california state university san marcos

college of education

retention, tenure & promotion

criteria, standards & procedures

December 9, 1991
I. OVERVIEW

Following is the College of Education's guidelines for retention, tenure, and promotion. The document begins with a definition of terms and a philosophical statement concerning the guiding principles and context within which the retention, tenure, and promotion process is conducted. General standards for retention, tenure, and promotion are then set forth. Finally, detailed criteria and standards are delineated for the areas in which faculty are to be evaluated: Teaching, Research/Creative Activity, and Service.
II. DEFINITION OF TERMS

The following terms, important to understanding faculty policies and procedures for retention, tenure, and promotion, are herein defined.

A. Candidate: A faculty unit employee being evaluated for retention, tenure, or promotion.

B. College: College of Education.

C. Evaluation: A written assessment of a faculty member’s performance. An evaluation shall not include a recommendation for action.

D. Peer Review Committee: The committee of full-time faculty unit employees whose purpose is to review the presented documentation and recommend faculty unit employees who are being considered for retention, tenure, and promotion.

E. Portfolio: Documentation by the candidate of his or her scholarly teaching, research/creative activity, and service.

F. Probationary Faculty: A full-time faculty unit employee with probationary status.

G. Promotion: The advancement of a probationary or tenured faculty unit employee who holds academic rank to a higher academic rank.

H. Recommendation: A position on the personnel action for which the faculty unit employee is being considered. A recommendation shall be stated in writing with supporting rationale garnered from the documentation presented.

I. Retention: The decision to renew a contract at the probationary status.

J. RTP: Retention, tenure, and/or promotion.

K. Tenure: The right to continue permanent employment at the campus as a faculty unit employee except when such employment is voluntarily terminated or is terminated by the employer pursuant to the MOU or law.
III. PHILOSOPHICAL STATEMENT

The faculty in the College of Education at California State University San Marcos represents a community of learners. The shared mission of this community is scholarship (broadly defined) in teaching, research, and service for the advancement of learning in educational settings. The concepts of community and scholarship provide the framework that guides and supports the College and faculty in their pursuit of the community's shared goals. The College is committed to creating and maintaining an environment that supports the scholarly endeavors of each faculty member in a fair and equitable manner. Similarly, the College anticipates that with the existence of such a supportive environment faculty members will succeed in their scholarly endeavors.

As in any community, the best interests of the College are served when its faculty represent a diversity of interests and multiple ways of knowing. Though the goals of the College are collaboratively developed shared, there are many ways in which learning in educational settings can be advanced. The College values, supports, and encourages such diversity in each faculty member's contribution to scholarly teaching, research/creative activity, and service. At the same time, the College values and promotes collegiality among its faculty as well as with the community.

It is within this context of community, shared goals, scholarly excellence, and diversity that the standards for retention, tenure, and promotion are set forth. It is the assumption of the College of Education that all faculty, regardless of rank, will demonstrate a consistent pattern of achievement throughout their careers at California State University San Marcos. The RTP process supports such achievement in that the process is simultaneously evaluative and developmental and carried out in a cooperative, collaborative environment.

All candidates for retention, tenure, and promotion will assemble a portfolio that represents their scholarly accomplishments. As in any portfolio, there exists the duality of diversity and choice. Each candidate's portfolio will represent his or her own ways of knowing and unique contributions to the educational community. Additionally, each candidate's portfolio will involve a degree of selection by the candidate of his or her best work.

It is the responsibility of the candidate to read carefully and follow the guidelines and to provide documentation and evidence for all productivity cited. Indicators in the areas of Teaching, Research/Creative Activity, and Service are to be addressed as specified.

In addition, no item cited may be applied to more than a single indicator. At every level of review, these criteria and standards will be applied to all candidates uniformly. In applying these standards and criteria, any limitations and/or demands imposed by a university in its formative stages must be kept in mind.
IV. GENERAL STANDARDS

A. Retention: A positive recommendation for retention requires at least an acceptable rating in each of the three areas: teaching, research/creative activity, and service.

B. Tenure and/or promotion: A positive recommendation for tenure or promotion requires an excellent rating in the area of either teaching or research/creative activity AND at least an acceptable rating in the other two areas.

C. Early Tenure: A positive recommendation for early tenure requires an excellent rating in the area of either teaching or research/creative activity AND at least an acceptable rating in the other two areas. To be eligible for early tenure a candidate must show a record of successful experience at a university or research center and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure.

