


SENATE RESOLUTION 44-01

Motion: to approve the RTP Policies

Passed at the December 14, 2001 meeting of the Academic Senate

APPROVALS:


Date: 12/14/01
Dennis Muraoka
Chair, Academic Senate


Date: 12/19/01
Richard Rush
President, CSU Channel Islands

Evaluation Elements

Overview

There are three Categories for evaluation:

- I. Teaching and Instructional Related Activities
- II. Scholarly and Creative Activities
- III. Professional Service

Each Category contains Required Elements and Additional Elements. Required are the most important and significant Elements. Required Elements represent the minimally acceptable performance within a Category.

Additional Elements represent increases (beyond the Required) in the overall performance within a Category.

Exceptional performance of Additional Elements is not sufficient if the Required Elements have not been performed satisfactorily: Successful candidates must always meet the minimum performance of the Required Elements.

The following presents examples of major activities and evidence of performance within each Category. The lists are not inclusive or exclusive: Candidates may include other activities and evidence in their file. Candidates should provide evidence of performance within all three Categories, but are not expected to provide examples of all types of evidence across each category. The lists of examples are NOT rank ordered by importance.

I. Teaching and Instructional Related Activities

Required Elements: Effective teaching; a clear statement of teaching philosophy; appropriate curriculum development; effective course materials; student ratings and peer evaluations that indicate effective teaching; academic advising of students; alternative instructional modes appropriate to the discipline; a pattern of continuous improvement; activities to maintain discipline currency and interdisciplinary currency.

Additional Elements: Innovative methods to enhance teaching and student learning; additional curriculum, programs, materials, software, and courseware; collaborative research with students; thesis supervision; field trips; mentor teaching colleagues.

Examples of Evidence of Performance:

1. New or revised curriculum: programs, courses, certificates, other items
2. Collaborative and collegial team teaching
3. Interdisciplinary teaching
4. Course materials: courses taught, grades, syllabi, bibliography, examinations, hand-outs, courseware, simulation exercises, assignments, other items
5. Examples of student work
6. Student evaluations of teaching

7. Number and variety of course preparations
8. Students' signed letters or notes concerning teaching, advising, mentoring
9. Evaluations of student performance
10. Written peer evaluations of teaching, including written reports of classroom observations
11. Assessment of student learning
12. Innovative instructional methods
13. Mentoring of students
14. Directing student research and publishing
15. Number of advisees
16. Developing field trips
17. Statement of how scholarly work and professional activities enhance teaching
18. Professional workshops attended/presentations given related to teaching or advising
19. Web based or technology based course materials developed
20. Research projects evaluating teaching or advising

II. Scholarly and Creative Activities

Required Elements: Engage in an ongoing program of scholarship or creative activity that demonstrates intellectual and professional growth; produce scholarship or creative achievements that contribute to the advancement, application or pedagogy of the discipline or interdisciplinary studies; disseminate scholarly or creative work to appropriate publications and audiences; receive substantive reviews from professional peers.

Additional Elements: Serve as peer reviewer; perform editorial assignments in recognized journals, newsletters, electronic media; conduct applied research and consulting assignments to address theoretical or practical problems/issues important to a discipline or to general society.

Examples of Evidence of Performance:

1. Publications in refereed journals
2. Publication of peer reviewed book chapters, books, music, scripts, poetry, art work, films, videos, performance or other electronic media
3. Publication of book chapters, books, music, scripts, poetry, art work, films, videos, CD ROM, DVD or other electronic media
4. Reports of consulting assignments that contribute to teaching and/or to scholarship
5. Editing or reviewing others' professional work
6. Artistic presentations, performances, recitals, exhibitions
7. Presentations at professional meetings
8. Publications in Proceedings of professional meetings
9. Pioneering work or seminal work in a discipline
10. Earning patents or establishing copyrights

11. Appearances on media that contribute to the advancement of teaching and/or scholarship
12. Pedagogic research and exposition
13. Reports of applied research
14. Progress reports of ongoing research
15. Preparing applications grants, commissions, fellowships, prizes, other awards
16. Awarded peer reviewed grants
17. Awarded grants
18. Computer software developed
19. Participation in colloquia, seminars, symposia, conferences – including leading sections
20. Significant leadership of professional organizations
21. Earning degrees beyond the terminal degree required in the discipline
22. Performance of post-doctoral work

III. Professional Service

Required Elements: Active and effective participation in the collegial processes of faculty governance; active and effective participation in University and Program based Committees; representation of the University within the CSU and within community groups.

Additional Elements: Administrative functions related to assisting students' academic progress; advisor to student organizations; mentoring faculty/staff; service on all levels of committees; participation in workshops, media interviews, articles, editorials, speeches; service to the general community.

