RTP Policy
Department of Modern Languages and Literatures

EFFECTIVE FALL 2024

Introductory Statement

The Department of Modern Languages regards effective teaching as the primary and essential ingredient for a good RTP review. Significant problems in this area must be remedied for tenure or promotion to be obtained.

Candidates must demonstrate achievements in 1.) teaching effectiveness, 2.) scholarship, research, creative achievement, and professional development, and 3.) University, professional, and community service. Each of these three areas must be represented, and the department recognizes and values the diversity of its members' contributions in these areas and evaluates each faculty member's performance holistically, allowing exceptional weight in one area to balance the categories.

Within each category, special emphasis should be placed on activities, e.g. extracurricular events, that encourage and recognize linguistic and cultural diversity on campus and within the community.

A. Expectations for Tenure and Promotion to Associate Professor

1. Teaching Effectiveness

Teaching performance includes all those activities by the faculty member that directly contribute to student learning. Effective teaching can include many pedagogical approaches and formats, such as lectures, individual and group projects, inquiry-based or service-learning learning activities, discussion sessions, and other learning modes. It can also include a wide range of activities such as supervising scholarly projects; supervising student learning experiences in academic and community-based settings; collaborating with students on research, performance, artistic, and other projects; and mentoring or tutoring students.

Beginning with the candidate's fourth teaching semester at SSU, and subsequently, the candidate is expected to demonstrate:

> a. A minimum 3.75 median score on ROSEs ("Reflections on Student Experience") for all courses submitted for RTP evaluation. Explanations must be provided for any individual class scores below 3.75. In the self-assessment of teaching, the candidate should describe specific steps to be taken to improve the area(s) of weakness.

  b. Overall positive peer evaluations of teaching.

  c. Annual self-assessments of teaching and related professional activity that describe the candidate's work in detail, analyze, and reflect thoughtfully on their teaching, show evidence of learning and growth, and include plans for improvement.

It is expected that all tenure-track faculty will continue to improve over time their teaching with respect to our particular student population at Sonoma State. This progress can be documented in a number of ways. For example, student evaluations are helpful, but the department does not consider them the sole indicator of teaching ability. We find that additional evidence of teaching ability can be found in (but not limited to) a faculty member's taking advantage of the CTET workshops and programs, participating in CSU workshops and conferences on teaching and learning, reading and deriving pedagogy from books and articles on working with particular segments of SSU's population (heritage learners, for example), and consulting with colleagues, both within and outside of the Department and University. Other evidence of progress in developing one's teaching includes syllabi, examinations, writing assignments, student papers to which the candidate has crafted responses, teaching portfolios, digital or multimedia responses to student papers and work, and attending professional conferences. Because language learning is an important component of teaching effectiveness in Modern Languages and Literatures, it is expected that assessment of learning be discussed, including the implications those assessments have for pedagogy.

The RTP candidate should display preparedness, fairness, and commitment to student learning by engaging in the following activities:

- presenting material and learning opportunities using a variety of methods (such as: socially-centered communicative learning activities, lectures, discussion, student groups, student presentations, service-learning, etc.);

- providing meaningful engagement opportunities for students regarding all aspects of language learning, including learning about the various historical and socio-cultural contexts where the language is spoken;

- evaluating student learning using a variety of methods (such as: experiential learning, exams, quizzes, papers, individual and group presentations, essays or other forms of writing, research papers, service-learning activities, class participation, etc.);

- participating in teaching-related professional development workshops or other professional learning activities;

- encouraging students to meet with faculty outside of class to discuss course material and student progress; responding to students during and outside of class (office hours in person

or via Zoom, through email, etc.);

- encouraging students to participate in campus, student clubs, and community events; and

- incorporating scholarship into course content when appropriate.

