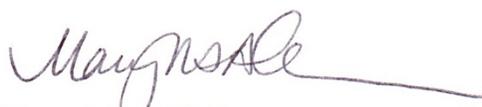


**PROGRAM PERSONNEL STANDARDS
APPROVAL FORM
Discipline: ESRM**



5-18-2020

RTP Committee Chair

Date



Provost

7/27/20
Date

INTRODUCTION

The Environmental Science and Resource Management (ESRM) Program is committed to achieving excellence in teaching and student learning, scholarship, and service. The Program encourages peer collaboration and review, faculty experimentation and assessment, and continuous, rigorous evaluation of academic quality. Consistent with University's Mission Pillars, the Program places a high value on the promotion of interdisciplinarity in teaching, scholarship, and service, incorporating service learning and civic engagement throughout the curriculum, and international and multicultural perspectives. The Program values engaging students in scholarship through undergraduate research, collaboration, and innovation.

A dedicated ESRM faculty promotes the academic caliber and reputation of the Program and the University through their efforts in teaching, scholarship, and service. 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 (RTP) 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; and
3. To assist the ESRM Program Personnel Committee, the program chair, University Retention, Tenure, and Promotion Committee, and other appropriate University administrators in reviewing the professional accomplishments of our Program faculty.

Terms & Definitions

ESRM: Environmental Science & Resource Management Program (ESRM, the "Program," or, as may subsequently become necessary, the "Department").

Portfolio: The "portfolio" is the functional equivalent of the Working Personnel Action File (WPAF).

PPC: Program Personnel Committee

RTP: Retention, Tenure, and Promotion

ESRM Philosophy on Student Research

This section is intended to provide guidance for the inclusion of supervision of undergraduate research in the RTP Portfolio. ESRM strongly encourages a variety of research, scholarly, and creative activities. Common categorizations of our research endeavors are Faculty Research, Faculty-Student Research Collaborations, and Faculty-Mentored Student Research. We also incorporate research experiences throughout our curriculum in many forms as Course-Based Research Experiences. Typically Faculty Research and Faculty-Student Collaborations fall under Faculty Scholarship; Faculty-Mentored Student Research and Course-Based Research Experiences fall under Teaching. We recognize, however, that these categories represent points

along a continuum and that not all research involving students can be neatly placed in one category or another. Thus, where research involving students cannot be simply described by one of the above four categories, we expect such instances to be explicated as necessary in the faculty's Portfolio.

Scholarly Activity

Faculty Research: This is research originated, funded, organized, or otherwise led by the faculty member. Students involved in Faculty Research are typically assigned discrete tasks (e.g., data collection or sample processing) for which they may, or may not, be paid or receive course credit as an independent researcher. The student contribution may be significant in terms of time, but is partial with respect to the overall scholarly process. Examples of this include: CSUCI's Summer Undergraduate Research Fellowship (SURF) internships, research supported by internal or external grants in which students are paid to accomplish specific tasks, and students working as independent researchers on a faculty member's project.

Faculty-Student Collaborations: This is research originated, funded, organized, or otherwise co-led by the faculty member in partnership with a student (similar to if the student was a graduate-level researcher or another faculty collaborator). The research project may arise from Faculty Research or from another type of student involvement, but in it, an undergraduate takes a more collaborative role, engages with a greater portion of the scholarly process, and focuses explicitly on the creation of a scholarly product (e.g., a peer-reviewed article; see Scholarly Activity, below).

Teaching Activity

Faculty-Mentored Student Research: This is research originated or led by a student, who seeks out the faculty member for input, guidance, mentorship, instruction, or lesser forms of material support. While the research may pertain to the faculty member's scholarly agenda, the initiative and energy to carry it out originate with the student. Such activities may culminate in student scholarly achievements (e.g., presenting at a conference). Additionally, they may eventually transform into Faculty-Student Collaborations at such time as faculty member involvement becomes substantial and the project seeks formal, scholarly venues for publication or advancement of the work.

Course-Based Research Experiences: This is research conducted by students within an official ESRM course in which students receive units and that is designed with student research engagement at the core of its syllabus. Projects may be carried out over the course of a single semester (or portion thereof) or continue across multiple semesters or years and involve multiple students. Examples of this include ESRM's Capstone Program, special topics courses, and ESRM 462. This work may culminate (for students) in a variety of ways, including, but not limited to, presentation at SAGE or other CSUCI venues. This work also may eventually transform from a teaching activity to a scholarly activity at such time as the faculty member

exercises the initiative to move the research through more advanced stages of the scholarly process, such as a preparing it for publication in a peer-reviewed journal.