Examples of Evidence of Performance:

1. Letters or notes from an organization or group acknowledging the work
2. Printed programs or articles concerning the work
3. Notices of membership and participation (e.g., meeting minutes)
4. Consulting reports with an explanation of its relevance to the university
5. Leadership positions in professional organizations at the local, state, national and international level
6. Official representation of the university to the CSU and to other institutions and organizations
7. Coordinating or assisting in or leading events (e.g., media festivals)
8. Technical development (e.g., IT programming) for the University and the community
9. Technical assistance (e.g., Strategic Planning) to the University and the community
10. Assisting in University development efforts

Evaluation Standards

Excellent: High quality performance of all Required Elements and some of the Additional Elements

Good: Acceptable quality performance of all Required Elements

Needs Improvement:

Has not performed all Required Elements with acceptable quality

The RTP Committee is responsible for defining and maintaining the Standards for “high quality” and “acceptable quality.” The definitions of these Standards are based on the experience and judgment of the RTP Committee members. The RTP Committee will apply the Standards in evaluating a candidate’s record (as presented in the Working Personnel Action File) against similar Files.

The Standards are not based solely on numbers/volume of materials produced. However, there must be a minimum level of production in all Categories: for example, the publication of a single peer reviewed article in a five year period (even if the article was judged as extraordinary) would not be sufficient to earn a Category II evaluation of EXCELLENT or GOOD - if the candidate produced no other evidence for Category II performance during the five years.

The Standards may be modified by the RTP Committee to address special circumstances that may have made it impossible or impractical for a candidate to perform all Required Elements with acceptable quality.

Some examples (but not an exclusive list) of special circumstances:

- 1) During a start-up period, there may not have been regular teaching assignments;
- 2) During a start-up period, there may have been requirements to perform extraordinary levels of Professional Service to the University and to the community which may have reduced any realistic opportunity to produce work in other Categories;
- 3) The award of a grant and subsequent research could have dramatically reduced the teaching assignments;
- 4) The lack of a laboratory could have prevented acceptable laboratory research progress.

In the event of these or similar circumstances, the candidate is expected to achieve and document levels of excellence in the work that was performed.

Application of Evaluation Standards

For Retention

Evaluated as at least *GOOD* in at least two Categories, and demonstrates a potential for improvement and for performing the Required Elements in all Categories at an acceptable quality level within the next 12 months.

For Tenure

Evaluated as *EXCELLENT* in Category I, and *EXCELLENT* in Category II or III, and at least *GOOD* in Category II or III, and demonstrates progressive professional development in all Categories.

For Promotion to

Assistant Professor: Holds an appropriate doctorate or terminal degree for their field and shows potential for performing the Required Elements at an acceptable quality level in all Categories.

Associate Professor: Meets qualifications of an Assistant Professor, and is evaluated as *EXCELLENT* in Category I, and *EXCELLENT* in Category II or III, and at least *GOOD* in Category II or III, and demonstrates progressive professional development in all Categories.

Professor: Meets qualifications of an Associate Professor, and is evaluated as *EXCELLENT* in Category I, and *EXCELLENT* in Category II or III, and at least *GOOD* in Category II or III, and has a substantial record of achievement in all Categories.

For Early Tenure or Promotion:

Evaluated as *EXCELLENT* in Category I, and *EXCELLENT* in Category II or III, and at least *GOOD* in Category II or III, and has developed - in a shorter time period - substantially the same record as a faculty member not requesting early consideration, and the length and breadth of the record are sufficient to provide a high expectation that the prior patterns of achievement and success will continue.

Application of Evaluation Standards

The "Collective Bargaining Agreement between the Board of Trustees of the California State University and the California Faculty Association *Unit 3 – Faculty*" defines the standard period for consideration for Tenure and Promotion.

For Tenure, the consideration period is normally during the fifth year of appointment, with granted Tenure to be effective at the beginning of the sixth year. For Tenure, the RTP Committee will consider the entire cumulative record that the candidate developed at California State University Channel Islands (CSUCI).

For Promotion, the consideration period is normally during the fifth year in the current rank, with granted Promotion to be effective at the beginning of the sixth year. For Promotion, the RTP Committee will only consider the record that the candidate developed at CSUCI since their prior promotion.

A request for consideration before the fifth year is termed a request for "early" Tenure or Promotion. The RTP Committee will apply the following procedure when considering requests for early Tenure/Promotion:

For early tenure decisions, the RTP Committee will consider the entire cumulative record of the candidate. For early Promotion decisions, the RTP Committee will primarily consider the record that the candidate developed at CSUCI since their prior promotion.

However, for both early Tenure and Promotion, the RTP Committee may consider the record that the candidate developed at other institutions.

California State University Channel Islands
Retention, Tenure Promotion (RTP) Policy Booklet

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