PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: English

			May 8, 2009
RTP Committee Chair	**Date**	**Provost**	**Date**

California State University Channel Islands

English Program Personnel Standards

March 3, 2009

INTRODUCTION

The educational quality of the English Program depends on the quality of its faculty, whose members support the program, university, profession, and community through their teaching, research and creative work, service. The English Program supports the work of its faculty with regard to the central aspects of the University mission: integrative and interdisciplinary studies, civic engagement, and international and multicultural perspectives. The program recognizes that the field of English is increasingly interdisciplinary; therefore, our program standards particularly recognize interdisciplinary scholarship and creative activities, teaching, and service as intrinsically legitimate and desirable for its faculty.

This document seeks to set clear and attainable standards for its faculty to maintain a high quality program and to guide faculty through the retention, tenure, and promotion process. It relates the general principles, guidelines, and criteria for three purposes:

1. To establish the personnel performance standards to maintain a high quality faculty and program;
2. To guide individual faculty members to pursue a successful career that includes retention, tenure, and promotion through the academic ranks;
3. To assist the English Program Personnel Committee, the program chair, university Retention, Tenure, and Promotion Committee(s), and other appropriate offices in reviewing the professional accomplishments of our Program Faculty

This document shall be revised every five years. At the request of the University President, or by a simple majority vote of the English full-time tenure-track faculty, this

document may be revised before the five years are completed. This document shall go into effect when approved by the University RTP Committee and the Provost/VPAA.

THE PROGRAM PERSONNEL COMMITTEE (PPC)

Separate English Program PPCs are formed for each faculty member under review.

A. PPCs will consist of 3 OR 5 tenured faculty members holding the rank of Associate Professor or Professor who will be elected in the first month of the fall semester each year. Whether the PPC has 3 or 5 members is the choice of the faculty member under review.

B. The individual faculty member under review will recommend to the program the members of his or her PPC based upon the list of those eligible to serve and in consultation with the program chair.

C. PPC members shall have a higher rank or classification than the person under review.

D. The majority of PPC members must be English faculty. (Should the English program have fewer than three full-time, tenured faculty members available to serve, a list of tenured faculty from across the university shall be generated by the English full-time, tenure-track faculty, who will (after the candidate has forwarded her/his recommendations) vote, by simple majority vote, for as many members as necessary to constitute the English PPC. The list may include faculty from related disciplines, and when agreed upon by the English full-time, tenure-tack faculty, one committee member may be from another, comparable university.)

E. A simple majority of the tenure track English faculty will elect the members of each PPC in consultation with the recommendations from faculty members under review.

F. The program chair will either serve on the PPC if elected or write an evaluation as chair that includes each of the three areas of professional activity and a general summary of overall performance. Should the chair be elected to the University RTP Committee, the chair, in consultation

with the candidate and the PPC, will decide to serve either at the program level or on the University RTP Committee.

G. The longest-tenured English Faculty PPC member will convene the first PPC meeting.

H. Between review cycles the faculty member under review may choose to change the composition of his or her PPC by nominating a different committee to be elected. Following PPC elections, the program chair will notify all affected faculty members of any changes to the composition of PPCs and place a notice to that effect in the faculty member's personnel file.

The English PPC has the responsibility to:

1. Consult with the chair and the faculty member under review as the faculty member develops a Professional Development Plan (PDP).

2. Provide feedback on the adequacy of the PDP within the faculty member's first semester of service.

3. Mentor the faculty member during the initial stages and throughout the RTP process.

4. Review each portfolio on schedule.

5. Provide a written evaluation of each of the three areas of professional activity and a general summary of the overall performance of a faculty member.

PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure and promotion. The PPC is responsible for providing the candidate with ongoing feedback during the development of an acceptable PDP.

1. The initial plan shall be prepared by the faculty member, then reviewed and approved (by the English PPC and the Dean of Faculty) by the end of the faculty member's first year of appointment.

2. The PDP shall describe the activities and intended outcomes that the faculty member expects to achieve during the evaluation period. It shall articulate a process by which the faculty member will meet the standards set forth in the PPS..

3. PDP narratives for teaching, scholarly and creative activities, and service shall not exceed 500 words each. Interdisciplinary, multicultural, community engagement, and international activities shall be included in the appropriate narrative(s).

4. The PDP will be reviewed by the PPC and the dean, each of whom will provide written feedback on a timetable to be determined by the Office of Faculty Affairs but prior to the end of the faculty member's first full year of service.

    a. In the event the PPC or the dean does not approve the PDP, the faculty member shall revise it and resubmit it within two weeks.

    b. If the PPC or the dean makes suggestions for modifications, the faculty member may, within two weeks, submit a revised PDP.

