



**Faculty Guidelines for Retention, Tenure and Promotion in Women's Studies**  
**Effective Date: July 1, 2020**

**Introduction**

Women's Studies explores the experiences and representations of women in cultures around the world. Students in CSUDH's Women's Studies Program acquire the knowledge and skills to understand the history, structures, and expressions of gender inequality and how to advocate for women's rights and freedoms.

**Guideline Introduction for Tenure Track Faculty**

This document and its guidelines establish the range of activities under the categories of teaching, scholarship, and service, and levels of performance necessary in each area to meet the requirements for positive retention, promotion, and tenure.

**Professional Plan**

Per Faculty Affairs and Development: Each faculty member participating the Reappointment, Tenure, or Promotion (RTP) review process must submit a Professional Plan for review by RTP evaluators. A Professional Plan shall address what the faculty member expects to accomplish in the areas of teaching, scholarship and service prior to consideration for tenure. The faculty member's Professional Plan, initially submitted during the first probationary year review, shall be submitted each year with subsequent updates, revisions or modifications as may be needed.

1. Indicate Name, Department, Cycle, and Academic Year.
2. The Professional Plan should be five pages in length double spaced.
3. Address short-term objectives (Next 6-8 months) and long-term objectives (Next 2 to 4 years).
4. Use subheadings for each objective:
  - a. Philosophy of Teaching: Write a brief statement regarding teaching and learning.
  - b. Teaching Performance: Write a brief statement of your teaching goals and objectives.
  - c. Scholarship or Creative Activity: List scholarship goals or creative activity, i.e., research, publications, and active participation such as papers, presentations, panels, symposia etc.
  - d. Service: List service objectives such as departmental, college, university, and community involvement/participation.

The Professional Plan shall be included in the faculty member's annual RTP portfolio and may be revised to reflect changes and professional growth that occur during the probationary period.

**Teaching and Instructional Activities**

The evaluation of teaching includes assessing the faculty member's teaching effectiveness in all modes of instruction. This is the principal criterion for retention and tenure, assuming that satisfactory progress is made in scholarship and service. It is expected that the faculty member strengthens his or her teaching skills throughout the probationary period. And, because teaching effectiveness cannot be taken for granted at any rank, evaluation for promotion to any level should place emphasis on the teacher's current work.

#### Documentation of Teaching Effectiveness

Faculty will provide the follow materials for evaluation for teaching effectiveness:

- Teaching Philosophy
- SIF Narrative for Teaching Performance
- Course Materials (syllabi, examinations, assignment sheets, grading rubrics, etc.)
- Teaching Strategies (examples of in-class activities, lectures, etc.)

In order to assess teaching effectiveness, the department will:

- Take notice of the faculty member's own assessment of teaching effectiveness,
- Review the quantitative and qualitative responses on the Perceived Teacher Effectiveness (PTE).
- Review course syllabi, examinations, handouts, writing assignments, graded assignments and grading criteria, etc.
- Provide a classroom evaluation of a new hire during his/her first two years, once per year and
- Take notice of any other pertinent matter directly related to teaching duties that would tend to illuminate the quality of the instructor's teaching.

Since student retention is of high priority within the CSU system, the Department will also assess the candidate's effectiveness in advising/mentoring of students. Accordingly, the candidate is responsible for counseling students properly on course-related matters and to keep office hours regularly in order to assist students with their academic needs. Two ratings – the assessment of student Perceived Teaching Effectiveness (PTE) ratings and the peer evaluation of teaching observation and materials – shall be combined to constitute the overall rating of teaching effectiveness. Evaluators shall assess all indicators of teaching effectiveness submitted by faculty, using a qualitative scale of “outstanding,” “satisfactory,” and “unsatisfactory.”

#### Teaching Standards for Reappointment

- When 75% of PTE responses are “Strongly Agree” and “Agree,” and 50% of all responses are “Strongly Agree,” student assessment of teaching shall merit an “Outstanding” rating.
- When 70% of the responses to these items are “Strongly Agree” and “Agree,” or 80% of all the responses are “Neutral” and above, student assessment of teaching shall merit a “Satisfactory” rating.
- If the sample of PTEs is less than 60% in courses of fewer than 30 students, or less than 40% in courses of 31 or more students, they will be deemed less reliable and less representative.
- Faculty will need a combined rating of “Satisfactory” for reappointment.

