


**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

**Discipline: General Personnel Standards**

  
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Provost

10-12-06  
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Date

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**GENERAL PERSONNEL STANDARDS**

**INTRODUCTION**

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California State University Channel Islands is committed to achieving excellence in teaching, student learning, scholarship, and University development within a culture of collective responsibility.

This document provides guidelines for retention, tenure and promotion process for a faculty member under review within a program area that at the time of appointment has no approved PPS (Program Personnel Standards). Faculty members should also review the “University Retention, Tenure and Promotion Policy and Procedures, SP 03-30”<sup>1</sup> document and the CFA/CSU Collective Bargaining Agreement before beginning the review process.

This document shall be revised every five years or earlier at the request of the University President or the Provost/Vice President of Academic Affairs or the RTP Committee.

**1. PROFESSIONAL DEVELOPMENT PLAN AND PORTFOLIO**

Please refer to section I in SP 03-30 for information and clarification of the Professional Development Plan and Portfolio

**2. STRUCTURE OF THE PROGRAM PERSONNEL COMMITTEE (PPC)**

For information on Structure of the Program Personnel Committee (PPC), please see SB 03-30

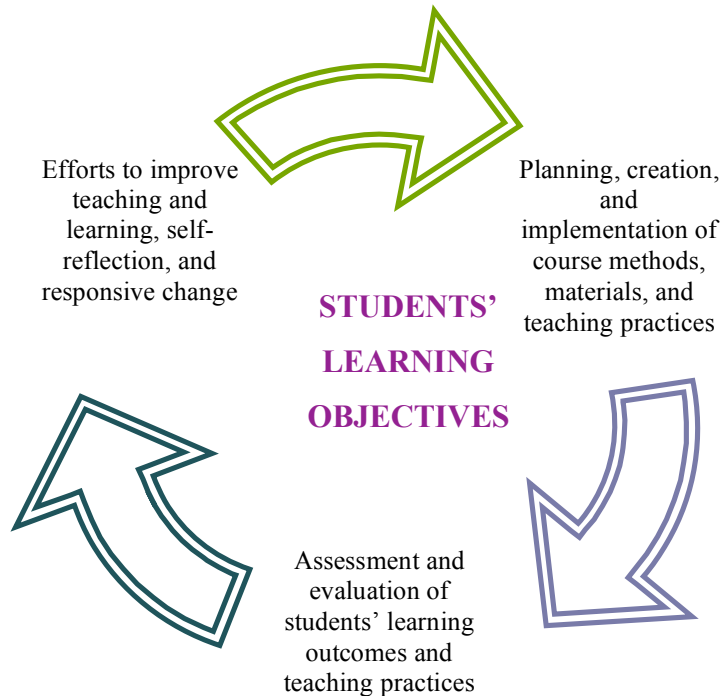
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<sup>1</sup> According to the University Retention, Tenure and Promotion Policy and Procedures (SP 03-30), evaluation of teaching faculty members under review within a program area that at the time of the review has no approved PPS, must receive at least two ratings of “3 --Meets Standards of Achievement” for retention purposes. Tenure requires that performance in two areas be rated as “4--Exceeds Standards of Achievement”--for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty [librarians, counselors], one of these must be in category one of the GPS--and one category at least “3--Meets Standards of Achievement” as stated in the University RTP document.

## TEACHING

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Teaching is regarded as a cyclical process composed of three elements: (1) the planning, creation, and implementation of appropriate and effective course methods, materials and teaching practices; (2) the assessment and evaluation of students' learning outcomes and teaching practices, (3) followed by efforts to improve teaching and learning, personal reflection and, if appropriate, responsive change. Each element informs the other two and the model reflects the process of becoming a critically reflective teacher.



Optimally, evidence of teaching should reflect the mission of CSUCI to place students at the center of the educational experience, facilitate learning within and across disciplines through integrative and interdisciplinary approaches, emphasize experiential and service learning, and graduate students with multicultural and international perspectives. Additionally, the institution particularly values the following teaching related activities: assessment of students' outcomes and teaching practices, commitment to scholarly research on teaching and learning, interdisciplinarity, incorporation of innovative and alternative methods, and engagement in technology enhanced practices.

According to the University Retention, Tenure, and Promotion Policy and Procedures (SP 03-30), evaluation of teaching faculty members under review within a program area that at the time of the review has no approved PPS must obtain a rating of "4 –Exceeds Standards of Achievement" in the category of Teaching for tenure or promotion. The following criteria are based on the three components of the above described cycle and are

deemed to describe a rating of “4” in Teaching. The candidate shall build a case in her/his narrative describing how s/he meets or exceeds these criteria.