The evaluation of teaching performance is an assessment of the quality and effectiveness of the efforts of faculty members that contribute to student learning. This evaluation must include multiple measures provided by the RTP candidate:

a. a critical reflection of the ROSE results as part of the written self-assessment of teaching, including a description of the ways in which the candidate's teaching effectiveness has progressed in response to student feedback;
b. a self-assessment of the candidate's teaching performance based upon peer observations of instruction, and describing ways that teaching effectiveness has progressed in response to peer feedback;
c. for peer-observation(s), course materials, syllabus/syllabi and assessments will be reviewed - evidence of student work and accomplishments, or other materials related to teaching effectiveness are optional but encouraged;
d. related educational activities may include, but are not limited to: curriculum/program development, programmatic assessment of learning outcomes, and other academic support activities that enhance student recruitment, retention and achievement; and
e. a table of the numerical summary responses to the "Reflections on Student Experience" (ROSE) for tenure and/or promotion.

The evaluation of related educational activities (d.) is based upon participation in other possible activities such as student mentoring, tutoring, service-learning, and participation in program assessment, curriculum development, or other related educational activities.

2. Scholarship, Research, Creative Achievements, and Professional Development

The Modern Languages and Literatures Department values scholarship, research, and creative activity for purposes of reappointment, promotion, and tenure. We affirm that there is a diversity of scholarship across the languages and specializations in our department. For purposes of reappointment, tenure, and promotion, publication of scholarly articles, books, or book chapters and scholarly presentations are valued, along with a variety of other creative activities, translations, and other scholarly activities, which we enumerate below. The department also regards teacher research, curriculum and/or pedagogically focused grant work, and professionally disseminated pedagogical work as forms of scholarship for the purposes of reappointment, promotion, and tenure.

These criteria for Scholarship, Research and Creative Achievements are intended to serve to guide, support, and recognize our faculty in their career-long trajectories as successful

scholar/researcher-teachers engaged in communities at Sonoma State and beyond.

The Modern Languages and Literatures Department recognizes that, in addition to these traditional forms of publication, other scholarship, research, and creative work can make material contributions to the discipline, and can be evaluated and reviewed.

Also, the Modern Languages & Literatures Department recognizes innovative new presses and platforms of publication, and bases its evaluation on a publication venue's currency in the field, timeliness, and accessibility to audiences.

Part I:

For tenure and promotion at all levels, evaluation will be based on participation in both of the following primary categories. A minimum of one item from each of the following primary categories (a. and b.) is required.

    a. publication of articles in journals and/or edited book collections, and/or professional or scholarly monographs;

    b. presentation of work in academic/professional settings (University, conference, professional meeting, symposium);

AND

Part II:

Evaluation will also be based on any additional activities across <u>at least two</u> of the following secondary categories in Part II:

    a. publication or performance of creative works;

    b. publication of translations;

    c. publication of textbooks, other instructional or pedagogical materials, or dissemination of pedagogical work as research in a professional forum;

    d. publication of work in professional outlets related to discipline, field of expertise, or teaching;

    e. publication or work in electronic academic and creative venues or other digital scholarship (e.g. forums, and credible disciplinary blogs);

    f. publication of book reviews, encyclopedia entries, or bibliographies;

    g. reception of grants, fellowships, awards, or other honors for research/writing;

    h. engagement in research activities, i.e. collecting data, analyzing data, writing reports, and presenting results in academic forums;

    i. engagement in editorial work (e.g., serving as editor or on editorial board of a journal or book series);

    j. work as a reviewer for scholarly journals, university or academic presses;

    k. participation in professional meetings as discussant, committee member, or organizer of colloquia/seminars, or panels;

    l. professional recognition through awards, honors, exhibitions, performances, or speaking engagements;

    m. contributions to discipline/s outside the candidate's primary area of specialization;

    n. contribution to the creation and support of communities of scholarship at Sonoma State and beyond (e.g., collaboration with and mentorship of faculty colleagues; participation in research-focused events; writing groups);

    o. participation in leadership roles in professional organizations involving research and scholarship; and

    p. engagement in activities as a public scholar (activism, community involvement around social justice that draws specifically on research/scholarship).

