

EFFECTIVE FALL 2022

HUTCHINS SCHOOL OF LIBERAL STUDIES SONOMA STATE UNIVERSITY REAPPOINTMENT, TENURE, AND PROMOTION EVALUATION POLICIES *Adopted 6 May 2022*

The Hutchins School follows the most current edition of the SSU Academic Senate RTP document entitled **Policy: Reappointments, Tenure, and Promotion** (*Policy #2009-3*).

Following the above policy, the Hutchins School evaluates RTP candidates in the following areas:

- a. Teaching Effectiveness
- b. Scholarship, Research, and Creative Achievement
- c. Service to the University, the Profession, and the Community

It should be noted that, due to its student-centered, interdisciplinary and collaborative nature, the Hutchins School interprets the above criteria established by the policy as elaborated below:

1) The Hutchins School stresses that, “primary emphasis [is] placed on Teaching Effectiveness” (*II.A.4*). Since we follow a student-centered pedagogy, it is crucial that faculty members establish a good rapport with students and that they focus on the facilitation of learning.

2) Because of the interdisciplinary and collaborative nature of the curriculum in the Hutchins School, the ability to work effectively and equally with shared department responsibilities are considered essential criteria in the evaluation of tenure-track faculty in the areas of teaching and departmental service.

Given the critical importance of student-centered pedagogy, collaboration in the development of an integrated curriculum, and other administrative and curricular activities required to support the operation of the department, the Hutchins School emphasizes the areas of evaluation as follows:

- a. Teaching, including effectiveness in the classroom and collegial collaboration in the curricular cadres;
- b. Scholarship, research, and creative achievement [criteria detailed below];
- c. Service to the department, particularly in connection with participation in planning cadres;
- d. Service to the university;
- e. Service to the community, including service learning.

Hutchins School RTP Criteria for Tenure and Promotion to Associate Professor

Teaching Effectiveness

The Hutchins Department prioritizes student-centered teaching and facilitation of learning in its evaluation of teaching effectiveness. The four expectations below will be used to holistically assess candidates:

1) SETEs: The Hutchins Department acknowledges that SETEs are a biased and unreliable measure of teaching effectiveness. Furthermore, SETEs are not representative of teaching quality, especially when response rates are low. Candidates SETEs will only be used as added context to the other indicators of teaching effectiveness. URTP teaching criteria are incorporated in the evaluation of teaching effectiveness in our additional criteria.

2) Peer Reviews: Candidates must include the required number of peer observations at every stage of the RTP process (i.e. 1-2 per year). Additionally, 3 of the peer observations conducted before promotion to Associate Professor must be of seminar courses, and candidates are required to demonstrate effective student-centered pedagogy in these seminar courses (e.g. via collaborative learning, engaged dialogue, successful discussion of challenging texts from a range of points of view, and effectiveness at assigning and assessing student writing and/or creative work). Evidence of effective student-centered pedagogy may include incorporating multiple drafts of assignments and peer revisions; revisions of course materials to include refreshed research/creativity modalities and connection to social justice issues; signature assignments; student service learning connected to social justice; and supervision of student projects. The 3 seminar observations may be conducted at any stage of the candidate's career as an Assistant Professor; ideally, however, at least 1 seminar observation would be conducted in the earlier stages of the RTP process and 1 seminar observation would be conducted in the later stages of the RTP process.

3) Self-assessment: Candidates are expected to write in their self-assessment (included in their Working Personnel Action File) a thoughtful reflection of their teaching experiences and practices with an emphasis on student-centered learning. This self assessment should discuss how the candidate has evaluated feedback and adapted their curriculum and/or pedagogy to address peer and/or student reviews. In other words, candidates should discuss their personal growth as an educator explicitly, addressing the listed criteria and examples of teaching excellence provided above. Candidates also must respond to the 4 program learning outcomes:

- Interdisciplinarity
- Seminar Skills
- Equity and Social Justice
- Critical Thinking, Metacognition, and Analysis

4) Curriculum Planning or Cadre Meetings: Candidates are required to consistently attend cadre meetings and assist with the planning of lower division courses (when applicable).