THE PORTFOLIO AND REVIEW

The faculty member requesting retention, tenure, or promotion shall 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 (SP 06-11 or a succeeding policy). The portfolio presents evidence for how the faculty member meets the standards set forth in the Program Personnel Standards. The faculty member has the right to submit a written response to the PPC's and/or the chair's review(s) during the review process.

1. It is the responsibility of the faculty member to be certain the portfolio is current and complete before it is submitted to the PPC. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of review.

2. If material that documents a substantial change in the status of an activity documented in the portfolio becomes available after the portfolio is declared complete, this material may be added according to guidelines set forth by the Office of Faculty Affairs.

3. When weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement.

Faculty members are evaluated in the following areas, and the portfolio should address each area in whatever format currently approved by Faculty Affairs.

A. TEACHING

Evaluation of English faculty members for retention, tenure and/or promotion shall be based on the following criteria in the area of Teaching (#6 is optional, all others are required).

1. <u>Appropriateness of instructional methods and materials</u> may be demonstrated through course materials provided by the candidate, peer reviews, student evaluations, and the candidate's narrative on teaching. Candidates are encouraged to include evidence of interdisciplinary teaching methods where applicable.
   a. Methods are appropriate to the respective course content and objectives.
   b. Materials selected are appropriate for the topic and reflect current issues and scholarship in the field.
   c. Syllabi include outcomes, course requirements, class schedule, assignments and grading policies.

2. <u>Peer Evaluation of Teaching</u> may be demonstrated by written evaluation of course materials and classroom visitation by a member of the faculty of CSUCI. The English Program encourages faculty to seek out peer evaluations by faculty members within and outside the program.
   a. At least one peer evaluation must be conducted by a tenured English faculty member.
   b. Evaluators from within the English program shall use the appropriate, approved English program teaching evaluation sheet for peer evaluations.
   c. Evaluations by faculty from other disciplines may be written either on the English program's evaluation sheet or in the form of a letter of evaluation.

3. <u>Documentation demonstrating candidate's consistent success in teaching</u> may include assessments of student learning outcomes with explanatory narratives, statistical and narrative student evaluations with explanations (both official institutional evaluations and others, such as midterm evaluations, devised and conducted by the faculty member or the Office of Faculty Development) or other evidence suggested below.

   a. Student evaluations consistently demonstrate recognition of 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. Situations that affect student evaluations should be addressed by the candidate in the teaching narrative.

   c. Other documentation may include teaching and advising awards, success of students in post-graduate endeavors, or other recognition and communication from students.

4. <u>Participation in curriculum development and/or 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; syllabi developed; development or use of assessment tools; or materials developed.

   a. Courses developed further English program emphases and/or the university mission (e.g., they take an interdisciplinary, multicultural, service-learning, student-centered, and/or international focus).

   b. Curriculum developed or modified by the candidate uses, when appropriate, technology to enhance the effectiveness of course activities and materials, to provide different perspectives on the curriculum, and/or to improve communication among course participants.

5. <u>Continual effort to improve teaching</u> may be demonstrated by the teaching narrative, attendance at various professional development events and workshops, documented consultation with colleagues, involvement with the Faculty Development Office, development of grants designed to improve teaching effectiveness, or participation in teaching-related mission-centered activities.

a. Candidate participates in activities designed to improve the quality of his or her teaching at CSUCI.

b. Candidate works with colleagues in formal and informal ways to find ways of increasing teaching effectiveness.

6. <u>Active involvement in promoting students' future academic success</u>—optional—may be demonstrated by letters/emails from students and peers; evidence of supervision, advising, and/or mentoring of students; examples of student presentations at scholarly conferences, student productions, extended research, or publications.

B. SCHOLARLY AND CREATIVE ACTIVITIES

The definition of scholarly and creative activities is necessarily imprecise. Inasmuch as the term is used here alongside "teaching" and "service," however, it intends something that goes beyond the general research that is essential to all good teaching and to the many forms of quality service. The program affirms the intrinsic value and relevance of interdisciplinary scholarship and creative activities, which should be evaluated as having equal weight to traditionally literary work.

The following statements aim to clarify what constitutes scholarly and creative activities for the purposes of promotion and tenure. Such sources are not all-inclusive.

1. Appropriate indicators of professional growth for English Program faculty include publications in any of the following:
   a. literary criticism
   b. creative writing
   c. pedagogical studies
   d. interdisciplinary studies and work in related fields
   e. disseminated applied research.
2. Other evidence of scholarly or creative growth may include but is not limited to:
   a. Presentations and performances

      b. readings

      c. grants

      d. documented professional recognition

3. For tenure and/or promotion, faculty shall have published in peer-reviewed or recognized publications. Faculty in English at CSUCI and elsewhere typically publish in a broad range of academic and creative outlets across many disciplines. This increases the responsibility of the candidate to articulate and provide evidence for the value and significance of particular publications and the overall achievement.