## **I. PLANNING , CREATION, AND IMPLEMENTATION OF COURSE METHODS, MATERIALS AND TEACHING PRACTICES**

The candidate’s narrative and exhibits on teaching need to show methods and materials that are appropriate and effective to the courses taught. Examples of evidence of appropriate and effective teaching practices might include<sup>2</sup>:

- Methods and materials that enable students to achieve the desired learning outcomes
- Examples of students’ work that show how learning outcomes for the course/program/university are being met
- Instructional methods and materials that actively engage students in course content
- Selected materials that reflect current issues/scholarship in the field
- Syllabi that include outcomes, course requirements, class schedule, assignments, and grading policies
- Assessment tools that are aligned to learning outcomes
- Collaboration in interdisciplinary, and/or team teaching practices
- Inclusion of service-learning initiatives in the courses

## **II. ASSESSMENT AND EVALUATION OF STUDENTS’ LEARNING OUTCOMES AND TEACHING PRACTICES**

The candidate’s narrative and exhibits need to show active engagement in a process of evaluation and assessment of students’ learning outcomes and of her/his teaching practices. The following elements are examples of activities that show active engagement in this process. Notice that the first two elements are required according to the University Retention, Tenure, and Promotion Policy and Procedures (SP 03-30):

- **Peer evaluations:** A minimum of one peer review of classroom teaching from each probationary year is required (SP 03-30). Peer reviews should assess the pedagogical effectiveness of teaching methodology, course materials and classroom presentation, and offer constructive suggestions for improvement as appropriate.
- **Student evaluations:** The University’s RTP Policy (SP 03-30) requires statistical summaries of student evaluations. Student evaluations should recognize the instructor’s effectiveness in teaching the subject matter. Some deviation in the level of consistency may occur, for example, for courses with experimental teaching methods, and for courses offered for the first time. Those situations should be indicated by the candidate in the teaching narrative.

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<sup>2</sup> These examples do not exhaust the list of exhibits that can be included to meet this criterion. The candidate can include other types of evidence that show appropriate and effective planning, creation, and implementation of course methods and materials.

**Assessment and evaluation of students' learning outcomes:** In addition to the two above-mentioned required elements, the candidate is encouraged to engage in other activities that assess and evaluate students' learning outcomes.

- **Other types of evaluations:** The candidate can also engage in assessment and evaluation activities in order to inform her/his own teaching practices. These activities can include:
  - Development of classroom assessment techniques and tools that elicit student feedback on teaching practices
  - Implementation of formal/informal mid-term course evaluations.

### **III. EFFORTS TO IMPROVE TEACHING AND LEARNING, REFLECTION, AND RESPONSIVE CHANGE**

The candidate's narrative and exhibits need to show active engagement in the process of becoming a critically reflective teacher, which is a process of learning and change. The three following elements and the activities under each element are examples that show active engagement in this process.

- Continual effort to improve teaching and learning described in the teaching narrative. The University recognizes active engagement in the scholarship of teaching and learning<sup>3</sup> and how findings derived from this research inform the candidate's subsequent teaching methods and strategies. The appropriate dissemination of these findings (aimed to improve teaching and learning beyond the local setting by adding knowledge to — and even beyond — the candidate's disciplinary field) will be considered a contribution under the category of "Scholarly and Creative Activities." Other examples of evidence of continual effort to improve teaching and learning can include, but are not limited to the following:
  - Attendance at professional development events and workshops
  - Involvement with the Faculty Development Office and/or the development of grants designed to improve teaching effectiveness
  - Participation in activities designed to improve quality of instruction at CSUCI
  - Consultation and/or work with colleagues in formal and/or informal ways to implement methods to increase teaching effectiveness
  - Involvement in promoting students' future academic success
- Reflection on teaching that shows effect on students' work. Examples of evidence can include, but are not limited to:
  - Summary of and personal reflection on student and peer evaluations
  - Description of changes made in response to formal/informal mid-term course evaluation

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<sup>3</sup> The Faculty Development Office has additional resources on the scholarship of teaching and learning.

- Revision of curriculum to ensure the infusion of new or innovative technology into course content and delivery
- Responsiveness in teaching that affects student’s learning opportunities and experiences. Examples of evidence can include, but are not limited to:
  - Redesign of course structure and/or revision of assignments in response to assessments and evaluations
  - Modification of instructional methods and technologies in response to feedback
  - Introduction of new technologies to enrich students’ learning experiences
  - Redesign of course structure to meet needs of English language learners and/or students with special needs
  - Incorporation of instructional methods and materials introduced during professional development events, by Faculty Development Office or recommended by colleagues

## **PROFESSIONAL ACTIVITIES FOR NON-TEACHING FACULTY**

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Faculty members in a non-teaching role within the university, who have no approved Program Personnel Standards (PPS), will draft a “Professional Activities” section that will replace the Teaching section in the General Personnel Standards (GPS). Faculty members should review the University Retention, Tenure and Promotion Policy and Procedures (SP 03-30) document, CFA/CSU Collective Bargaining Agreement, and other approved “Professional Activities” sections before preparing the draft.

