PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

DISCIPLINE: MVS SCHOOL OF BUSINESS & ECONOMICS

_____ 11/23/16   _____ 12/1/16
RTP Committee Chair   Date   Provost   Date
(Simone Aloisio)

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1 Martin V. Smith School of Business and Economics Personnel Standards
2   December 2015
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5 **INTRODUCTION**

6 The Martin V. Smith School of Business and Economics (Smith School) is committed to

7 achieving excellence in teaching, student learning, scholarship, and University

8 development within a culture of collegiality and collective responsibility. The Smith

9 School encourages peer collaboration and review, faculty experimentation and

10 assessment, and continuous evaluation of academic quality. Consistent with the mission

11 of the University, the Smith School places a high value on interdisciplinarity and

12 innovation, and recognizes the importance of aligning resources with Program goals.

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14 This document provides guidelines for the retention, tenure and promotion process for

15 Smith School faculty members. Faculty members should also review the current

16 "University Retention, Tenure and Promotion Policy and Procedures" document and the

17 CFA/CSU Collective Bargaining Agreement before beginning the review process.

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19 This document shall be revised every five years or earlier at the request of the University

20 President or by simple majority vote of the Smith School full-time tenure-track faculty.

21 This document will go into effect when approved by the University RTP Committee and

22 the VPAA.

23

24   1. A Program Personnel Committee shall be constituted:

25   A. For the Smith School, a three member Program Personnel Committee

26   (PPC) shall be elected in the first full month of the Fall semester of each

27   year. The PPC shall consist of at least three tenured members of the Smith

28   School faculty.

29   B. If it is not possible for a PPC comprised of the tenured Smith School

30   faculty to serve the entire Smith School faculty in a particular review

31   cycle, tenured faculty members from outside the Smith School may serve

1   on Smith School PPCs and/or multiple Smith School PPCs may be

2   formed.

3   C. Members of the Smith School PPC(s) shall be elected by simple majority

4   vote of the full-time, tenure-track Smith School faculty as a whole.

5   D. In promotion considerations, Smith School PPC members shall have a

6   higher rank than those being considered for promotion.

7   E. This document applies to all Smith School faculty members as a whole,

8   with no separate Program Personnel Standards document for individual

9   faculty members.

10

11 **A. TEACHING**

12 Evaluation of Smith School faculty members for retention, tenure and/or promotion

13 shall be based on the following criteria:

14

15 *Required Element*

16 1. <u>Appropriateness of instructional methods and materials</u> demonstrated through

17   course materials, including but not limited to syllabi, assignments, projects, and

18   other supplementary materials provided by the candidate, and the candidate's

19   narrative on teaching.

20   A. Methods are appropriate to the respective course content and objectives.

21   B. Materials selected are appropriate for the topic and reflect current

22   issues/scholarship in the field.

23   C. Syllabi include outcomes, course requirements, class schedule,

24   assignments and grading policies.

25

26

27 *Required Element*

28 2. <u>Peer Review of Teaching</u> demonstrated by written evaluation by a tenured

29   member of the faculty of CSU Channel Islands.

A. For untenured faculty, one peer review per year; preferred that at least one of the peer evaluations be conducted by a tenured member of the faculty from outside the MVS.

B. Assess the pedagogical effectiveness of teaching methodology, course materials and classroom presentation, and offer constructive suggestions for improvement as appropriate.

C. Evaluations by faculty from within the Smith School shall use the teaching evaluation form approved by the Smith School.

D. Evaluations by faculty from other disciplines may use either the Smith School's form or write a letter of evaluation.

Required Element

3. <u>Demonstrates consistent excellence in teaching</u> including students' evaluations of teaching.

A. Student evaluations recognize the candidate's ability to successfully organize, present, and assess the content of the course, to communicate effectively, and to engage students in the concepts and issues under discussion.

B. Faculty in the Smith School will use norm data as provided by University policy to compare responses from their students on student evaluations of teaching to the University-wide distribution for each question.

C. Candidates should explain significant negative deviations from the University average scores on each question in the teaching narrative.

Additional Elements

4.<u>Demonstrates consistent excellence in teaching</u>

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

B. Materials should demonstrate a pattern of persistent improvement or consistent excellence in teaching.

Additional Elements

5. <u>Participation in curriculum development and assessment of student learning</u> may be demonstrated by the creation of new courses and/or the significant revision of existing courses, curricula, or Programs; development or utilization of assessment tools; syllabi developed; materials presented to the Curriculum Committee; listings in catalogues.

A. Courses developed show alignment with the Smith School and/or the University mission; e.g., the courses take an interdisciplinary, multicultural, service-learning, student-centered, and/or international focus.

B. When appropriate, curriculum utilizes technology and innovative approaches to enhance the effectiveness of course activities and materials to provide different perspectives on the curriculum, and/or to improve communication among course participants.

C. Candidates give guest lecturers to colleagues at CSU Channel Islands or other universities.

Additional Elements

6. <u>Continual efforts to improve teaching</u> demonstrated by the teaching narrative, attendance at various professional development events and workshops, consultation with colleagues, and/or development of grants designed to improve teaching effectiveness.