D. Early Promotion: A positive recommendation for early promotion requires an excellent rating in the area of either teaching or research/creative activity AND at least an acceptable rating in the other two areas. To be eligible for early promotion a candidate must show a record of successful experience at a university or research center and that experience must include at least one full year at California State University San Marcos prior to the year of review for promotion.
V. SCHOLARLY TEACHING

A. Scholarly Teaching Statement: All faculty members in the College of Education are expected to demonstrate effective teaching. For the purpose of this document, scholarly teaching is defined as activity that promotes student learning, reflection, and professional growth.

B. Indicators of Scholarly Teaching shall include but are not limited to the following:

1. Category A
   a. Effective instruction (including student teaching supervision) as demonstrated by university student evaluation forms.*
   b. Effective instruction as reflected in course curriculum materials (i.e. syllabi, assignments, tests, handouts student work).
   c. Use of varied teaching strategies/approaches.

2. Category B
   a. Use of innovative teaching practices.
   b. Self-evaluation.
   c. Peer evaluation(s).
   d. Guidance of theses and independent study.
   e. Integration of service and/or research and creative activity with teaching.
   f. Teaching awards, honors, or fellowships.
   g. Student advisement and counseling.
   h. Statements from former students.

C. Students for Scholarly Teaching:

Evaluations of teaching will focus on determining a profile of the candidate’s teaching effectiveness rather than on assessing various indicators of teaching in a manner separate and independent of each other. To determine such a profile, teaching will be assessed by "wholistic" evaluation across a number of different indicators: 1) all indicators from Category A and 2) any indicators selected by the candidate from Category B. Candidates will be assessed on the quality of the evidence provided on the set of indicators they select rather than on the quantity of indicators selected. When judged as a group, no one indicator may be used to determine the overall rating of teaching effectiveness. Candidates are encouraged to provide narrative responses to their student evaluations, addressing both quantitative and qualitative data.
Based on the evidence in a candidate's profile of teaching effectiveness will be rated either excellent, acceptable, or unacceptable.

* NOTES:

1) Evidence for Category A will be the data from the University's student evaluation of instruction form. Those data will come only from the classes (at least 60% per year) selected by the candidate. The number of students in a class may be used to judge the significance of the overall mean ratings. Student comments on the student evaluation of instruction form will be used only to clarify the numerical ratings and to provide information regarding specific strengths and weaknesses in teaching performance. However, such comments will not be cited in isolation from their percentage of the total comments made in the set of evaluations from a particular class (or classes).

2) When applicable, variety and type of courses taught by a candidate, as well as the number of preparations required, will be taken into account in the evaluation process.
VI. SCHOLARLY RESEARCH AND CREATIVE ACTIVITY

A. Scholarly Research and Creative Activity Statement: All faculty members in the College of Education are expected to engage in scholarly research and creative activities on a consistent basis. For the purpose of this document, scholarly research and creative activity is defined as activity that results in original, integrative, or applicative contributions to the field of education. The significance of this activity is determined by evidence of editorial review and/or review by experts in the area of the contribution, and/or demonstration that the scholarship has entered the public dialog in education. Collaborative endeavors are encouraged (e.g. co-authoring); however, the proportional contributions of the candidate will be taken into account when evaluating the activity. Though scholarly research and creative activity can be demonstrated in a variety of ways, the essential criterion of such scholarship is its public distribution through publication, conference presentations, and/or use in educational settings.

B. Indicators of Scholarly Research and Creative Activity shall include but are not limited to the following:

1. Category A
   a. Publication (or in press) of original, integrative, or applicative material in reputable journals. The scholarly reputation of the journal will be considered when evaluating the contribution.
   b. Publication (or in press) of books and/or contributions to edited books. The scholarly reputation of the publisher will be considered when evaluating the contribution.
   c. Publication (or in press) of original, integrative, or applicative material in non-print formats such as video, computer software, and the like. (Evaluation of the contribution will be based on the substance of the content rather than its technical effects or aspects of form.)
   d. Publication (or in press) of reviews of books, articles, programs, conferences, and the like in reputable journals. The scholarly reputation of the journal will be considered when evaluating the contribution.
   e. Presentations at international and national conferences of original, integrative, or applicative research.
   f. Adoption of applied scholarship in schools and/or communities for educational purposes.*
2. Category B
   a. Presentations at regional, state, or local conferences of original, integrative, or applicative research.
   b. Funded grants or contract proposals. (May be applied under service; however, under no circumstance may it be counted in more than one of the two areas.)
   c. Editing of journal, books, newsletters, or monographs. (May be applied under service; however, under no circumstance may it be counted in more than one of the two areas.)
   d. Integration of teaching and/or service with research and creative activity.
   e. Unpublished research reports, papers, and program evaluations, ERIC documents, and unfunded grants.
   f. Research conducted or in progress.
   g. Refereeing of books, journal articles, monographs, or conferences. (May be applied under service; however, under no circumstance may it be counted in more than one of the two areas.)
   h. Research awards, honors, or fellowships.
   i. Citations of, and requests for, research presentations and publications.