## **SCHOLARLY AND CREATIVE ACTIVITIES**

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A successful faculty member has a well-defined and focused program of scholarship/creative activities that demonstrates intellectual and professional growth; produces scholarship and or creative achievements that contribute to the advancement, application or pedagogy of the individual’s discipline or interdisciplinary studies; disseminates scholarly and creative work to appropriate publications and audiences. Each faculty member shall establish a record of scholarly/creative endeavor that generates, integrates and/or disseminates knowledge. Refereed publications and/or juried creative activities are expected of all faculty.

In addition, the University values and supports the development of:

- A **scholarship of assessment** that fosters purposeful reflection and improvement of teaching practices and programs through effective assessment processes
- A **scholarship of engagement** that fosters research-based learning, which enables students to develop a civic responsibility dimension to their studies
- A **scholarship of teaching and learning** that fosters significant, long-lasting learning for all students, enhances the practice and profession of teaching, and brings to faculty members' work as teachers the recognition and reward afforded to other forms of scholarly work

Each discipline or interdisciplinary field has very different standards for what it considers appropriate indicators of professional growth in scholarly and creative activities. It is the responsibility of the faculty member under review to establish in his or her Professional Development Plan (PDP) the commonly followed standards for scholarly and creative activities in his or her discipline(s), specifying *the type and amount of evidence of performance* needed to meet standards of achievement in that discipline or interdisciplinary field. These standards shall be justified and supported with evidence from other similar institutions, organizations, and/or with literature that specifically addresses the standards that are customary in that discipline or interdisciplinary field. These standards shall be reviewed and approved by the program chair (if applicable), the PPC, and the dean (or appropriate administrator for non-teaching faculty). It is the dean's responsibility to ensure that there is no significant deviation of expectations across the different PDPs.

Examples of evidence of performance in the category of scholarly and creative activities can include, but are not limited to:

- Publications in refereed journals or juried exhibitions
- Publications of peer-reviewed books, book chapters, monographs, creative works that appear in juried exhibitions and galleries including: films, videos, CD ROM, DVD or other electronic media
- Solo exhibitions or a significant part of a group exhibition in a museum, commercial gallery, university gallery/museum, or recognized alternative venue
- Awarded external grants
- Dissemination of research aimed to improve teaching and learning
- Reports of consulting assignments that contribute to teaching and/or to scholarship
- Creating, editing or reviewing articles/cases/chapters/course materials for academic journals and publications
- Presentations at professional meetings, seminars, symposia, and conferences
- Publications in proceedings of professional meetings and conferences
- Publications in popular media with national readerships
- Earning patents or establishing copyrights
- Appearances on media that contribute to the advancement of teaching and/or scholarship
- Reports of applied research
- Development of computer software
- Significant leadership of professional organizations
- Performance of post-doctoral work
- Public art projects/commissions: national, state, county, city
- Commissions: municipal, corporate, private

- Artwork review/image reproduction in art texts/book publications, national/international art periodicals, gallery/museum exhibition catalogs, regional art publications, or local newspapers and periodicals
- Exhibition catalogue
- Significant role in organizing colloquia, seminars, symposia, conferences, panel discussions
- Preparing applications for grants, commissions, fellowships, prizes, other awards
- Book/chapter/article reviews
- Regional or local publications
- Publication in popular media with local or regional readership
- Invited symposia and presentations at CSUCI
- Practitioner manuals or publications for local or regional audiences
- Serving on juries
- Small role in organizing colloquia, seminars, symposia, conferences, panel discussions
- Awarded internal grants

## **PROFESSIONAL, UNIVERSITY AND COMMUNITY SERVICE**

Maintaining and improving the quality of the learning environment, the profession, the University, and the community are dependent upon active participation of faculty in various organizations and governance tasks. All faculty are expected to take a continuous and active role in addressing the needs of the profession, University and community through good citizenship and through application of professional expertise. Faculty members are expected to maintain appropriate and consistent activity over the course of the period of review for tenure and/or promotion.

Faculty members *are strongly encouraged* to actively participate in the following kinds of activities:

- shared governance, through service on Senate Committees and Task Forces and/or University Committees and Task Forces;
- program-related activities, e.g., program development, program implementation, program assessment, student advising and/or student organizations;
- participation in program, university, community and professional events for which faculty presence is important;
- recruitment of new faculty or staff.

Faculty *are encouraged* to actively participate in assessment activities to inform:

- specific academic program(s);
- the General Education program;
- University-wide learning outcomes (e.g., graduating students with international perspectives).

