SJSU SAN JOSÉ STATE UNIVERSITY

Dr. Magdalena L. Barrera
Vice Provost for Faculty Success
Office of the Provost

San José State University
One Washington Square
San José, CA 95192-0020

408.924.2405
magdalena.barrera@sjsu.edu
www.sjsu.edu/provost/faculty-success

TO: Damian Bacich, Chair, World Languages and Literatures

FROM: Magdalena Barrera, Vice Provost for Faculty Success

DATE: 9 February 2023

SUBJECT: Approved Department of World Languages and Literatures RTP Guidelines

On behalf of Provost Vincent Del Casino, I am pleased to report that your department's RTP Guidelines (attached) have been approved. Per University Policy S15-7, these guidelines have been reviewed by the Professional Standards Committee of the Academic Senate, College leadership, and the Office of the Provost. The implementation date for these approved guidelines is August 17, 2023; they will come up for review in five years.

A copy of these guidelines must be included in the dossier of all RTP candidates from the Department of World Languages and Literatures.

C: Shannon Miller, Dean, Humanities and the Arts
Mary Anderson, Associate Dean of Faculty Success, Humanities and the Arts
James Lee, Senior Director, UP-Faculty Services
Rachael French, Chair, Professional Standards Committee

Effective Date: **August 17, 2023**
Review Cycle: **AY 27-28**
Expiry: **Fall Semester 2028* (1st Duty Day)**

**Per S15-7, 4.3.3, Guidelines that display a date more than five years old calculated from the time of the submission of the dossier shall be considered invalid, except as provided below in "Continuity of guidelines throughout review period."*

James Lee, Senior Director, Faculty Services

Department of World Languages and Literatures RTP Guidelines for RSCA Activities

Approved Nov. 7, 2022

Vote by secret ballot: 7 yes, 0 no, 2 abstain

The faculty in the Department of World Languages and Literatures are proud to carry out instruction and research in the vital fields of language, literature and culture at San José State University. In our increasingly interconnected global community, the utility and relevance of our programs to our students is clear. Our campus' uniquely international and multicultural demographic underscores the importance of our work, and contributes to the strength of our RTP activities.

Our faculty members are active in their areas of research concentration, and we believe that energetic and relevant research in our areas of study brings a vitality and contemporary awareness to our instruction and to our presence on campus. Because the fields of language instruction and literary and cultural knowledge are constantly evolving, our research across broad areas of study—, such as applied linguistics, pedagogy, literature and cultural studies and translation and languages for the professions, —ensures that what we bring to the classroom is up-to-date and relevant to our students.

We value interdisciplinary work and collaborations with faculty and students across departments, colleges and campuses. We recognize and assert that research into innovative or updated modes of language instruction as a critical part of our RSCA at SJSU. This includes the development of innovative use of technology in the language classroom, the development of international relationships for faculty-led study abroad opportunities, and the establishment of safe and productive one-on-one language practice relationships with schools in other countries where the target language is spoken. Faculty activities that generate positive perceptions and international awareness of our programs are valued as intrinsically part of our RSCA.

We understand peer or external review to be an essential factor in the evaluation of RSCA. All things being equal, scholarly as well as artistic/creative activities should be shown to have undergone a process of peer/external review.

The primary modes of dissemination for our research are in published works and public presentation. In evaluating the strength of our faculty's RSCA, we place great importance on the standing in the field of conferences attended and publications where our work is accepted, and especially whether the material has gone through a process of blind and/or peer review. We also believe in a holistic evaluation of a faculty member's RSCA that allows for a clear view of how various activities may tie together to create a strong and coherent record of research and dissemination.

Published works in our fields of research commonly include:

- single author monographs,
- textbooks,
- edited volumes,
- book chapters,

- single author articles,
- translations of literary or other works,
- article-length interviews with literary or cultural personalities,
- reference work entries,
- newspaper/magazine articles,
- book reviews (solicited and blind peer reviewed)
- editing a journal or section of a journal, and peer article review .

While we prioritize the process of blind peer review for articles, we also recognize that sometimes an invited article in a well-placed publication (such as a special issue of a journal) may be more impactful than a peer reviewed article in a little known print only publication. We are attentive to the developments in our field in the area of distribution and readership, and value contributions to reputable digital and open access venues that promise greater readership than some more traditional modes of publication.

Finally, given the diversity of the fields covered by faculty in our Department (at the present time 10 tenured and tenure-track faculty teaching across 5 different language sections), our evaluation of RSCA by our faculty must necessarily take into consideration important, material differences in opportunities for dissemination across different language groups because we believe that all languages and cultures deserve outlets for study and publication of relevant research

There are cases where faculty have fewer opportunities or less accessibility to traditional publication outlets, such as brick-and-mortar, peer-reviewed journals. In cases where faculty have fewer opportunities or less accessibility to traditional publication outlets, such as print, peer-reviewed journals, other forms of scholarly research – such as scholarly events and exhibitions – may be considered from a holistic perspective to partially offset this type of publication challenge. We also wish to actively support student involvement in faculty RSCA, and thus we also value publications that involve student participation as research assistants or co-authors.