C. Standards for Scholarly Research and Creative Activity:

Evaluations of research/creative activity will focus on determining a profile of the candidate's scholarly research/creative activity rather than on assessing various indicators of research/creative activity in a manner separate and independent of each other. To determine such a profile, research/creative activity will be assessed by "wholistic" evaluation across a number of different indicators: 1) at least two indicators selected by the candidate from Category B. Candidates will be assessed on the quality of the evidence provided on the set of indicators they select rather than on the quantity of indicators selected. When judged as a group, no research/scholarly activity.

Based on the evidence in a candidate's portfolio, that candidate's profile of research/creative activity will be rated either excellent, acceptable, or unacceptable.
Applied scholarship is defined as creative activity that relates directly to the intellectual work of the professor and is carried out through program development/evaluation, policy analysis, and the like. These activities must be tied directly to the professor’s special field of knowledge and must be aimed toward substantive change in educational practices. Applied scholarship through creative activity for educational purposes should not be confused with service or "good citizenship." Applied scholarship is serious, demanding work that requires the rigor and accountability associated with research. Documentation should include not only the professor’s own written record of the scholarly activity, but also the evaluations of those who receive benefits. External review may also be submitted. In evaluating the applied scholarship, benefits to both the recipients and the academic field should be considered (i.e. has the work added to the professor’s own understanding of the field and/or the field’s understanding of the problem?).
VII. SCHOLARLY SERVICE

A. Scholarly Service Statement: All faculty members in the College of Education are expected to engage in scholarly service on a consistent basis. For the purpose of this document, scholarly service is defined as those activities that contribute to the life of the university, college, department, or school districts and/or activities that contribute to professional organizations. The significance of this activity is determined by the extent and quality of the contribution based on peer evaluations.

In a development institution such as that of CSUSM, service endeavors are immense and deserve to be evaluated in light of their significance to the College and/or University. Additionally, not only should the service contributions be valued, but so also should their impact on other instructional and research areas of performance.

B. Indicators of Scholarly Service shall include but are not limited to the following:

1. Category A
   a. Chairing of system-wide, university, college and departmental committees.
   b. Membership and participation in system-wide, university, college, and departmental committees.
   c. Lectures, addresses, seminars, workshops, symposia given to state, university, college, and departmental audiences.
   d. Mentoring of faculty and/or students.
   e. Program, curriculum, and/or material development.
   f. Sponsorship or advisement of student organizations.
   g. Administrative activity at the college or university level.
   h. Integration of research and creative activity and/or teaching with service.
   i. Participation in state-wide educational forums.
   j. Offices held in international, national regional or state professional organizations.
2. Category B
   a. Chairing committees and/or sessions in professional organizations.
   b. Membership and participation in professional organizations.
   c. Funded grants or contract proposals. (May be applied under research and creative activity; however, under no circumstance may it be counted in more than one of the two areas.)
   d. Service honors and/or awards.
   e. Consultancies with school districts, publishers, businesses, governmental agencies, and/or non-profit educational/community groups.
   f. Conference development and/or coordination.
   g. Offices held in local professional organizations.
   h. Refereeing of books, journals, monographs, conferences. (May be applied under research and creative activity; however, under no circumstance may it be counted in more than one of the two areas.)
   i. Editing of journals, books, newsletters, or monographs. (May be applied under service; however, under no circumstance may it be counted in more than one of the two areas.)

C. Standards for Scholarly Service:

Evaluations of service activity will focus on determining a profile of the candidate's service activity in a manner separate and independent of each other. To determine such a profile, service will be assessed by "wholistic" evaluation across a number of different indicators: 1) at least two indicators selected by the candidate from Category A and 2) any indicators selected by the candidate from Category B. Candidates will be assessed on the quality of the evidence provided on the set of indicators they select rather than on the quantity of indicators selected. When judged as a group, no one indicator may be used to determine the overall rating of service activity.

Based on the evidence in a candidate's portfolio, that candidate's profile of service activity will be rated either excellent, acceptable, or unacceptable.