

**COAS 300.4.5 RETENTION, TENURE, AND PROMOTION
STANDARDS AND PROCEDURES**

Ratified: 11/18/91

I. DEFINITIONS OF TERMS AND ABBREVIATIONS

The College of Arts and Sciences (CoAS) uses the same definitions, terms, and abbreviations as defined in the University RTP document.

~~A. In the standards and procedures described by this document, "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.~~

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

~~1. Candidate – a faculty unit employee being evaluated for retention, tenure, or promotion.~~

~~2. College – College of Arts and Sciences.~~

~~3. Discipline – a program with full-time tenure track faculty positions (including joint appointments) and those designated as Interdisciplinary.~~

~~4. Evaluation – an assessment of a faculty member's performance. An evaluation shall not include a recommendation for action.~~

~~5. Peer Review Committee – the committee of full-time faculty unit employees whose purpose is to review and make recommendations on faculty unit employees who are being considered for retention, tenure, and promotion.~~

~~6. Probationary Faculty – a full-time faculty unit employee appointed on a term contract who is on a tenure track.~~

~~7. Promotion – the advancement of a probationary or tenured faculty unit employee who holds academic rank to a higher academic rank.~~

~~8. Recommendation – a position on the personnel action for which the faculty unit employee is being considered. A recommendation shall state in writing the reasons for the recommendation.~~

~~9. Retention – the decision to renew a contract at the probationary status.~~

~~10. RTP – retention, tenure, and/or promotion.~~

42 11. ~~Tenure—the right to continued permanent employment at the campus as a~~
43 ~~faculty unit employee except when such employment is voluntarily~~
44 ~~terminated or is terminated by the employer pursuant to the MOU or law.~~
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47 II. PREAMBLE

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49 This document sets forth general standards and criteria for retention, tenure, and promotion
50 of full-time faculty in the College of Arts and Sciences. The provisions of this document
51 are intended to be implemented in conformity with University-wide RTP policies, and may
52 be complemented and refined by disciplinary documents that further specify standards,
53 criteria, and expectations of performance.
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55 III. GUIDING PRINCIPLES

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57 A. GENERAL GUIDING PRINCIPLES

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59 1. All standards and criteria should reflect the University Mission, Vision and
60 Values Statement and advance the goals embodied in that statement, including the
61 following:
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63 • That students be "taught by active scholars and artists."
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65 • That student learning be enhanced through "sustained excellence in
66 teaching, research, and community partnerships."
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68 • That "individual and cultural diversity, and multiple perspectives" be
69 promoted and endorsed.
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71 • That the education of students include dedication to the values of intellectual
72 engagement, community, integrity, innovation, and inclusiveness.
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74 2. The three performance areas that shall be evaluated, ~~scholarship~~research/creative
75 activity, ~~instruction~~teaching, and service, are integral faculty activities. While
76 recognizing ~~instruction~~teaching as a central institutional mission, the College and
77 disciplinary standards and criteria should recognize the diversity of each faculty
78 member's contribution to the University. While the College affirms the university-
79 wide requirement of sustained high quality performance in all areas, it encourages
80 flexibility in the relative emphasis placed on each of the three performance areas.
81 The College respects and allows diversity of contribution in individual attainment
82 of the expected level of overall performance.
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84 3. The evaluation of faculty performance in the areas of ~~instruction~~teaching,
85 ~~scholarship~~research/creative activity, and service must be done in the context of
86 the University's level of development. Methods of performance assessment for
87 ~~scholarship~~research/creative activity, ~~instruction~~teaching, and service shall be

88 clearly specified and uniformly applied to all faculty. Activities assessed in one
89 area of performance shall not be duplicated in any other area of performance
90 evaluation.

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92 4. As specified in the CBA, faculty have the right to clearly articulated performance
93 expectations at all levels and stages of the RTP process. The RTP process should
94 be simultaneously evaluative and developmental and be carried out in a
95 cooperative, collaborative environment.