3. University, Professional, and Community Service

The Department of Modern Languages & Literatures requires that each faculty member share the work of running the department by serving on departmental committees, advising undergraduate and graduate students, and coordinating departmental activities as necessary.

New faculty are not expected to be involved fully in departmental committee work and student advising in their first year of service, but they are expected to have a record of full participation in University service by the time they apply for tenure.

The department expects leadership and active engagement of MLL faculty in University service (e.g. chairing committees, involvement in curricular planning and assessment, etc.).

The candidate should include appropriate evidence of all of their service in their WPAF.

Expectations for Tenure and Promotion to Associate Professor:
- regular attendance and active participation at departmental meetings;

- effective advising in the major and/or minor;

- service on at least one department standing committee each year (except during the first probationary year) or participating in one major department activity. Department

committees might include the program curriculum committee or the lecturer hiring committee, while department activities might include serving as advisor to a language club, organizing departmental contributions to International Education Week, writing a peer evaluation of teaching for a colleague, or participating in a departmental retreat;

- service on at least one University or School committee prior to applying for promotion or tenure. Serving as chair of a committee or in a leadership capacity carries more weight, as does sustained service on a given committee, and a record of increasing responsibility over the probationary years;

- involvement in at least one university-wide outreach activity per year, such as recruitment efforts, participating at new student orientations, etc.;

- professional service each year, which may include active involvement in local, regional, national, or international service or outreach activities. The department recognizes that reviewing efforts (e.g., journal manuscripts, grants) are important contributions to the professional community and constitute public service, as is serving as MLL Representative to the CSU World Languages Council, the SSU Representative of the CSU Academic Council on International Programs, or in an official capacity in one or more academic societies or journal boards. Organizing a discipline-related conference is also considered a substantial service contribution; and

- at least one community activity related to the candidate's academic expertise per year.

B. Expectations for Promotion to Professor

1. Teaching Effectiveness

Across the period from tenure and initial promotion to recommendation for full professor, the candidate is expected to demonstrate:

a. a minimum 4.0 median score on ROSEs for all courses submitted for RTP evaluation, with explanations provided for any individual class scores below 4.0;

b. strong peer evaluations of teaching;

c. self-assessment of teaching and professional activity during the period under review that describe the associate professor's teaching in detail, analyze and reflect thoughtfully on their teaching practices, and show evidence of learning and professional growth as an instructor, including the implementation of technological advances in the field as they advance student learning; and

d. leadership in terms of developing new programs, curricula, internships and/or

courses, or other significant leadership activities.

2. Scholarship, Research, Creative Achievements, and Professional Development

Across the period from tenure and initial promotion to recommendation for full professor, the candidate is expected to demonstrate:

  a. publication of a book, OR one chapter in a professionally edited book, OR one peer-reviewed article

  AND

  b. at least one item from the following list:

  • grant application

  • publication of one chapter in a professionally edited book OR one peer-reviewed article (first author)

  • four professional conference presentations

  • accepted book proposal

  • book review published in professional publication

  • editorship of a professional journal

  • development of original curricular, pedagogical, and other education resources (such as videos, websites, textbooks, and instructional materials) that have been reviewed and disseminated through professionally recognized channels (in the CSU, with a professional publisher or professional organization)

  • design of one or more new courses or a new program that have been approved through regular University channels

  • significant assessment reports that have been submitted to an accreditation agency or to University administration, this includes Program Reviews

  • combination of other scholarly pursuits or achievement that exemplify professional growth or a published product, such as service on review boards for professional associations, leadership in professional organizations, development of resources for the community

3. University, Professional, and Community Service

Across the period from tenure and initial promotion to recommendation for full professor, the candidate is expected to fulfill two of the following:

  ● serve for 3 years on university-level committees (one committee for one 3-year term or a

combination of committee service adding up to 3 years)
- serve as chair of a Department, School, or University committee
- serve on at least one School or Department committee
- demonstrate consistent participation in department business, including regular attendance at department meetings and active participation in department recruitment activities
- demonstrate service to the profession through participation in at least two local, regional, national, or international organizations.