THE PROGRAM PERSONNEL COMMITTEE

1. Composition: The ESRM Program Personnel Committee (ESRM PPC) shall be composed of three tenured members based on the following rules. Until such time as the ESRM Program has enough tenured faculty it may be necessary to elect members from a related academic discipline(s).

Members of the ESRM PPC shall be tenured faculty holding the rank of Associate Professor or Professor;

- a. Members of the ESRM PPC shall be elected annually at the beginning of the fall semester by a simple majority of the full-time, tenure-track members of the ESRM faculty;
 - b. If the ESRM Program has fewer than three tenured members, a list of tenured faculty from related disciplines across the university willing to serve on the ESRM PPC shall be generated by the full-time tenure-track members, who will then vote by simple majority for as many members as necessary to complete the three-person ESRM PPC;
 - c. When considering cases of promotion, the committee members' academic ranks must be higher than the faculty member under review;
 - d. The Program Chair may serve as a member of the ESRM PPC. In the event that the Chair does not serve as a PPC member, he or she has the responsibility to review all portfolios on schedule, to provide written comments on each of the three areas of professional activity, and write a general summary of the overall performance of a faculty member under review. If the Program Chair serves on the PPC or writes a separate chair-level review and is subsequently elected to URTPC, they shall recuse themselves from URTPC deliberation on ESRM candidates.
 - e. Should an ESRM PPC member become ineligible to serve, the ESRM full-time tenure-track faculty shall meet in a timely fashion to elect (by simple majority) a replacement.
2. Responsibilities: The ESRM PPC has the responsibility to:
 - a. Review and provide feedback on candidate Professional Development Plans (PDP);
 - b. Review all portfolios on schedule;
 - c. Provide written comments that include constructive suggestions for improvement on each of the three areas of professional activity, and;
 - d. Write a general summary of the overall performance of a faculty member.

The faculty member

The faculty member requesting retention, tenure, and promotion shall have prepared all necessary documents (the Portfolio) in accordance with the published schedule, according to the format requirements and standards specified in the University RTP Policy. The faculty member has the right to submit a written response to the ESRM PPC's and/or the chair's review(s) as part of the review process.

TEACHING EXCELLENCE

Teaching is a central concern at a student-oriented University and is vital to growing and maintaining a successful ESRM Program. The Program is committed to promoting teaching excellence in its faculty. As with all of the components of the Retention, Tenure, and Promotion process, what constitutes an effort to achieve teaching excellence is difficult to define for every context; measuring teaching excellence is, by its nature, imprecise. This is particularly true in the case of ESRM with our wide range of subjects and teaching modalities.

Our standards are designed to allow faculty to build a case, based on holistic evidence, that their teaching is excellent. The standards leave room for interpretation and discussion so as to better facilitate growth, development, and novel experimentation in our faculty.

Nevertheless, several elements demonstrate the desire of a faculty member to achieve teaching excellence across all courses and contexts:

- Concern for the learning and well-being of students in an atmosphere of mutual respect;
- Appropriate and innovative instructional methods and materials;
- Assessment of student learning outcomes and instructional effectiveness;
- Efforts to continually improve teaching effectiveness; and
- Active engagement with cutting edge tools and technologies (*e.g.*, learning management systems, statistical tools, GIS software, field and laboratory instrumentation).

Quantitative measures drawn from student evaluations shall not be the sole indicator of teaching excellence. Such measures shall be weighed along with other sources of evidence, as described below.

In their portfolio narrative, the faculty member should reflect on their commitment to maintaining a professional relationship with students inside and outside the classroom (*e.g.*, through mentorship, advising, professional development, *etc.*). When developing their teaching portfolios, faculty are encouraged to use the following criteria to build a case for their commitment to teaching excellence.

1. Methods, Materials, and Innovative Pedagogy: Evidence of methods, materials, and innovative pedagogy includes the following:
 - a. Course materials, including but not limited to assignments, projects, and other

- supplementary materials provided by the faculty member;
- b. Syllabi and other course materials that make clear learning outcomes, course requirements, class schedule, assignments, and grading policies;
- c. The use of materials that are scholarly and appropriate for the topic and reflect current issues/scholarship in the field;
- d. The use of teaching methods that are appropriate to the course content and objectives;
- e. Integration of service learning that articulates well with course curricula. ESRM views service learning as a particular hallmark of our Program and strongly encourages faculty to utilize this best practice whenever it is appropriate for the subject matter and content.