Presentation of research is considered an integral part of our faculty's RSCA activity, as it increases the positive reputation of the department and university, provides a space for professional networking and allows for the development and dissemination of new lines of research. Presentation of RSCA may take many forms, including: presentations at international, national and regional conferences and symposia, poster presentations at conferences and symposia, on-campus and community speaking events, radio, television and podcast interviews, invited speaking events and keynote speeches, as well as serving as organizers for events, conferences, or panels at SJSU and off-campus conferences and symposia.

We consider activities such as media interviews or acting as a moderator or respondent on a conference panel as an integral part of our RSCA that correlate with our faculty being recognized as expert authorities in their area of study. The active research activities and professional connections cultivated by our faculty also contribute to on-campus and off-campus events featuring writers and researchers that speak directly to the lived experience and professional needs of our students. In keeping with our support of student involvement in RSCA, we also recognize the value of faculty leadership in the organization of student panels and conferences.

Artistic/creative achievements are also considered as valuable RSCA by our department. These may include exhibits, performances or even documentary films related to their field of study, and should be evaluated in keeping with the guidelines of dissemination and recognition by others in the same field. Although artistic and creative achievements are not the usual form for RSCA in our department, we consider these activities as an integral part of faculty research and dissemination in our department. As with other forms of RSCA, the degree to which artistic or creative achievements undergo a process of peer and or external review will be a key factor in their evaluation. When including artistic/creative achievements in their dossiers, candidates should be clear in specifying the type of peer or external review that their activities have undergone.

Examples of RSCA output (broad categories)

Here we offer a flexible, and always open to revision, idea of the relative evaluations of various RSCA activities undertaken by our faculty.

A: Publications	**B: Publications & other**	**C: Other or Shorter**
Monograph	Peer-reviewed articles	Book reviews
Textbook	Book chapters	Interview/journalistic
Edited Volume	Translation (ex: article-length with critical apparatus in peer-reviewed journal or trade publication)	Reference work entry
Book-length translation (normally with critical apparatus)	Interview peer-reviewed journal	Events Organized
Critical Edition	Co-authored article (peer-reviewed)	Peer Article Review
Major grant award (external)	Editor of major journal	Grants, Written and Awarded (internal)
		Conference proceedings
		Presentation of Research*
Artistic/creative achievements Awards of prestigious national/international exhibitions Publication of artistic work by prestigious publisher Solo show at a museum	**Artistic/creative achievements** Awards of local exhibitions Collaborative show at a museum Invited artistic performance	**Artistic/creative achievements** Local personal exhibition Artistic performance on campus and community

***Rough Ranking of Professional Presentations**
Academic / Research Presentation: Blind Peer Reviewed 1) International Conference 2) National Conference 3) Regional Conference
Academic / Research Presentation: Invited
Invited Keynote Speaker
Invited lectures
Poster presentation
Panel Organizer / Moderator / Respondent
Media interviews
On campus / community presentations

RSCA Standards: Example Profiles

S15-7 requires that guidelines provide "hypothetical examples of profiles that would warrant a given level of achievement" (4.2.1). The Department of World Languages and Literatures provides these profiles while remaining acutely aware that they should be "inclusive and not exclusive in nature"(4.2.2).

If a WLL candidate has achievements that are roughly parallel with the kinds and levels of achievement we outline below, then these hypothetical profiles "may serve as a fair scale to assist in evaluating the level of achievement attained by the candidate" (4.2.1.) But we anticipate that some of our candidates will have achievements that are not anticipated in these guidelines. When this occurs, then our candidates should "be assessed using the more general language of the policy on Criteria and Standards" (4.2.2.)

Note: the examples below are not meant to be additive or cumulative but rather sufficient to each level.

- **Baseline**. *The candidate has, over the course of the period of review, created a body of completed scholarly/artistic/professional achievements and shows the promise of continued growth and success within his/her discipline (S15-8.)*
    - Example: 2 items from category B, together with 3-5 items from category C.

    - Example: 1 item from category B of extraordinary impact, together with 2-3 items from category C.

- **Good**. *In addition to the baseline as described above, the candidate has created scholarly/artistic/professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly/artistic/professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally (S15-8.)*
    - Example: 3-4 items from category B, together with 3-5 items from category C.

- **Excellent.** *In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly/artistic/professional achievement requires a body of work that is recognized as significant within the discipline (S15-8.)*
    - Example 1: One item from category A, together with 2-3 items from category C.
    - Example 2: 5 items from category B with 1-2 items from category C.

As stated above, these examples are in no way meant to be exhaustive, but simply as a starting point to aid in the holistic evaluation of candidates.