4. Candidates must demonstrate the significance of their work; by including, for example:

      a. statistics on the selectivity of a journal, periodical, or publishing house

      b. statistics on the dissemination of the candidate's published work

      c. description of the importance of a journal, periodical, edited collection, or other outlet for scholarship or creative work

      d. narratives of particular peer review processes

      e. published reviews

      f. the number of libraries that purchase or hold a work

      g. references in the scholarship and creativity of others

      h. written testimony of outside scholars or other experts.

      i. awards

5. While ideal numbers of publications do not exist, faculty are expected to produce a body of scholarly and/or creative work, and to show that they have an ongoing scholarly/creative program. In evaluating a faculty member for tenure and promotion to ranks of Associate or Full Professor the publications offered by the candidate as evidence of scholarly activity will be evaluated within the context of the constellation of evaluative concerns listed above. And emphasis, at all stages of the review process, shall be placed on the quality not quantity of publications.

Scholarly and creative activities that involve interdisciplinarity, internationalism, service learning and multiculturalism are strongly encouraged.

C. UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE

Maintaining and improving the quality of the learning environment, University, profession, and community are dependent upon active participation of faculty in various organizations and governance tasks.

Faculty service activities include services performed for the Program, the Division of Academic Affairs, the Academic Senate, campus divisions, student organizations, the university, the CSU system, professional organizations at local/regional/national/international levels, interdisciplinary planning with or across programs, and the community.

The quality of a faculty member's service should demonstrate leadership or participation roles, the degree of initiation or consistency of commitment to a task or tasks, different levels and a variety of ranges of services, positive feedback from colleagues and others, and tangible products or concrete accomplishments.

It is not necessary to participate in all of these forms of service. Rather, as with research and teaching, it is necessary to demonstrate a consistent effort to be of service to the English Program, students, the University, their profession, and /or their community through a *combination* of service activities. Participation in the following are considered service activity:

1. Service, in professional organizations at local/regional/national/international levels including elective or appointive positions, service on editorial boards, and so forth
2. Service as a peer reviewer for scholarly journals, book proposals, book manuscripts, teaching materials and so forth
3. Academic program activities, work projects, governance or offices, committee or subcommittee activities
4. Campus division activities, work projects, task forces, governance or offices, committees or subcommittee activities

5. Faculty Senate activities, work projects, governance or offices, committees or subcommittee activities

6. University or CSU system-wide activities, work projects, task forces, governance or offices, committees or subcommittee activities

7. Participation or advisory roles in student organizations

8. Community (broadly defined) initiatives/organizations, work projects, speaking engagements, boards of community groups or not-for-profit organizations, task forces, offices, committees or subcommittee activities, that are consistent with the faculty's area of professional expertise

SEVERABILTY

English 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.

APPENDIX A

Examples of

INTEGRATIVE AND INTERDISCIPLINARY ACTIVITIES

Other forms of interdisciplinary activities are also possible. All evidence of integrative and interdisciplinary activities should be addressed in the narrative portions of the candidate's portfolio.

a. Examples of Interdisciplinarity in Teaching:

    i. Co-teaching an interdisciplinary course

    ii. Developing an interdisciplinary course with one or more faculty members from other disciplines

    iii. Revising a course to include substantial interdisciplinary perspectives and/or methods

b. Examples of Interdisciplinarity in Scholarly and Creative Activities:

    i. Working on a research or creative project with an interdisciplinary campus group recognized and/or supported by the Center for Integrative and Interdisciplinary Studies. A resulting publication or performance may be a monograph, a group paper, a solo or group performance or presentation, or evidence of ongoing work in the group.

    ii. Working on a research or creative project with a researcher/artist (or group of researchers/artists) from allied fields and outside CSUCI. A resulting publication or performance may be a monograph, a group paper, a solo or group performance or presentation, or evidence of ongoing work in the group.

c. Examples of Interdisciplinarity in Professional, University and Community Service

    i. Holding a joint appointment in English and one other discipline.

    ii. Serving as an active member of the Advisory Committee for the Center for Integrative and Interdisciplinary Studies

iii. Serving as facilitator/organizer for an interdisciplinary research group at CSUCI

iv. Coordinating an interdisciplinary group for professional, university or community service

v. Serving on a committee or other group in the extended community that addresses an idea or problem through interdisciplinary coordination.