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97 5. Retention, tenure, and promotion decisions are made on the basis of evaluation of
98 individual performance, and ultimate responsibility for meeting all standards and
99 criteria rests with the candidate. Sound advice and counsel by tenured faculty can
100 significantly contribute to the achievement of the highest level of individual
101 performance and should be available. Candidates may choose whether to avail
102 themselves of such advice and counsel.

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105 B. STANDARDS APPLIED IN DIFFERENT TYPES OF DECISIONS

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107 1. It is expected that candidates for retention at the rank of assistant professor will
108 show increasing effectiveness in each area of performance and demonstrate
109 consistent progress toward meeting the tenure requirements in the areas of
110 ~~instruction~~teaching, ~~scholarship~~research/creative activity, and service.

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112 2. Promotion to the rank of associate professor requires an established record of
113 effectiveness in ~~instruction~~teaching, ~~scholarly~~research/creative achievements, and
114 involvement in service activities that enhance the institution and the profession.

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116 3. Promotion to the rank of professor requires evidence of continued commitment to
117 and effectiveness in ~~instruction~~teaching, service to the University and/or the
118 profession, and evidence of substantial achievement in ~~scholarly~~research/creative
119 activities.

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121 4. The granting of tenure at any rank recognizes accomplishments and services
122 performed during the probationary years. Further, the granting of tenure is an
123 expression of confidence that the faculty member has both the commitment to and
124 the potential for continued development and accomplishment throughout his/her
125 career. Tenure should ~~ordinarily~~ not be granted to individuals whose record does
126 not meet the standards required to earn promotion to the rank at which the tenure
127 will be granted.

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130 IV. STANDARDS AND CRITERIA

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132 A. ~~INSTRUCTION~~TEACHING

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1. The central, although not exclusive, mission of the faculty is to enable students to comprehend and to utilize knowledge through scholarly ~~intellectual~~ activity that is both challenging and encouraging. Quality ~~instruction~~teaching requires continual crafting and dedication. Toward that end faculty are expected to learn about pedagogy, to carefully consider how to teach as well as what to teach. Faculty members are expected to strengthen ~~continually~~ their teaching skills continually and to demonstrate overall effectiveness in ~~scholarly~~ instruction at the undergraduate and/or graduate level. Toward this end, faculty are encouraged in every way to cultivate and maintain useful, innovative, and stimulating instructional techniques, in consultation with mentoring peers and to be mindful of the conclusions and recommendations of evaluating entities.
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2. Probationary and tenured faculty are expected to set clear expectations of success and to instruct with the assumption that all students can learn. Faculty should involve students actively in the learning process and employ various instructional techniques. Faculty should adapt their instructional methods to reach and to encourage the participation of all segments of a ~~diverse~~ the student body. ~~Faculty should emphasize practices known to be effective at increasing substantially the participation of women, underrepresented groups, and the disabled in the learning process.~~
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3. ~~Instructional~~Teaching activities include, but are not limited to:
- 157 • classroom teaching
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 - 159 • laboratory teaching
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 - 161 • studio teaching
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 - 163 • conducting seminars
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 - 165 • supervision of field work, independent research, and library research
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 - 167 • training and supervision of teaching and graduate assistants
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 - 169 • individual consultation with students concerning course related matters.
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4. While the elements of ~~instruction~~teaching may vary among disciplines and candidates, ~~the~~ evaluations of ~~instructional~~teaching performance ~~should~~will consider the scholarly content and currency of courses, classroom performance, the incorporation of writing and critical thinking, efforts undertaken to improve ~~instruction~~teaching, the quality of advising, availability during office hours, interdisciplinary and multidisciplinary activities, participation in course or curriculum development, and pedagogical innovations.

