PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Political Science

[signature] 3/16/09
RTP Committee Co-Chair   Date

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Provost
3/15/09
Date

California State University Channel Islands

Political Science Program Personnel Standards

INTRODUCTION

4   The educational quality of the Political Science Program depends on the quality of its

5   faculty.[1] Political Science Faculty support a quality program and the University through their

6   efforts in teaching, research, and service. A dedicated Political Science faculty promotes the

7   academic caliber and reputation of the program and the University.

8   This document seeks to set clear and attainable standards for its faculty to maintain a high

9   quality program and guide faculty through the Retention, Tenure, and Promotion Process.

10   It relates the general principles, guidelines, and criteria for three purposes:

11   1. To establish the personnel performance standards to maintain a high quality faculty and

12   program;

13   2. To guide individual faculty members to pursue a successful career, that includes

14   retention, tenure, and promotion through the academic ranks;

15   3. To assist the Political Science Program Personnel Committee, the program chair,

16   university Retention, Tenure, and Promotion Committee(s), and other appropriate offices

17   in reviewing the professional accomplishments of our Program Faculty

18   The "portfolio" is the functional equivalent of the Working Personnel Action File (WPAF).

19   **THE PROGRAM PERSONNEL COMMITTEE**

20   1. <u>Composition:</u> The Political Science Program Personnel Committee (PSPPC) shall be

21   composed of three tenured members. Until such time as the Political Science Program

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[1] The term "faculty" used in this document means tenure-track or tenured members of the

Political Science Program.

1   has enough faculty it may be necessary to constitute more than one PPC. This may

2   require inviting eligible faculty from outside the Political Science Program. Separate

3   PPCs—involving different faculty combinations—may be created by a majority vote of

4   the department from University eligible under the General Personnel Standards.

5   a. Members of the PSPPC shall be tenured faculty holding the rank of Associate

6   Professor or Professor;

7   b. Members of the PSPPC shall elected annually by simple majority of the full-time

8   tenure-track members of the Political Science Faculty at the initial faculty

9   meeting in the fall semester;

10   c. If the Political Science Program has fewer than three tenured members, a list of

11   tenured faculty from across the university shall be generated by the full-time

12   tenure-track members, who will then vote by simple majority for as many

13   members as necessary to constitute the three-person PSPPC;

14   d. When considering cases of promotion, the committee members' academic ranks

15   must be higher than the faculty member under review;

16   e. The Program Chair may serve as a member of the PSPPC. In the event that the

17   Chair does not serve as a member he or she has the responsibility to review all

18   portfolios on schedule, to provide written comments on each of the three areas of

19   professional activity, and write a general summary of the overall performance of a

20   faculty member.

21   2. <u>Responsibilities:</u> The PSPPC has the responsibility to:

22   a. Review all portfolios on schedule;

b. To provide written comments on each of the three areas of professional activity, and;

c. Write a general summary of the overall performance of a faculty member.

THE FACULTY MEMBER

The faculty member, requesting retention, tenure, or promotion, shall have prepare all necessary documents (the portfolio) in accordance with the published schedule, according to the format requirements and standards specified in the university RTP Policy (SR 03-30). The faculty member has the right to submit a written response to the PSPPC's and/or the chair's review(s) during the review process.

TEACHING EXCELLENCE

Teaching is a central concern at a student-oriented University and is vital to growing and maintaining a successful Political Science Program. The department is committed to promoting teaching excellence in its faculty. As with all of the components of the Retention, Tenure, and Promotion, what constitutes an effort to achieve teaching excellence is difficult; measuring teaching excellence is, by its nature, imprecise. Several elements demonstrate the desire of a faculty member to achieve teaching excellence:

1. Concern for the learning and well-being of students in an atmosphere of mutual respect;
2. The use of appropriate of instructional methods and materials;
3. Assessment of student learning outcomes and instructional effectiveness;
4. Efforts to improve teaching effectiveness.

Quantitative measures drawn from student evaluations shall not become the sole indicator of teaching excellence. Such measures shall have equal weight with other sources of evidence described below.