Other types of activities in which faculty *may* also engage include:

- organizing professional meetings, exhibits and other events;
- serving the community in the form of talks, or participation in organizations;
- representing the university within the CSU and within community groups;
- advising student groups and organizations;
- mentoring faculty and staff.

In this document, service activities have been organized into three (3) levels of engagement (level A being the highest level of engagement, and level C the lowest). These levels are organized by the following criteria: responsibility level, time commitment, types/difficulty of tasks required, and impact on university and/or other constituencies. A description of the levels and criteria are shown in Table 1 below. To meet the requirements for a service level (A—C), each of the four work criteria in the service level must be met.

**TABLE 1: GUIDELINES FOR LEVELS OF ENGAGEMENT IN SERVICE**

<b>CRITERIA</b>	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>
<b>Responsibility level</b>	- High level of personal responsibility - Leadership role, whether elected or appointed	Responsibility and tasks are shared with other members	Low level of personal responsibility
<b>Time commitment</b>	Significant time commitment (e.g., the committee meets frequently or regularly)	Moderate time commitment (e.g., the committee meets regularly or meets very intensely for a short period of time)	Some or little time commitment outside of meetings
<b>Types/difficulty of tasks required</b>	It requires significant work outside of meetings and/or requires regular reporting	It requires moderate work outside of meetings	Some or little work required outside of meetings
<b>Impact on university and/or other constituencies</b>	Activity that is critical in support of one's program(s), the university, the community or profession	Activity that is important in support of one's program(s), the university, the community or profession	Routine activities in support of one's program(s), the university, the community or profession

Descriptions presented for each level in Table 1 should be considered as guidelines to help the candidate argue to which levels his or her service activities more closely pertain. Examples of Level A activities could include, but are not limited to, Chair of the

Academic Senate, Member of Curriculum Committee, Member of GE Committee, Member of RTP Committee. Examples of Level B activities could include, but are not limited to, Member of Faculty Senate (when representational), Chair/member of a search committee, Contributor to university assessment efforts. Examples of Level C activities could include, but are not limited to, Member of the Committee on Committees, Faculty advisor to a student organization.

It is the responsibility of the faculty member to provide information that documents and demonstrates his or her service activities, as well as the level of service engagement per activity.

The expectations for service in terms of depth (i.e. leadership) and breadth (i.e. diverse activities beyond the program level) are greater for higher ranked faculty. A tenured faculty member is expected to be more active in service than an untenured faculty member; and for promotion considerations to professor, an associate professor is expected to be more active in service than an assistant professor being considered for tenure and promotion to associate professor. The different requirements by rank are described in Table 2 below.

**TABLE 2: REQUIREMENTS FOR TENURE AND PROMOTION BY RANK**

Levels of achievement	- From assistant to associate professor - Untenured associate professors	- From associate to professor - Untenured professors
<b>5= Significantly exceeds standards of achievement</b>	This category is envisioned as a rare achievement. To obtain this highest ranking of service performance the faculty member’s performance should be significantly beyond Level 4 .	
<b>4= Exceeds standards of achievement</b>	<ul style="list-style-type: none"> <li>- A yearly average of one Level A activity plus one Level B or C activity; <b>or</b></li> <li>- A yearly average of two Level B activities plus two Level C activities.</li> </ul> <p><i>(At least one of the B level activities must be internal to the university)</i></p>	<ul style="list-style-type: none"> <li>- A yearly average of two Level A activities; <b>or</b></li> <li>- A yearly average of one Level A activity, two Level B Activities and one Level C activity.</li> </ul> <p><i>(At least one of the B level activities must be internal to the university)</i></p>
<b>3= Meets standards of achievement</b>	<ul style="list-style-type: none"> <li>- A yearly average of one Level A activity; <b>or</b></li> <li>- A yearly average of two Level B activities; <b>or</b></li> <li>- A yearly average of one Level B activity and two Level C activities.</li> </ul> <p><i>(At least one of the B level activities must be internal to the university)</i></p>	<ul style="list-style-type: none"> <li>- A yearly average of one Level A activity plus one Level B or C activity; <b>or</b></li> <li>- A yearly average of two Level B activities plus two Level C activities.</li> </ul> <p><i>(At least one of the B level activities must be internal to the university)</i></p>
<b>2= Does not meet all standards of achievement</b>	Faculty members who submit evidence that indicates a less than steady stream of service activities shall be evaluated as ‘Does Not Meet All Standards of Achievement.’ This would include any faculty member who fails to meet the ‘Standards of Achievement’ outlined above.	
<b>1= Does not meet minimum standards of achievement</b>	Faculty members who fail to submit evidence of service engagement during the review period.	