


GENERAL PROGRAM PERSONNEL STANDARDS

APPROVAL FORM



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CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

GENERAL PERSONNEL STANDARDS

Revised by FAC and submitted for approval to Senate Executive Committee for approval 30 January, 2017. (FAC 2016-17: Sean Anderson (Chair), Susan Andrzejewski, Sohui Lee, Nancy Deans, Stephen Clark, Jose Alamillo, Bryn Aquino)

INTRODUCTION

California State University Channel Islands (CI) is committed to achieving excellence in teaching, student learning, scholarship, and University development within a culture of collective responsibility.

This document provides guidelines for the Retention, Tenure and Promotion (RTP) process for a faculty member under review within a program area that at the time of appointment has no approved Program Personnel Standards (PPS). Faculty members should also review the *University Retention, Tenure and Promotion Policy, SP 15-15*.

This document shall be revised every five years or earlier at the request of the University President, the Provost/Vice President of Academic Affairs, or the RTP Committee.

1. PROFESSIONAL DEVELOPMENT PLAN AND PORTFOLIO

Please refer to section I in SP 15-15 for information and clarification of the Professional Development Plan and Portfolio.

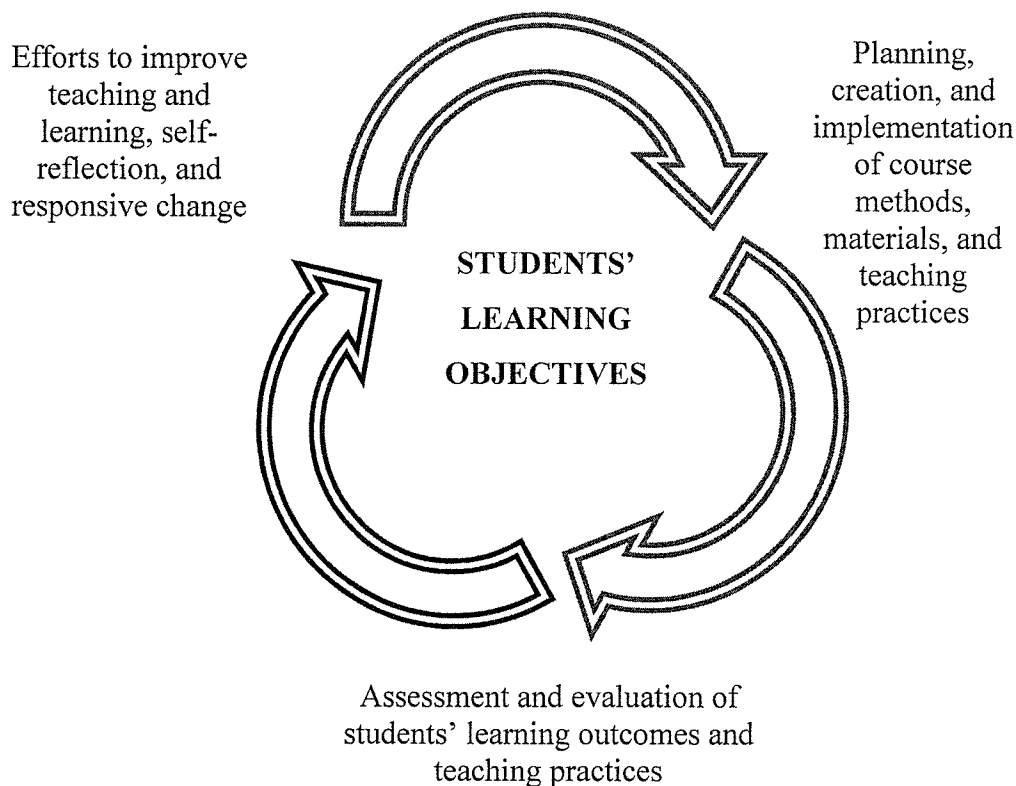
2. STRUCTURE OF THE PROGRAM PERSONNEL COMMITTEE (PPC)

For information on Structure of the Program Personnel Committee (PPC), please see SP 15-15.

TEACHING

We at CI regard teaching as a cyclical process composed of three elements: (1) the planning, creation, and implementation of appropriate and effective course methods, materials and teaching practices; (2) the assessment and evaluation of students' learning outcomes and teaching practices; and (3) efforts to improve teaching and learning, personal reflection and, if appropriate, responsive change. Each element informs the other two and the model reflects the process of becoming a critically reflective teacher.

Optimally, evidence of teaching should reflect the mission of CI to place students at the center of the educational experience, facilitate learning within and across disciplines through integrative and interdisciplinary approaches, emphasize experiential and service learning, and graduate students with multicultural and international perspectives.



Additionally, our institution particularly values the following teaching related activities: assessment of students' outcomes and teaching practices, commitment to scholarly research on teaching and learning, interdisciplinarity, incorporation of innovative and alternative methods, and engagement in technology enhanced practices.