1   In their portfolio narrative faculty should reflect on their commitment to maintaining a

2 respectful relationship with students inside and outside the classroom. When developing their

3 teaching portfolios faculty are encouraged to use the following guidelines to build a case for their

4 commitment to teaching excellence.

5   <u>Methods, Materials and Innovative Pedagogy:</u> Evidence of methods, materials and

6   innovative pedagogy may include, but is not limited to the following:

7   a. Course materials, including but not limited to syllabi, assignments, projects, and

8   other supplementary materials provided by the faculty member, and the

9   candidate's

10   b. The use of teaching methods that are appropriate to the course content and

11   objectives;

12   c. Interdisciplinary courses, team teaching, and/or other innovative teaching

13   methods;

14   d. The use of materials that are appropriate for the topic and reflect current

15   issues/scholarship in the field;

16   e. Syllabi and other course materials that make clear learning outcomes, course

17   requirements, class schedule, assignments and grading policies.

18   <u>Outcomes and Instructional Effectiveness:</u> Evidence of outcomes and instructional

19   effectiveness may include, but is not limited to, the following:

20   a. Peer Review of Teaching: Written evaluations by a tenured member of the

21   Political Science Program. Faculty may also include peer evaluations from other

22   tenured university faculty.

23   b. Student evaluations of teaching (quantitative summaries);

c. Written comments from student evaluations;

d. Teaching and/or advising awards, success of students in post-graduate endeavors, or other recognition/communication from students.

<u>Efforts to Improve Teaching Effectiveness:</u> Evidence of efforts to improve teaching effectiveness may include, but is not limited to, the following:

a. Participation in curriculum development and assessment of student learning as demonstrated by the creation of new courses and/or the significant revision of existing courses, curricula, or Programs;

b. Development or utilization of assessment tools; syllabi developed; materials presented to Curriculum Committee;

c. Courses developed that further the programmatic interests of the Political Science Program and/or University mission;

d. Courses that contain a service-learning, student-centered, and/or international focus;

e. When appropriate, courses that utilize technology to enhance the effectiveness of course activities and materials.

f. Demonstrated efforts to improve teaching such as:

1) The teaching narrative;

2) Attendance at professional development events and workshops;

3) Consultation with colleagues;

4) Involvement with the Faculty Development Office;

5) Development of grants designed to improve teaching effectiveness.

SCHOLARLY ACTIVITY

1 The definition of scholarly activity is necessarily imprecise. Inasmuch as the term is used here

2 alongside "teaching" and "service," however, it intends something that goes beyond the general

3 research that is essential to all good teaching and to the many forms of quality service. The

4 following criteria aim to clarify what constitutes scholarly research for the purposes of

5 promotion and tenure. Such criteria and sources are not all-inclusive and may not have equal

6 application to all disciplines.

7   1. Criteria: At its core scholarly activity creates new knowledge based on original

8   investigation that adds knowledge of significance to one's field; synthesizes,

9   criticizes, or theorizes in original ways; clarifies extant knowledge; communicates

10   unique connections between existing knowledge and practical applications; and

11   stimulates the intellectual development of one's colleagues in the field.

12   2. Research publications: As a general guideline a faculty member should strive for

13   three scholarly publications. The PPC should consider the number "three" to be

14   neither a minimum nor a maximum, but a general guideline. Achieving three

15   publications does not, in itself, serve as evidence of scholarly excellence; having

16   fewer than three publications does not necessarily serve as evidence of a lack of

17   scholarly evidence. In evaluating a faculty member for tenure and promotion the

18   publications offered by the candidate as evidence of scholarly activity will be be

19   evaluated within the context of the constellation of evaluative concerns listed

20   below.

