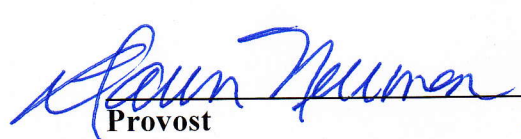


**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

**Discipline:** *History*

  
\_\_\_\_\_  
RTP Committee Chair      *4/19/12*  
Date

  
\_\_\_\_\_  
Provost      *8/29/12*  
Date

California State University Channel Islands

*History Program Personnel Standards*

**Introduction**

The educational quality of the History Program depends on the quality of its faculty who are responsible to develop and carry out the designs and tasks of the curriculum. The energy, commitment, and attributes of the faculty determine the academic caliber and reputation of this program. Therefore, it is imperative for the program to set clear standards for its faculty to maintain a high quality program.

This document specifies 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, and (3) to assist the Program Personnel Committee (PPC), the program chair, the division and/or university Retention, Tenure, and Promotion (RTP) Committee(s), and other appropriate offices in reviewing the professional growth and development of the history faculty.

The term “faculty” used in this document means tenure-track or tenured full-time instructional members of the History Program. The “portfolio” is the functional equivalent of the Working Personnel Action File (WPAF). For the “period of review” for tenure and promotion, see the current Senate RTP policy.

**The History Program Personnel Committee**

The History Program Personnel Committee (HPPC) shall be composed of three tenured members, who shall be elected annually by simple majority of the full-time tenure-track members of the history faculty as soon as possible in each fall semester.

If the History Program has fewer than three tenured members, a list of tenured faculty from across the university shall be generated by the full-time tenure-track members, who will then vote by simple majority for as many members as necessary to constitute the three-member HPPC. In cases of promotion, committee members’ rank must be higher than the one under review.

The HPPC shall have the responsibilities to review all portfolios on schedule and to provide written comments on each of the three areas of professional activity and to make a recommendation on retention, tenure and/or promotion. In addition, they may write a general summary of the overall performance of a faculty member.

### **The Chair of the History Program**

After the program has ten tenure-track/tenured members, the chair of the History Program shall serve as a separate level of review, but shall not serve on the HPPC.

The chair shall have the responsibilities to review all portfolios on schedule and to provide written comments on each of the three areas of professional activity and to make a recommendation on retention, tenure and/or promotion. In addition, the chair may 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 the responsibilities to prepare all necessary documents ready on time, according to the requirements specified in the current university RTP policy.

The faculty member shall have the right to submit a written response to the HPPC's and/or the chair's review(s) during the review process.

### **Personnel Standards**

#### **Teaching/Primary Responsibilities:**

Teaching is central to the mission of this student-centered university and is the primary responsibility of every faculty member.

Teaching involves both classroom instruction and many other activities facilitating that instruction, such as curriculum development, programmatic development, assessment, scholarship of teaching and learning, IT application in the classroom, and innovations of pedagogies.

The faculty performance in the classroom is the most important aspect of the faculty teaching activity, and is primarily evaluated through (1) campus-wide student evaluations, (2) written reports of classroom visitations by peers, (3) the quality and variety of contributions to teaching.

#### **(1) Campus-wide student evaluations**

The current university policy requires each tenure-track faculty member to have at least two courses evaluated by students per academic year. The History Program encourages faculty to have students evaluate all their courses. In the teaching narrative, the faculty member shall reflect on their student evaluations, including how they have used them to improve their teaching. A serious reflection and effort toward improvement and innovation (where appropriate) would need to be evident to be rated "Exceeds Standards

of Achievement.”

(2) Written reports of classroom visitations by peers

Peer reviews can provide critical insight about the instructor’s performance in the classroom. At least one report per academic year that affirms excellence in teaching is needed to be rated as “Exceeds Standards of Achievement.”