According to the University Retention, Tenure, and Promotion Policy (SP 15-15), evaluation of teaching faculty members under review within a program area that at the time of the review lacks approved PPS must obtain a rating of "4 –Exceeds Standards of

Achievement” in the category of Teaching for tenure or promotion (on the 1 to 5 scale of assessment). The following criteria are based on the three components of the above described cycle and describe a performance rating of “4—Exceeds Standards of Achievement” in Teaching. The candidate shall build a case in her/his narrative describing how s/he meets or exceeds these criteria.

I. PLANNING , CREATION, AND IMPLEMENTATION OF COURSE METHODS, MATERIALS AND TEACHING PRACTICES

The candidate’s narrative and exhibits on teaching need to show methods and materials that are appropriate and effective to the courses taught. Examples of evidence of appropriate and effective teaching practices might include¹:

- Methods and materials that enable students to achieve the desired learning outcomes.
- Examples of students’ work that show how learning outcomes for the course/program/university are being met.
- Instructional methods and materials that actively engage students in course content.
- Selected materials that reflect current issues/scholarship in the field.
- Syllabi that include outcomes, course requirements, class schedule, assignments, and grading policies.
- Assessment tools that are aligned to learning outcomes.
- Collaboration in interdisciplinary, and/or team teaching practices.
- Inclusion of service learning initiatives in courses.
- Utilization of other High Impact Practices (e.g. learning communities, undergraduate research, peer mentoring, etc.)

II. ASSESSMENT AND EVALUATION OF STUDENTS’ LEARNING OUTCOMES AND TEACHING PRACTICES

The candidate’s narrative and exhibits need to show active engagement in a process of evaluation and assessment of students’ learning outcomes and of her/his teaching practices. The following elements are examples of activities that show active engagement in this process. Notice that the first two elements are required according to the University Retention, Tenure, and Promotion Policy (SP 15-15):

- **Peer evaluations:** A minimum of one peer review of classroom teaching from a tenured colleague of higher rank each probationary year is required (SP 15-15). Peer reviews should assess the pedagogical effectiveness of teaching methodology, course materials and classroom presentation, and offer constructive suggestions for improvement as appropriate.

¹ These examples do not exhaust the list of exhibits that can be included to meet this criterion. The candidate can include other types of evidence that show appropriate and effective planning, creation, and implementation of course methods and materials.

- **Student evaluations:** Student evaluations should recognize the instructor’s effectiveness in teaching the subject matter. Some deviation in the level of consistency may occur, for example, for courses with experimental teaching methods, and for courses offered for the first time. Those situations should be indicated by the candidate in the teaching narrative.

Assessment and evaluation of students’ learning outcomes: In addition to the two above-mentioned required elements, the candidate is encouraged to engage in other activities that assess and evaluate students’ learning outcomes.

- **Other types of evaluations:** The candidate can also engage in assessment and evaluation activities in order to inform her/his own teaching practices. These activities can include:
 - Development of classroom assessment techniques and tools that elicit student feedback on teaching practices
 - Implementation of formal/informal midterm course evaluations.

III. EFFORTS TO IMPROVE TEACHING AND LEARNING, REFLECTION, AND RESPONSIVE CHANGE

The candidate’s narrative and exhibits need to show active engagement in the process of becoming a critically reflective teacher, which is a process of learning and change. The three following elements and the activities under each element are examples that show active engagement in this process.

- Continual effort to improve teaching and learning described in the teaching narrative. The University recognizes active engagement in the scholarship of teaching and learning and how findings derived from this research inform the candidate’s subsequent teaching methods and strategies. The appropriate dissemination of these findings (aimed to improve teaching and learning beyond the local setting by adding knowledge to — and even beyond — the candidate’s disciplinary field) will be considered a contribution under the category of “Scholarly and Creative Activities.” Other examples of evidence of continual effort to improve teaching and learning can include, but are not limited to the following:
 - Attendance at professional development events and workshops
 - Involvement with faculty development opportunities
 - Participation in activities designed to improve quality of instruction at CI
 - Consultation and/or work with colleagues in formal and/or informal ways to implement methods to increase teaching effectiveness
 - Involvement in promoting students’ future academic success
- Reflection on teaching that shows effect on students’ work. Examples of evidence can include, but are not limited to:
 - Summary of and personal reflection on student and peer evaluations

- o Description of changes made in response to formal/informal midterm course evaluation
- o Revision of curriculum to ensure the infusion of new or innovative technology into course content and delivery
- o Responsiveness in teaching that affects student’s learning opportunities and experiences. Examples of evidence can include, but are not limited to:
 - o Redesign of course structure and/or revision of assignments in response to assessments and evaluations
 - o Modification of instructional methods and technologies in response to feedback
 - o Introduction of new technologies to enrich students’ learning experiences
 - o Redesign of course structure to meet needs of English language learners and/or students with special needs
 - o Incorporation of instructional methods and materials introduced during professional development events

PROFESSIONAL ACTIVITIES FOR NON-TEACHING FACULTY

Faculty members in a non-teaching role within the university, who have no approved Program Personnel Standards (PPS), will draft a “Professional Activities” section that will replace the Teaching section in the General Personnel Standards (GPS). Faculty members should review the University Retention, Tenure and Promotion Policy ([SP 15-15](#)) document, CFA/CSU Collective Bargaining Agreement, and other approved “Professional Activities” sections before preparing the draft.