A. Candidates participate in activities designed to improve their quality of teaching at CSU Channel Islands.

B. Candidates work with colleagues in formal and/or informal ways to implement ways to increase teaching effectiveness.

B. SCHOLARLY ACTIVITIES

Evaluation of Smith School faculty members for retention, tenure and/or promotion shall be based upon the following criteria:

A. Engage in an ongoing program of scholarly activity that demonstrates intellectual and professional growth; produce scholarship achievements that contribute to the

advancement, application or pedagogy of the discipline or interdisciplinary

studies; disseminate scholarly work to appropriate publications and audiences.

B. Examples of Evidence of Performance:
Required Elements

- Publication in refereed journals, and/or
- Publication of peer reviewed books, book chapters or other electronic media

All Smith School candidates for tenure and promotion must publish a minimum of three peer reviewed journal articles (or a combination of journal articles with other forms of peer reviewed publication).

Supporting Elements
Candidates who meet the Smith School requirement of three peer reviewed publications may provide additional evidence of their scholarly activities either by continuing to publish peer reviewed work or by disseminating their work in one or more of the following formats:

- Publication of non-peer-reviewed book chapters, books, films, videos, CD ROM, DVD or other electronic media
- Reports of consulting assignments that contribute to teaching and/or to scholarship
- Creating articles/cases/chapters/course materials for academic journals and publications
- Presentations at professional meetings and conferences
- Publications in Proceedings of professional meetings and conferences
- Earning patents or establishing copyrights
- Appearances on media that contribute to the advancement of teaching and/or scholarship
- Reports of applied research
- Preparing and submitting applications for grants, commissions, fellowships, prizes, other awards
- Awarded peer reviewed or non-peer reviewed grants
- Computer software developed
- Participation in colloquia, seminars, symposia, conferences – including leading sections

C. Professional growth shall be measured in terms of consistent progress towards

new and ongoing goals, as reflected in the PDP.

C. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

1. Faculty members are expected to participate regularly in shared governance through service on Senate Committees and Task Forces and/or University Committees and Task Forces.

2. Faculty are expected to participate regularly in School-related activities, such as serving on the Program Personnel Committee, participating in developing new courses, options, or degree Programs, serving as academic advisor, or other areas of Smith School service.

3. Faculty are strongly encouraged to participate in service to the community beyond the University, such as:

   - Giving public talks, presentations, readings or performances.
   - Serving as members or in leadership capacities on Boards of Directors of community groups or not-for-profit organization.
   - Serving as an external peer reviewer for promotion and tenure, and for grant proposals.
   - Performing editorial assignments for academic journals, newsletters, and electronic media.
   - Editing or reviewing cases, chapters or course materials for textbooks or other pedagogical publications.
   - Serving in significant leadership roles in professional organizations.

4. The quality of a faculty member's service can be demonstrated through leadership and/or participation roles, the degree of initiation and/or consistency of the commitment to a task or tasks, impact of the service on the University and/or other constituencies, positive feedback from colleagues and others, and tangible products, results, or concrete accomplishments from the service provided.

D. PROFESSIONAL DEVELOPMENT PLAN

1. A Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure and

1   promotion.

2   2. The initial PDP shall normally be prepared, reviewed, and approved (by the Smith

3   School PPC and the Dean of the Smith School) by the end of the faculty member's

4   first year of appointment.

5   3. The PDP shall describe the activities and intended outcomes the faculty member

6   expects to achieve during the evaluation period.

7   4. PDP narratives shall not exceed 500 words (in each area) for teaching, scholarly

8   activities and service.

9   5. These narratives shall describe the faculty member's

10   a. professional goals,

11   b. areas of interest,

12   c. resources required, and

13   d. expected accomplishments in the three evaluation areas to meet the Program

14   Personnel Standards for retention and tenure.

15   6. The PDP will be reviewed by the PPC and the Dean of the Smith School, each of

16   whom will provide written feedback on a timetable to be determined by the

17   Division of Academic Affairs but prior to the end of the faculty member's first

18   full year of service.

19   7. In the event the PPC or the Dean of the Smith School does not approve the PDP,

20   the faculty member shall revise it and resubmit it within two weeks.

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22 **E.   PORTFOLIO**

23   1.   The preparation of the Portfolio is the sole responsibility of the faculty member.

24   The faculty member should be sure that the Portfolio is current and complete

25   before submission to the PPC. Evaluations, recommendations, and rebuttals, if

26   any, are added at the various levels of review. The portfolio must meet the

27   requirements set out in the RTP policy.

1 2. If material documenting a substantial change in the status of an activity

2   contained in the Portfolio becomes available after the Portfolio is declared

3   complete, this new material may be added with permission from the University

4   RTP Committee.

5 3. When weaknesses have been identified in earlier review cycles, the faculty

6   member must address these weaknesses explicitly and show appropriate

7   improvement.