the rubric of "Modern Language and Literatures," the kinds of professional activity and forms of publication that demonstrate quality scholarship will vary depending upon the faculty member's program and specialization within the department.

The Department of Modern Languages and Literatures fully recognizes co-authored work as important to the candidate's field and believes in its value to bring different perspectives to a research, increase productivity, and establish scholarly networks. To this end, MLL acknowledges co-authored scholarly work (e.g., a peer-reviewed journal article, a book chapter; Introduction to a volume, etc.) in which the candidate's contribution is significant, and which is published or accepted for publication in reputable, non pay-to-publish academic venues. Candidates are expected to account for their level and percentage of contribution to any co-authored work in their professional achievement and growth narrative, and ideally support their account with documentation. At the same time, the department expects that candidates who co-author publications should have single-authored publications included in their eWPAF as well.

The enumeration of professional achievement examples presented in the following two lists may not be comprehensive, as the fields of MLL faculty are constantly evolving. It is up to the RTP Committee to take new presentational venues into account.

(List A)
- Peer-reviewed scholarly monographs
- Peer-reviewed textbooks deemed by pre- or post-publication scholarly reviewers to offer original insights and perspectives
- Articles (single-authored or collaborative) in reputable peer-reviewed journals
- Other peer-reviewed papers (such as review essays or chapters in anthologies)
- Peer-reviewed manuscripts that have been accepted for publication and are in production (but not those that are only under contract and incomplete)
- Peer-reviewed critical editions and annotated translations
- Peer-reviewed edited anthologies
- Peer-reviewed projects in new technologies (i.e., digital humanities)

In addition, the following works and activities (List B) are considered when presented in combination with items in List A. No individual item or combination of items in List B will be considered appropriate for tenure or promotion in the absence of items from List A.

(List B)
- Peer-reviewed manuscripts under contract, but still incomplete. All reviews must be included in the eWPAF.
- Books or articles for popular audiences
- Book reviews in scholarly journals or scholarly internet sites
- Editing a refereed journal, special issue, encyclopedia, or other work in one's field of specialization.
- Invited entries in scholarly encyclopedias
- Scholarly presentations of research (peer reviewed more relevant than non-peer-reviewed)
- Non-peer-reviewed projects in new technologies (i.e., digital humanities)
- Professional honors, prizes, awards, etc., related to professional achievement and growth.
- Grant awards for scholarly research
- Major grants that benefit the department and the university
- Scholarly contributions for broader non-specialist audiences: blogs, vlogs, podcasts, etc.
- Works in progress
- Peer-reviewed or editor-reviewed creative work (e.g., fiction, poetry, essays, or translations) published in book form, in journals and magazines, or on websites.

(1.) Retention:

The Department of Modern Languages and Literatures expects candidates for retention to exhibit an escalating pattern of professional achievement and scholarly growth during their probationary period. Probationary faculty members will produce significant scholarly contributions and grow intellectually within their areas of expertise. Candidates will demonstrate tangible progress toward meeting the standards for tenure and promotion.

(2.) Tenure and/or Promotion to Associate Professor:

Tenure and/or promotion to Associate Professor is a long-term university commitment, therefore the department expects that candidates will demonstrate a pattern of rigorous scholarship meriting the status. The successful candidate will have either:

- A peer-reviewed monograph/textbook published by a reputable/academic press
  OR
- At least three peer-reviewed journal articles or book chapters (published or in production)
  OR

- A combination of peer-reviewed publications (from List A) and other forms of scholarly publication and presentation (from List B), deemed by the department RTP committee to be the equivalent of at least three peer-reviewed articles or essays.

<u>(3.) Promotion to Full Professor:</u>

The department expects that the pattern of intellectual activity and growth established during the probationary period will extend beyond tenure and promotion to Associate Professor. Successful candidates for promotion to Professor will have a sustained and compelling record of research and publication that includes a coherent combination of both peer-reviewed (List A) and other forms (List B) of scholarly activity. This work might be an extension of previous scholarship, or stake new research ground (traditionally in the form of multiple articles, a book, or equivalent). Such work is also expected to demonstrate the candidate's impact on the field. When evaluating the professional achievement of candidates for promotion to Professor, the department RTP Committee takes into consideration the shorter time frame between ranks when going from Associate to Professor, the increased University and department level expectations for service, and the limited research support available to Associate Professors.