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5. As outlined in the university RTP policy, the candidate must include a reflective statement on their teaching. ~~In addition, †~~The following items may be included in the reflective statement: a self evaluation, a statement of teaching philosophy, reflections on student evaluations, discussion of the type of classes taught,; discussion of collaboration in teaching, or a discussion of learning goals, ~~and~~ activities, ~~and methods for assessment.~~
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56. Evidence of ~~instructional teaching~~ performance in the ~~supplemental file~~ WPAF shall ~~not~~ include, but is not limited to, the following: ~~peer evaluations;~~ student evaluations for a minimum of two classes annually; a list of courses taught; samples of ~~instructional teaching~~ materials, such as syllabi, examinations, assignments, handouts, and other assessment tools, ~~and handouts;~~ and descriptions of new courses developed; ~~and certificates of recognition for instruction.~~ Additionally, the supplemental file may include:
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- ~~Selected, representative course materials, such as assignments, examinations, handouts.~~
 - Information about the direction/supervision of independent study/research projects, graduate theses, etc. ~~Limit of one (1) paragraph regarding each.~~
 - Statements from colleagues who have observed the candidate in the classroom or who have systematically reviewed the candidate's course materials.
 - Information concerning the candidate's performance as a faculty advisor (e.g., notes/letters from students, letters from faculty who are in a position to judge the candidate's performance as an advisor). The authors of such documents must be identified by name (~~M.O.U.~~ CBA 15.16b).
 - Information concerning honors or recognition related to ~~instruction~~ teaching (e.g., distinguished teaching awards).
 - An audiotape or videotape of a representative class session.
 - Statements from alumni addressing the candidate's quality of teaching/advising. The authors of these documents must be identified by name (~~M.O.U.~~ CBA 15.16b)
 - Examples of graded student work showing excellent, average, and poor work, along with the professor's comments as to why they were so graded.
 - Any additional information not included in the narrative (e.g., documentation of professional development related to pedagogy).
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67. Limitations that may be relevant for the faculty's effectiveness in ~~instruction~~ teaching (e.g., limited library and laboratory resources, limited

225 availability of audiovisual, computing, and other nonprint materials, and the need
226 to teach courses outside one's area of expertise) shall be taken into account when
227 evaluating performance in this area.
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229 B. RESEARCH/CREATIVE ACTIVITY 230

- 231 1. It is essential to the University's mission that each faculty member demonstrate
232 continued commitment, dedication, and growth as a scholar and/or creative artist.
233 In all cases, ~~scholarship~~research/creative activity results in an original
234 contribution to knowledge or understanding in the field and includes the
235 dissemination of that knowledge beyond the classroom.
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- 237 2. Research/creative activity may be basic, applied, integrative, and/or related to
238 ~~instruction~~teaching. The relative weights given to ~~scholarly~~research/creative
239 contributions in each of these areas may vary across disciplines. Similarly, the
240 nature of the expected ~~scholarly~~research/creative contributions will vary across
241 disciplines. ~~Each discipline shall clearly specify in its personnel document those~~
242 ~~activities that are appropriate indicators of scholarship/creative activity for its~~
243 ~~faculty.~~
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- 245 3. Research/creative activity includes, but is not limited to:
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 - 247 • publications in refereed journals
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 - 249 • publications in refereed conference proceedings
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 - 251 • published book chapters, books, music, scripts, poetry
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 - 253 • scholarly editing and/or reviewing
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 - 255 • translating into other languages or media
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 - 257 • artistic presentations, performances, recitals, or exhibits
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 - 259 • films, videos, or other media projects
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 - 261 • research published on digital media
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 - 263 • presentations at professional meetings
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 - 265 • pedagogic research and exposition, or materials development
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 - 267 • demonstration of creative work for peer review
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 - 269 • applied research
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- 271 • grant activity (funded grants, proposals)
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- 273 • computer software development
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- 275 • documented, active participation in specialized colloquia, seminars, symposia,
- 276 or conferences
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- 278 • fellowships, awards, or honors
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- 280 • evidence of research or creative ~~activity~~ evidence in progress
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- 282 • refereeing of a book, journal article, monograph, or conference papers
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- 284 4. Measurement of scholarly/creative achievements should always include
- 285 evaluation by professional persons in a position to assess the quality of the
- 286 contribution to the field. Professional evaluation includes, but is not limited to,
- 287 acceptance of a scholarly or creative work by an editorial board or jury. In all
- 288 cases, quality of scholarly/creative achievements should be evaluated.
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- 290 5. In the development of its Standards, each discipline shall take into account those
- 291 inherent limitations of the developmental stage of the University that may be
- 292 relevant for its faculty's scholarly/creative achievements.