Scholarship, Research, and Creative Achievement

Due to the interdisciplinary nature of the department, acceptable scholarship takes a variety of forms and will depend heavily on the candidate's discipline. The department's RTP committee will take a holistic approach when evaluating the candidate's scholarly activity both in and outside the candidate's main discipline. The department's RTP committee will nevertheless be guided by University RTP policy in expecting candidates to demonstrate "significant growth and contribution in the area of scholarship, research or creative achievement" (II.C.1). The RTP committee may also consider work not listed here as progress toward tenure if the candidate makes a strong case for the scholarly and/or creative contribution of that work.

At minimum, tenure and promotion to **associate professor includes the completion of 2 major scholarly or creative products OR 1 major scholarly or creative product and 2 supporting scholarly or creative products**. Definition of key terms and examples are provided below:

Completion of **major scholarly or creative** product varies by discipline, but agreed upon examples include but are not limited to:

- a book, or a manuscript and contract;
- a peer-reviewed journal article;
- a book chapter in a professionally edited book;
- an applied and publicly-disseminated research product;
- a juried exhibition or performance.

Completion of **supporting scholarly or creative products** vary by discipline, but agreed upon examples include:

- juried conference participation as a presenter, discussant, organizer, or panelist;
- an invited presentation in a professional forum;
- submission of an externally funded grant proposal;
- completion of RSCAP funded project;
- submission of an additional journal article, book proposal, and/or professional creative work;
- a book review or encyclopedia entry in a professional publication;
- an expository article in a newspaper, magazine, or other popular publication.

Service

1) Department: Consistent participation in department meetings, which includes not merely attendance, but also participation in decision-making and responses to department requests for collaboration. Effective advising within the Hutchins major, including such assistance as timely responses to student questions; support with student registration; sharing information with students about school and university requirements for retention and graduation; and in-class support and advising, particularly to first year students and seniors.

2) University: Consistent participation in at least 1 University or School committee or faculty governance, representing either the Hutchins Department, the School of Arts & Humanities, or Sonoma State University. Ideally, the candidate will demonstrate this participation at every stage of the RTP process, starting in the 2nd year, although gaps in service are acceptable. Furthermore, we recognize the excess labor that BIPOC and LGBTQ faculty do for campus Diversity, Equity and Inclusion efforts and will count this work toward service.

3) Community: Hutchins also weighs as significant candidate involvement in community events and programs in the surrounding Bay Area counties, including CFA and union activities; social justice work; and involvement in community activities related to the candidate's research focus and discipline.

For Promotion from Associate to Professor:

For promotion from Associate Professor to Professor, the Hutchins Department will examine candidates' records for continued demonstration of growth in contribution to student learning, department service, campus leadership and community service. Candidates must achieve excellence in the fundamental components of the Hutchins Department and be evaluated through the following criteria.

Teaching Effectiveness

The Hutchins Department prioritizes student-centered teaching and facilitation of learning in its evaluation of teaching effectiveness. The 4 expectations below will be used to holistically assess candidates:

1) SETEs: The Hutchins Department acknowledges that SETEs are a biased and unreliable measure of teaching effectiveness. Furthermore, SETEs are not representative of teaching quality, especially when response rates are low. Candidates SETEs will only be used as added context to the other indicators of teaching effectiveness. URTP teaching criteria are incorporated in the evaluation of teaching effectiveness in our additional criteria.