<u>External Reviewers:</u>
External reviewers are not solicited in retention reviews but are expected in tenure and promotion reviews. Candidates may propose up to six external reviewers. The RTP committee may propose additional reviewers. The candidate and the committee will consult to determine a final list of up to six reviewers. Reviewers shall not have been the candidate's dissertation chair or committee member, or have a close, extensive collaborative relationship with the candidate. Reviewers shall not be close colleagues within SFSU, nor relatives of the candidate. Reviewers shall be from CSU-comparable institutions or higher, and hold a higher rank than the candidate being reviewed. Reviewers will be asked to include a description of their relationship to the candidate and state potential conflicts of interest. Reviewers will be informed that candidates have access to their letters. The RTP Chair will begin the invitation process, track the process of securing the external reviews, answer questions from the reviewers, receive review letters, and place letters in the candidate's eWPAF. The RTP chair will add a biographical sketch of each outside reviewer to the eWPAF.

No later than **June 1** before the Fall semester in which the review takes place, candidates for tenure and/or promotion shall provide the RTP committee with a current curriculum vitae and scholarly materials from the period under review for use by external reviewers.

III. Contributions to Campus and Community

The Department of Modern Languages and Literatures expects all candidates for retention, tenure and promotion to offer service to the campus and community. The department does not distinguish between local, regional and national service to the profession. Such service may involve some crossover from the Teaching Effectiveness category (in program advising, for example) or the Professional Achievement and Growth category (in giving public talks, for example), if the service activity relies on the faculty member's pedagogical or scholarly expertise.

Following are the types of service, ranking of leadership roles, and campus participations to be assessed by the department RTP Committee, and example activities:

A. Campus Service

1. Service to the candidate's LANGUAGE PROGRAM

   - Taking leadership roles (e.g., Coordinator, Graduate Advisor, Director)
   - Service on program committees
   - Taking on special assignments for program development (e.g., original curricular design and implementation, major curricular revisions, Subject Matter Program submissions to the California Commission on Teacher Credentialing)
   - Training and supervising Graduate Teaching Assistants, and staff
   - Facilitating extracurricular events for program students
   - Program or Credential advising
   - Program promotional activities and fundraising
   - Providing program related outside consulting
   - Serving on Master Thesis Committees outside of one's own program.

2. Service to the DEPARTMENT
   - Serving on hiring committees
   - Serving on RTP committees
   - Actively working on department curriculum
   - Serving on other department committees
   - Sponsoring student organizations
   - Sponsoring and/or organizing promotional events
   - Serving as the CFA Union Representative of the department

3. Service to the COLLEGE
   - Serving as an assistant dean or in a similar capacity
   - Serving on college-wide committees and task forces
   - Serving on college council committees
   - Taking on leadership roles (e.g., administrative positions, Chair of college/university committee or subcommittee)
   - Interdisciplinary program development
   - Grant activity for program development (see Section 2: Professional Achievement and Growth for "Grant proposals for professional or scholarly development")
   - Speeches and appearances in the media, promoting the university
   - Special advising assignments (e.g., General Education advising, interdisciplinary area studies major/minor advising)

4. Service to the UNIVERSITY
   - Serving as department chair or director of an RSO

- Serving on the Academic Senate
- Serving on the Academic Senate Sub-committees
- Serving on university-wide committees
- Sponsoring and/or organizing campus-wide promotional events

B. Community Service

- Professional leadership such as serving in leadership positions of professional organizations, directing or advising programs outside of SFSU, promoting the creation of new professional organizations in the field or new international language and culture programs outside of SFSU.
- Participating in professional organizations.
- Organizing conferences, workshops, and conference sessions
- Serving on editorial, organizational, or executive boards.
- Reading and reviewing manuscripts for professional journals, academic presses, and/or textbooks.
- Chairing or moderating conference sessions or giving a formal response to one or more papers on a conference panel.
- Consulting with and serving community colleges, high schools, community organizations, and/or other education-related organizations.
- Consulting with and serving community organizations on subjects related to the faculty member's field or to the university.
- Creating or helping to moderate a listserv in one's field.
- Contributing to media (newspapers, radio, television).
- Other outreach activities, including: workshops, cultural events and talks geared towards community groups or educational institutions.

For promotion from Associate to Full Professor, service beyond the level of Program and Department, that is to say, service at the levels of College and University, will be viewed as particularly relevant. These include:

COLLEGE-LEVEL ROLES AND PARTICIPATION

- Serving as an assistant dean or in a similar capacity
- Serving on college-wide committees and task forces
- Serving on college council committees

UNIVERSITY-LEVEL ROLES AND PARTICIPATION

- Serving as department chair
- Serving as director of a Research and Service Organization (RSO)
- Serving university-wide committees
- Serving on the Academic Senate

- Serving on the Academic Sub-committees

Adopted by Faculty Vote
05/07/2021