21   3. Sources of evidence: In evaluating evidence of scholarly activity faculty should

22   strive to balance their scholarly work within the categories below, which

23   represents a *rough* hierarchy. The department personnel committee will, among

other things, consider the degree to which the faculty member has disseminated

his or her research to the broad scholarly community through the following

means:

    a. *Peer reviewed and published by university or commercial presses*: Journal articles (whether in print or online), books, and monographs;

    b. *Peer reviewed and published by university or commercial presses*: Text books, anthologies, synthetic essays and literature reviews, book chapters, case books, and case studies;

    c. *Invited and published by university or commercial presses*: synthetic essays and literature reviews, book chapters, case books, significant encyclopedia articles, and case studies;

    d. Conference papers, conference proceedings, presentations at scholarly conferences, invited presentations on other campuses,

    e. Book reviews published in scholarly journals, brief encyclopedia entries, fully documented assistance to external agencies or enterprises directly related to one's field, invited presentations away from the university;

    f. Grants, fellowships, and/or scholarships that are related to scholarly research and activities;

    g. Grant reports related to grants related to professional research activities;

    h. Research presentations, papers, and posters conducted in conjunction with students at off-campus venues;

    i. Self published research is not considered research unless its scholarly impact is well documented (e.g., evidence of its citation in the peer-

1   reviewed scholarly literature, inclusion in library collections, reviews in

2   scholarly journals).

3   4. Research published by the University or any of its affiliates, presentations given

4   at the University, material published in newspapers and magazines are *not*

5   considered research; these activities *may* be considered as service.

6   5. When presenting evidence of scholarly research it is the responsibility of the

7   candidate to communicate to the department committee and others in the

8   Retention, Tenure, and Promotion Process the nature of their publications and

9   how they fit into the above sources of evidence in their self-evaluation narrative.

10   Candidates should also take care to present evidence of the impact of their

11   research (for example, number of libraries that have purchased a book for their

12   collection, number of libraries that subscribe to a journal in which they have

13   published, number of citations of an article, book, or other scholarly work, and

14   testimony from scholars outside of the University as allowed by the policies of the

15   University).

16 **SERVICE**

17   Faculty service activities include services performed for the Program, the Division of

18 Academic Affairs, the Faculty Senate, campus divisions, student organizations, the university,

19 the CSU system, professional organizations at local/regional/national/international levels, and

20 the community.

21   The quality of a faculty member's service should demonstrate leadership or participation

22 roles, the degree of initiation or consistency of commitment to a task or tasks, different levels

1   and a variety of ranges of services, positive feedback from colleagues and others, and tangible

2   products or concrete accomplishments.

3   It is not necessary to participate in all of these forms of service. Rather, as with research

4   and teaching, to demonstrate a consistent effort to be of service to their Department, students, the

5   University, their profession, and /or their community through a *combination* of service activities.

6   Participation in the following are considered service activity.

7   1. Service, in professional organizations at local/regional/national/international

8   levels including elective or appointive positions, service on editorial boards, and

9   so forth;.

10 2. Service as a peer reviewer for scholarly journals, book proposals, book

11   manuscripts, teaching materials and so forth;

12 3. Published book and material reviews for non-disciplinary publications;

13 4. Academic program/department activities, work projects, governance or offices,

14   committee or subcommittee activities;

15 5. Campus division activities, work projects, task forces, governance or offices,

16   committees or subcommittee activities;

17 6. Faculty Senate activities, work projects, governance or offices, committees or

18   subcommittee activities;

19 7. University or CSU system-wide activities, work projects, task forces, governance

20   or offices, committees or subcommittee activities;

21 8. Participation or advisory roles in student organizations;

9. Community (broadly defined) initiatives/organizations, work projects, task forces, offices, committees or subcommittee activities, that are consistent with the faculty's area of professional expertise.

SEVERABILTY

Political Science Program Personnel Standards are guided by RTP and other university policies. Where any discrepancy occurs between this and other university policies, university policies will be observed. If such a discrepancy occurs, all other policies contained herein will remain in force.

AMENDMENT

The Political Science Personnel Standards shall be reviewed and updated at intervals not greater than five years in response to any related changes of the division/university RTP procedures. Such changes will take place in a scheduled meeting of the Political Science Faculty. Changes in this document will occur by a simple majority vote of program faculty present at a scheduled meeting. The Chair shall then submit the up-dated PSPPC to the university RTP committee and/or other committees for approval. The revised PSPPS will take effect after the approvals by the university RTP committee and by the Provost/VPAA.