(3) The quality and variety of contributions to teaching

A faculty member’s willingness and ability to design, develop, and offer a variety of different courses is a strength in teaching, which is encouraged and appreciated. A faculty member needs to teach FOUR different history courses on this campus to be rated as “Exceeds Standards of Achievement.” Active participation in program development, assessment, review, and innovation is also valued in teaching.

For teaching, the following evidence may be included:

Teaching philosophy,  
Course syllabi,  
Course material and handouts,  
Samples of students work,  
Sample exams.

A faculty member’s teaching will be assessed by evidence of the breadth, the variety, the creativity, and the interdisciplinarity of one’s course offerings, as well as a pattern of consistencies, which can be documented in these activities:

New courses developed and taught at CI,  
Programmatic development at the program level,  
Programmatic development at the university level or across the disciplines,  
Program and curriculum assessment and reviews,  
Campus-wide learning activities,  
IT applications in teaching in the classroom, off campus, or on the internet,  
New and innovative pedagogies,  
Student learning outcome assessment,  
Student-centered learning,  
Student career success,  
Extended Education,  
Students’ life-long learning.

### **Scholarly and Creative Activities:**

Scholarship in the History Program is defined as original contributions to historical knowledge recognized by peers and disseminated to the profession/public.

Scholarly monographs based on original archival research and published by academic presses are the benchmark of scholarship in history. The general practice in the discipline

is that one scholarly book is expected for tenure and promotion from assistant to associate professor, and that a second scholarly book is expected for promotion from associate to full professor.

The following scholarship chart, based on a numerical distribution in five categories, provides a guide to evaluate the quality, quantity, variety, and continued promise of a faculty member's accomplishments in scholarship. This means that scholarly articles published by professional journals, history textbooks and anthologies, individual or joint contributions to academic publications, grants, fellowships, paper presentations at professional conferences, and online publications will be valued on a descending scale according to the significance of a particular work. In the narrative on scholarship, the faculty member should reflect on the reputation of the journals or presses publishing their scholarship. Peer-reviewed is defined as a publication judged by an impartial panel of experts in the field, but external to the campus. The review is done by reviewers other than the editor of the publication (i.e. the editor is not the sole reviewer of the submission). Scholarship of teaching is encouraged and shall be counted in the same way as other scholarly accomplishments in the chart.

For purposes of tenure and/or promotion from assistant professor to associate professor:  
Fifteen (15) points "Meets Standards of Achievement,"  
Twenty (20) "Exceeds Standards of Achievement," and  
Twenty-five (25) "Significantly Exceeds Standards of Achievement."

For promotion from associate professor to full professor:  
Twenty (20) new points meets standards,  
Twenty-five (25) exceeds, and  
Thirty (30) significantly exceeds.

### **Scholarship Chart**

#### *Category 1 (No limits)*

1-1

Single authored book/monograph published by an academic press of an international/national reputation: 16

1-2

Single authored book/monograph published by an academic press of a national/regional reputation: 14

1-3

Single authored book/monograph published by an academic press of a regional/field/subfield reputation: 12

Single authored textbook published by an academic press: 12

1-4

Single authored book/monograph published by a commercial press of reputation: 10

Single authored textbook published by non-academic press: 10

1- 5

Single authored book/monograph published by a private press: 8

Co-authored textbook: 7

Single editor's one volume publication by an academic press: 8

*Category 2 (No limits)*

2-1

Single authored article/chapter in peer-reviewed publication/journal of international/national reputation: 7

Multiple editors' one volume publication by an academic press: 7

2-2

Single authored article/chapter in peer-reviewed publication/journal of national/regional reputation: 6

2-3

Single authored article/chapter in peer-reviewed publication/journal of regional/field/subfield reputation: 5

2-4

Co-authored article/chapter: 4

Any edited volume by a non-academic press: 4

*Category 3 (Limited use to a maximum of 6 points)*

3-1

Single authored article/chapter in a non peer-reviewed publication/journal: 2

3-2

Single authored on-line article/chapter: 2

Book review in peer-reviewed publications/journals: 2

3-3

Singled authored piece in newspapers or other media: 1

Book review in non peer-reviewed publications: 1

*Category 4 (Limited use to a maximum of 7 points)*

4-1

Paper presentation and/or abstracts at national/international conferences: 3

4-2

Paper presentation and/or abstracts at regional/local conferences: 2

*Category 5* (Limited use up to a maximum of 3 points)