2) Peer Reviews: Candidates must include 2 peer observations including at least 1 of a seminar course before promotion to professor. Candidates are required to demonstrate effective student-centered pedagogy in their seminar courses, and continued growth in the program learning outcomes listed below. Such student-centered pedagogy will include the components required for earlier promotion levels (collaborative learning, engaged dialogue, successful discussion of challenging texts from a range of points of view, and effectiveness at assigning and assessing student writing and/or creative work). Effective student-centered pedagogy will be demonstrated by examples of growth in such practices as incorporating multiple drafts of assignments and peer revisions; revisions of course materials to include refreshed research/creativity modalities and connection to social

justice issues; signature assignments; student service learning connected to social justice; and supervision of student projects.

3) Self-assessment: Candidates are expected to write in their self-assessment (included in their Working Personnel Action File) a thoughtful reflection of their teaching experiences and practices with an emphasis on student-centered learning. This self-assessment should discuss how the candidate has evaluated feedback and adapted their curriculum and/or pedagogy to address peer and/or student reviews. In other words, candidates should discuss their personal growth as an educator explicitly, including evidence of growth in the effective teaching examples provided above. Candidates must supply information on how they have demonstrated continued growth in the following 4 program learning outcomes since promotion to Associate Professor:

- Interdisciplinarity
- Seminar Skills
- Equity and Social Justice
- Critical Thinking, Metacognition, and Analysis

4) Curriculum Planning or Cadre Meetings: Candidates are required to consistently attend cadre meetings and assist with the planning of lower division GE courses (when applicable). Candidates for Professor are expected to demonstrate leadership in contributing to planning and shaping the curriculum, including actions such as attending meetings; taking notes and constructing group syllabi; creating new signature assignments; suggesting new texts, films, speakers, or strategies for student success; and organizing and informing cadre members of meetings and agendas.

Scholarship, Research, and Creative Achievement

At minimum, promotion to professor includes the completion of 1 NEW major scholarly or creative product OR 3 NEW supporting scholarly or creative products. Definition of key terms and examples are provided below.

Completion of **major scholarly or creative** product varies by discipline, but agreed upon examples include but are not limited to:

- a book, or a manuscript and contract;
- a peer-reviewed journal article;
- a book chapter in a professionally edited book;
- an applied and publicly-disseminated research product;
- a juried exhibition or performance.

Completion of **supporting scholarly or creative products** vary by discipline, but agreed upon examples include:

- juried conference participation as a presenter, discussant, organizer, or panelist;
- an invited presentation in a professional forum;
- submission of an externally funded grant proposal;

- completion of RSCAP funded project;
- submission of an additional journal article, book proposal, and/or professional creative work;
- a book review or encyclopedia entry in a professional publication;
- an expository article in a newspaper, magazine, or other popular publication.

Service

1) Department: Consistent participation in department meetings, which includes not merely attendance, but also participation in decision-making and responses to department requests for collaboration. Effective advising within the Hutchins major, including such assistance as timely responses to student questions; support with student registration; sharing information with students about school and university requirements for retention and graduation; and in-class support and advising, particularly to first year students and seniors. Candidates for Professorship should also demonstrate department leadership through such activities as serving on a Hutchins Committee, assisting with recruitment, working on course approval documents, or other Hutchins-focused service.

2) University: Regular participation in at least 1 University or School committee or faculty governance, representing either the Hutchins Department, the School of Arts & Humanities, or Sonoma State University. Candidates for Professorship should demonstrate a pattern of commitment to a university-wide goal, leadership in a committee setting, or other indication of growth in university service, which could include service on an additional committee or continued faculty governance representation; serving as Chair of a committee; volunteer work on campus; or participation in new campus-wide initiatives or programs. Furthermore, we recognize the excess labor that BIPOC and LGBTQ faculty do for campus Diversity, Equity and Inclusion efforts and will count this work toward service.

3) Community: Involvement in community events and programs in the surrounding Bay Area counties, which can include CFA and union activities. Candidates for Professorship should demonstrate growth in community involvement, which could include expanded participation in social justice or discipline-related service, alignment of student pedagogy with community service, and/or leadership roles in public service organizations.