SCHOLARLY AND CREATIVE ACTIVITIES

A successful faculty member has a well-defined and focused program of scholarship/creative activities that demonstrates intellectual and professional growth; produces scholarship and or creative achievements that contribute to the advancement, application or pedagogy of the individual’s discipline or interdisciplinary studies; disseminates scholarly and creative work to appropriate publications and audiences. Each faculty member shall establish a record of scholarly/creative endeavor that generates, integrates and/or disseminates knowledge. Refereed publications and/or juried creative activities are expected of all faculty.

In addition, the University values and supports the development of:

- A **scholarship of assessment** that fosters purposeful reflection and improvement of teaching practices and programs through effective assessment processes.
- A **scholarship of engagement** that fosters research-based learning, which enables students to develop a civic responsibility dimension to their studies.

- A **scholarship of teaching and learning** that fosters significant, long-lasting learning for all students, enhances the practice and profession of teaching, and brings to faculty members' work as teachers the recognition and reward afforded to other forms of scholarly work.

Each discipline or interdisciplinary field has very different standards for what it considers appropriate indicators of professional growth in scholarly and creative activities. It is the responsibility of the faculty member under review to establish in his or her Professional Development Plan (PDP) the commonly followed standards for scholarly and creative activities in his or her discipline(s), specifying *the type and amount of evidence of performance* needed to meet standards of achievement in that discipline or interdisciplinary field. These standards shall be justified and supported with evidence from other similar institutions, organizations, and/or with literature that specifically addresses the standards that are customary in that discipline or interdisciplinary field. These standards shall be reviewed and approved by the program chair (if applicable), the PPC, and the Dean (or appropriate administrator for non-teaching faculty). It is the Dean's responsibility to ensure that there is no significant deviation of expectations across the different PDPs.

Examples of evidence of performance in the category of scholarly and creative activities can include, but are not limited to:

- Publications in refereed journals or juried exhibitions
- Publications of peer-reviewed books, book chapters, monographs, textbooks, collections, anthologies, creative works that appear in juried exhibitions and galleries including: films, videos, or other electronic media
- Published data sets spanning significant longitudinal monitoring, historic scope, etc. representing a major scholarly contribution
- Publications in proceedings of professional meetings and conferences
- Major editorial responsibilities for books and/or journals with national or international significance
- Creating, editing or reviewing articles/cases/chapters/course materials for academic journals and publications
- Solo exhibitions or a significant part of a group exhibition in a museum, commercial gallery, university gallery/museum, or recognized alternative venue
- Exhibition catalogue
- Awarded external grants;
- Submitted applications for grants, commissions, fellowships, prizes, other awards if demonstrating significant effort/scholarly progression
- Dissemination of research aimed to improve teaching and learning
- Presentations at professional meetings, seminars, symposia, and conferences
- Publications in popular media with national, regional, or local readerships
- Earning patents or establishing copyrights

- Appearances on media that contribute to the advancement of teaching and/or scholarship
- Reports of applied research
- Development of computer software
- Public art projects/commissions: national, state, county, city
- Artwork review/image reproduction in art texts/book publications, national/international art periodicals, gallery/museum exhibition catalogs, regional art publications, or local newspapers and periodicals
- Invited symposia and presentations (internal or external)
- Practitioner manuals or publications for local or regional audiences

PROFESSIONAL, UNIVERSITY AND COMMUNITY SERVICE

Maintaining and improving the quality of the learning environment, the profession, the University, and the community are dependent upon active participation of faculty in various organizations and governance tasks. All faculty are expected to take a continuous and active role in addressing the needs of the profession, University and community through good citizenship and through application of professional expertise. Faculty members are expected to maintain appropriate and consistent activity over the course of the period of review for tenure and/or promotion.

Examples of evidence of performance in the category of professional, university and community service can include, but are not limited to, the following activities:

- Service in professional organizations at local, regional, national, or international levels including elective or appointed positions, service on editorial boards, and so forth;
- Published book and material reviews for non-disciplinary publications;
- Campus division activities, work projects, task forces, governance or offices, committees or subcommittee activities;
- Academic program/department activities, work projects, governance or offices, committee or subcommittee activities;
- Academic Senate activities, work projects, governance or offices, committees or subcommittee activities;
- University or CSU system-wide activities, work projects, task forces, governance or offices, committees or subcommittee activities;
- Participation or advisory roles in student organizations;
- Engagement with community organizations or governing bodies;

The quality of a faculty member's service can be demonstrated through both 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. It is the responsibility of the candidate to articulate the quality of service in his or her narrative.