5-1

Long-term (four months or more) grant/scholarship/fellowship: 3

5-2

Short-term (less than four months) grant/scholarship/fellowship awarded: 2

Any grant/funding for scholarly/creative activity awarded by CSUCI: 2

5-3

Non-funded grant proposal: 1

Evidence shall be presented to validate claims for credit points. It is strongly suggested that a faculty member submit all publication samples as direct evidence. The terminology used in describing and categorizing one's work should be:

- in progress (actively working on it),
- under review (by a journal or press),
- accepted (by a journal or press after all necessary in-house and external reviews of a complete manuscript),
- in print (accepted and at some stage in the process of being copyedited and typeset),
- published (out in print).

Only a work that has been accepted for publication, is in print, or has been published shall be counted as an item of publication, which shall then receive appropriate points from the above chart. For articles, a formal letter of acceptance is needed as evidence. For books (including monographs, textbooks, edited volumes, or anthologies), an explicit promise (such as a signed contract) to publish from the editor/publisher is required as evidence.

All works in progress or under various stages of review(s), including any book proposal(s) or pre-contract given to any anticipated future work, shall not be counted as "publication(s)" in calculating the points. They can be viewed as part of the faculty member's on-going activity.

No artistic work or publications of fiction, poetry, plays, dramas, music, or paintings shall be counted as scholarship, unless the faculty member is hired as a historian of arts, music, or literature.

### **Professional, University, and Community Service:**

Faculty service activities include services performed for the Program/Department, the Division of Academic Affairs, the Academic Senate, campus divisions, student

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

The quality of a faculty member's service should include but not limit to these activities and characteristics:

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 community, and  
tangible products or concrete accomplishments.

Participation in the following seven categories will be counted as service activity:

- (1) Academic program/department assignments, work projects, governance or offices, committee or subcommittees,
- (2) Campus division assignments, work projects, task forces, governance or offices, committees or subcommittees,
- (3) Faculty Senate assignments, work projects, governance or offices, committees or subcommittees,
- (4) University or CSU system wide assignments, work projects, task forces, governance or offices, committees or subcommittees,
- (5) Participation or advisory roles in student organizations,
- (6) Local community initiatives/organizations, work projects, task forces, offices, committees or subcommittees,
- (7) Official, service, and/or consulting positions in professional organizations at local/regional/national/international levels.

Participation in activities of at least THREE categories each year is required to be rated as "Meets Standards of Achievement." Playing a leadership role in one capacity in any of the three categories or participation in activities of FOUR and more categories each year will be rated as "Exceeds Standards of Achievement."

### **Provisos**

The university RTP document supersedes the History Program Personnel Standards wherever any discrepancy occurs between the two documents.

The History Program Personnel Standards shall be reviewed and updated at intervals not greater than five years if not sooner in responding to any related changes of the division/university RTP procedures. The History Program Personnel Committee and the Chair of the History Program shall review the HPPS and propose any change jointly. A simple majority vote of program faculty approves the changes. The chair shall then submit the up-dated HPPS to the university RTP committee for approval. The revised HPPS will take effect after the approvals by the university RTP committee and by the Provost/VPAA.



History Program Personnel Standards (original)

September 22, 2005: Passed at the History Program Meeting.

October 24, 2005: Revised According to the RTP Committee's Suggestions.

October 25, 2005: Approved by the RTP Committee.

January 23, 2006: Approved by Ashish Vaidya, Interim Dean of the Faculty.

June 23, 2006: Approved by Theodore D. Lucas, Provost and Vice President.

Spring 2011: Draft revisions

Fall 2011: Passed at the History Program Meeting on October 12, 2011.