### Teaching Standards for Promotion from Assistant Professor to Associate Professor

- When 75% of PTE responses are “Strongly Agree” and “Agree,” and 50% of all responses are “Strongly Agree,” student assessment of teaching shall merit an “Outstanding” rating.
- When 70% of the responses to these items are “Strongly Agree” and “Agree,” or 80% of all the responses are “Neutral” and above, student assessment of teaching shall merit a “Satisfactory” rating.
- If the sample of PTEs is less than 60% in courses of fewer than 30 students, or less than 40% in courses of 31 or more students, they will be deemed less reliable and less representative.
- Faculty will need a combined rating of “Satisfactory” for promotion and tenure.

### Teaching Standards for Promotion from Associate Professor to Professor

- When 75% of PTE responses are “Strongly Agree” and “Agree,” and 50% of all responses are “Strongly Agree,” student assessment of teaching shall merit an “Outstanding” rating.
- When 70% of the responses to these items are “Strongly Agree” and “Agree,” or 80% of all the responses are “Neutral” and above, student assessment of teaching shall merit a “Satisfactory” rating.
- If the sample of PTEs is less than 60% in courses of fewer than 30 students, or less than 40% in courses of 31 or more students, they will be deemed less reliable and less representative.
- Faculty will need a combined rating of “Satisfactory” for promotion to full professor.

### **Scholarly and Creative Activity**

The Women’s Studies Program expects faculty to publish research in peer-reviewed sources and maintain currency in their research area(s) by regular participation in scholarly conferences, symposia, and other creative activities.

### Documentation of Scholarly and Creative Activities

#### *Curriculum Vitae*

The candidate shall provide a current curriculum vitae in their portfolio. Forthcoming or in-press work cited in a faculty member’s vitae shall be considered for evaluation if editorial documentation is provided (galley proofs or confirmation letter from editor).

### Scholarly and Creative Activity Standards for Reappointment

- Every faculty member should point to at least two instances of scholarly/creative activity in each and every probationary year. Scholarly/creative activity includes:
  - Publications
    - A scholarly book published by a recognized and reputable publisher
    - An article in a refereed journal (either in print or online)
    - A contribution to an anthology by a recognized publisher
    - Editorial notes to a recognized and reputable text
    - A contribution to a recognized and reputable reference work in one’s field (either in print or online)

- An article in the proceedings of a conference
- An article in a volume of working papers published by a recognized and reputable publisher
- Scholarly review essays
- Examples of Scholarly/Creative Activity Other than Publication
  - A public performance of one's creative work in forms other than the written word, such as a film, video, or public readings
  - Participating at a professional conference or workshop: presenting a paper; serving on a panel discussion; chairing a session; serving as a reviewer or organizer.
  - Presenting professional expertise in other forums, as in: giving an invited class lecture or presentation at another institution; serving as a consultant, paid or unpaid, in a professional nature, including serving as a referee, review, or editor of a journal or other compilation of professional contributions
  - Creating work either for review or in preparation for review: drafting a book/article/review manuscript for submission; developing creative work in forms other than the written word, such as films, videos, and performances; developing materials related to pedagogy; submitting (or resubmitting) a work for possible publication
  - Extending one's professional knowledge, as in: earning an additional degree/credential/licensure relevant to one's field; taking classes relevant to one's field; attending professional workshops, symposia, or conferences; pursuing one's research agenda through a fellowship, sabbatical, or other form of outside funding
  - Receiving recognition of one's research or creative work, such as receiving an award or honor; earning a fellowship or grant related to the field of expertise
- Faculty members should have at least one peer-reviewed publication in print by year four of the RTP cycle, or a manuscript contract with an academic or university press.

#### Scholarly and Creative Standards for Tenure

- Faculty are considered for tenure after five probationary years, regardless of rank of appointment. Prior service may be counted if it was approved at the time of first appointment.
- Faculty have two options for successfully fulfilling the requirements for successful tenure and promotion from assistant to associate professor in the area of scholarship.