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294 C. SERVICE

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- 296 1. The College views activities that enhance the institution and the profession, both
- 297 locally and nationally, as integral components of faculty service responsibility. In
- 298 a growing institution such as CSUSM, service endeavors can prove to be
- 299 immense and deserve to be evaluated with consideration for the demands of such
- 300 undertakings. Not only should the contributions' value be considered, but so also
- 301 should the effect of the level of service contribution on other scholarly and
- 302 instructional areas of performance.
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- 304 2. While the magnitude of service rendered may vary, in each instance the
- 305 evaluation of service ~~must be guided by the quality of that service and its~~
- 306 ~~relevance to the University's mission.~~ of service shall include evaluation of the
- 307 quality of service rendered, the extent to which the service rendered contributed to
- 308 the University's mission, and the appropriateness of the service to the faculty
- 309 member's rank.
- 310 ~~3. Evaluation of service shall include evaluation of the quality of service rendered,~~
- 311 ~~the extent to which the service rendered contributed to the University's mission,~~
- 312 ~~and the appropriateness of the service to the faculty member's rank.~~
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- 314 34. Service activities may include, but are not limited to, the following:
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- 316 • membership and offices held on committees, governing bodies, and task
- 317 forces at the Department/Program, College, and University level.
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- 319 • membership and offices held on committees, editorial boards, professional
- 320 advisory boards, external review teams, governing bodies, and task forces at
- 321 the local, national, and international level.
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- 323 • consultantship to community organizations
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- 325 • professional consultantships of a service nature
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- 327 • service as faculty advisor to student organizations
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- 329 • mentoring of faculty and/or students
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- 331 • advising a student group
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- 333 • administrative activities such as scheduling, program coordination, or other
- 334 special assignments
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- 336 • offices held and participation in professional organizations
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- 338 • lectures, presentations, performances or displays given to community groups,
- 339 or schools
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- 341 • organizing regional or national conferences, workshops, or seminars
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- 343 • service award, fellowship or honor
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- 345 • editing of a journal, book, or monograph
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- 347 • refereeing of a book, journal article, monograph, conference
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- 349 • op-ed pieces, letters to the editor, radio and TV interviews
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- 351 45. Documentation of service may include, but shall not be limited to:
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- 353 • a list/description of service to the community, university, college, department,
- 354 or discipline
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- 356 • evaluation by fellow committee members regarding quality of service provided
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- 358 • documents, reports or other evidence of committee service
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- 360 • letters from appropriate organizers, officers, panel chairs, editors or similar
- 361 officials of regional or national organizations/publications with which the

362 candidate was involved as an officer, speaker, panelist, external reviewer,
363 referee, consultant, visiting lecturer, etc.
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365 • letters from community members who are in a position to comment on the
366 candidate's contributions, such as those who invited the candidate to speak or
367 worked with the candidate on a project
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369 • meeting agendas or programs
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371 • programs or fliers describing the event and/or listing the participants
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373 • awards made for the service (e.g., certificates, plaques)
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375 • newspaper clippings
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377 • videotapes
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379 • audiotapes
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APP Resolution on Qualifications of Originators of Course and Program Proposals

Whereas, The curriculum is within the purview of the faculty; now, therefore, be it

Resolved, that any changes to, deletions, or additions to curriculum must have a faculty member as originator.