#### *Option A:*

Candidate has a book in press at the time of application. The book must be accepted by a university publishing house or by a publisher that has a good academic reputation. If the candidate is revising a dissertation for publication, then the candidate should not have published more than two articles from the revised manuscript.

#### *Option B:*

Candidate has three peer-reviewed academic articles that have been accepted for publication by a reputable peer-reviewed journal, with no further requirements for revision. Creative activities or

demonstrated community activities can be substituted for one of the academic articles as long as the activity has been approved in the faculty's professional plan and relates to the faculty's work in women's studies. Acceptable creative or community activities include:

- Exhibition or display of one's artistic work in professional publications, galleries, or museums.
- Acceptance in juried local, regional, national or international competitions or festivals.
- Substantial community development projects that are grant funded by an external source, where the faculty member is the principal investigator or co-principal investigator.

Faculty whose initial appointment is at the rank of Assistant Professor will be promoted to Associate Professor upon the granting of tenure.

#### Scholarly and Creative Standards for Promotion from Associate to Professor

Faculty are expected to maintain an active pattern of successful teaching, service, and scholarship. All scholarship used toward promotion from associate to professor should be completed during the review period since appointment to Associate Professor. For successful promotion from associate to professor, candidates have two options in the area of scholarship.

##### *Option A:*

Candidate has a book in press at the time of application. The book must be accepted by a university publishing house or by a publisher that has a good academic reputation. If the candidate is revising a dissertation for publication, then the candidate should not have published more than two articles from the revised manuscript.

##### *Option B:*

Candidate has three peer-reviewed academic articles that have been accepted for publication by a reputable peer-reviewed journal, with no further requirements for revision. Creative activities or demonstrated community activities can be substituted for one of the academic articles as long as the activity has been approved in the faculty's professional plan and relates to the faculty's work in women's studies. Acceptable creative or community activities include:

- Exhibition or display of one's artistic work in professional publications, galleries, or museums.
- Acceptance in juried local, regional, national or international competitions or festivals.
- Substantial community development projects that are grant funded by an external source, where the faculty member is the principal investigator or co-principal investigator.

#### Supporting Material in the Area of Scholarship and Creative Activity

- SIF Narrative which discusses the scholarly and creative activity included in the candidate's curriculum vitae. This should include the review process for the submissions, brief description of the journal/press chosen for publication, and nature of contribution of co-authored works. The narrative should conclude with a discussion of future plans for scholarly and/or creative work.
- PDF copies of all completed and published work.
- Evidence of peer-review.
- For co-authored works, faculty should be able to clearly state and quantify their intellectual contributions to the publication.

## **University, Professional, and Community Service**

Women's Studies recognizes the importance of service in the development of teaching and scholarship, as well as its role in the attainment of program, college, and university goals. It is the responsibility of candidates to describe their service in a SIF narrative, as well as provide necessary supporting documentation of their service on the program, college, and university level, as well as any professional and/or community service related to their respective field(s).

### Examples of Program-Level Service

- Serving on a program committee, either standing or *ad hoc*
- Attending and organizing program events
- Advising students
- Working with students outside of coursework and regular office hours
- Representing Women's Studies at college and university events
- On-campus out-reach activities on behalf of Women's Studies
- External out-reach activities on behalf of Women's Studies

### Examples of College-Level Service

- Serving on a CAH committee
- Chairing a CAH committee
- Serving as an Academic Senator
- Serving on an Academic Senate committee or holding an Academic Senate post Serving as department chair
- Undertaking special projects/activities at the request of the dean
- Representing the college (rather than just Women's Studies) at a public function
- Developing a grant proposal
- Mentoring students outside of classwork (ex: Mellon Fellows, undergraduate student research)

### Examples of University-Level Service

- Serving on a University-level committee (UCEP, UCC, WCC, etc.)
- Chairing a University-level committee
- Serving on committees for other University bodies (General Studies, Liberal Studies, etc.)
- Serving on a committee for an outside department
- Serving on a task force created by the president or president's delegate
- Performing University advising
- Providing input for curricular modifications affecting outside departments
- Representing the University (rather than just Women's Studies) at a public function

### Examples of Service to the Field

- Serving in a leadership capacity in a professional organization related to the candidate's field(s)

- Helping to review submissions and/or organize regional and/or national conferences related to the candidate's field(s)
- Serving as a reviewer for scholarly texts for academic journals and/or publishers
- Serving as a program reviewer for an outside program or department
- Serving as an off-campus RTP reviewer

#### Examples of Relevant Community Service

- Holding office in a community organization related to one's scholarship and/or field of expertise
- Serving on the board of a community organization related to one's scholarship and/or field of expertise
- Serving as a consultant/expert for a mass media outlet
- Consulting for community groups within one's field of expertise
- Coordinating symposia, workshops and the like for the public
- Giving a public lecture or reading

#### Service Activity Standards for Reappointment

Candidates are only expected to participate in program/department-level service in RTP Cycle 1. Candidate should provide evidence of at least one college and/or university service per year after RTP Cycle year 1, in addition to annual program/department-level service.

#### Service Activity Standards for Promotion from Assistant Professor to Associate Professor

Candidate should provide evidence of at least one college and/or university service per year after RTP Cycle year 1, for a total of at least 5 examples of college and university service for promotion from assistant to associate. One instance of college or university service may be substituted for service at the community or professional level.

#### **Unusually Meritorious Tenure and/or Promotion**

Per University guidelines: Early tenure is granted rarely and only for unusually meritorious performance as a faculty member at California State University Dominguez Hills. In order for a member of the instructional faculty to be granted early tenure they must demonstrate outstanding performance in teaching and in one other area of evaluation. Non-teaching faculty must demonstrate outstanding performance in their professional assignment. The demonstration of unusually meritorious performance requires substantial documentation which may not be possible on the basis of a relatively short period of time spent at this institution. Therefore, evidence relating to professional performance at another institution will, if submitted, be given consideration.

However, the granting of tenure is based primarily on evidence of merit demonstrated in performance at California State University, Dominguez Hills.

#### **Early Tenure and Promotion Criteria**

A faculty member who has completed the period of pre-tenure service and who has reached the top salary step of his/her rank, and who possesses the usual terminal degree in his/her discipline

(normally the doctorate) will normally be considered each year for promotion. In cases of unusually meritorious performance, a faculty member may be considered for promotion although he has not satisfied the above stipulations.

Promotion in rank constitutes recognition of a faculty member's professional achievements. The criteria of good teaching, scholarship, and participation in University and community affairs are interrelated, but individuals achieve distinction in various ways and degrees and, therefore, circumstances may justify placing greater weight on a candidate's outstanding achievements in one or another area. However, since good teaching is recognized as the primary function of the State University System, teaching effectiveness shall be the most important criterion for promotion.

Criteria for Early Tenure and Promotion

- Specific requirements for tenure in WMS should be achieved in advance of this regular review cycle.
- Faculty will have a consistent record of "Outstanding" ratings in teaching, scholarship, and service categories.
- Candidates will not be penalized for going up early for tenure or promotion, and requests for early tenure or promotion should not be held against candidates if they are not achieved in a previous year.

Criteria for Early Promotion to Professor

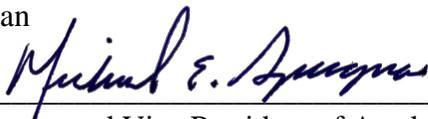
- The specific WMS requirements of promotion to Professor shall be achieved in advance of the regular review cycle.
- Faculty will have a consistent record of "Outstanding" ratings in teaching, scholarship, and service categories.
- Candidates will not be penalized for going up early for tenure or promotion, and requests for early tenure or promotion should not be held against candidates if they are not achieved in a previous year.



\_\_\_\_\_  
Department Chair



\_\_\_\_\_  
Dean



\_\_\_\_\_  
Provost and Vice President of Academic Affairs

\_\_\_\_\_  
April 14, 2021

\_\_\_\_\_  
Date

\_\_\_\_\_  
**August 11, 2021**

\_\_\_\_\_  
Date

\_\_\_\_\_  
8/11/2021

\_\_\_\_\_  
Date