The following elements are supplemental but reveal student-centered best practices in teaching:

- f. Interdisciplinary courses, team teaching, and/or other innovative teaching methods;
 - g. Incorporating instructional technology that reflects best practice for student engagement and learning;
2. Outcomes and Instructional Effectiveness: Evidence of outcomes and instructional effectiveness must include the following:
- a. Demonstrated consistency in teaching excellence throughout the probationary period that incorporates:
 - i. Peer Review of Teaching: At least one written evaluation per year by a full-time tenured or tenure-track CSUCI faculty member. While evaluations conducted by ESRM faculty are ideal, such faculty may not be available, in which case other tenured university faculty may be substituted;
 - ii. Student evaluations of teaching (quantitative summaries);
 - iii. Written comments from student evaluations or other forms of student commentary or evaluation (qualitative comments);
 - iv. Periodic (*e.g.*, annual) summation of all of the above sources of feedback about the effectiveness of overall teaching efforts and a description of how the faculty member specifically adapted and responded to previous inputs and experimentation: the faculty member should be able to clearly articulate how previous feedback was utilized. This summation is typically embodied in the Teaching Narrative prepared and submitted as part of the faculty member's Portfolio.
 - v. Examples of research processes, products, or other evidence of student success deriving from Faculty-Mentored Student Research and/or Course-Based Research Experiences (*e.g.*, student posters; for description of these

student-involved research activities, see the ESRM Philosophy on Student Research, above).

The following elements are supplemental but reveal faculty commitment to instructional effectiveness:

- b. Teaching and/or advising awards, research mentoring awards, success of students in post-graduate endeavors, or other recognition or communication from students and fellow instructors.
3. Efforts to Improve Teaching Effectiveness: Evidence of efforts to improve teaching effectiveness may include, but is not limited to, the following:
- a. Participation in curriculum development and assessment of student learning as demonstrated by the creation of new courses and/or the significant revision of existing courses, curricula, or Programs;
 - b. Development and utilization of assessment tools, syllabi developed, or materials presented to the Curriculum Committee;
 - c. Courses developed that further the programmatic interests of the ESRM Program and/or University mission;
 - d. Courses that contain a service-learning, multicultural, and/or international focus;
 - e. Courses that span traditional disciplinary or institutional boundaries;
 - f. Demonstrated efforts to improve teaching, such as:
 - i. Participation in professional development courses, workshops, or events;
 - ii. Consultation with colleagues;
 - iii. Integration of accepted teaching best practices;
 - iv. Development of grants designed to improve teaching effectiveness;
 - v. Audiovisual recording of one's presentations or teaching sessions with an explicit goal of becoming a more effective speaker or communicator.

SCHOLARLY ACTIVITY

The definition of scholarly activity 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 both to all good teaching and to the many forms of quality service. The following criteria aim to clarify what constitutes scholarly research for the purposes of promotion and tenure. Such criteria and sources are not all-inclusive and may not have equal application to all sub-disciplines falling under the ESRM umbrella. For guidelines and discussion of how student engagement with scholarly activity should be addressed, refer to the ESRM Philosophy on Student Research, under Terms and Definitions.

1. Criteria: At its core, scholarly activity creates new knowledge based on original investigation that adds knowledge of significance to one's field; synthesizes, criticizes, or theorizes in original ways; clarifies extant knowledge; communicates unique connections

between existing knowledge and practical applications; and stimulates the intellectual development of one's colleagues in the field.

2. Research publications: As a general guideline, a faculty member should strive for three quality, peer-reviewed scholarly publications (as defined herein). The ESRM PPC should consider the number "three" to be a benchmark: having fewer than three publications does not necessarily serve as evidence of a lack of scholarly activity. In evaluating a faculty member for tenure and promotion, the publications offered by the faculty member as evidence of scholarly activity will be evaluated within the context of the constellation of evaluative concerns listed below.
3. Sources of evidence: In evaluating evidence of scholarly activity, the faculty member should strive to balance their scholarly work within the categories below, which represents a rough hierarchy. The PPC (and subsequent levels of review) will, among other things, consider the degree to which the faculty member has disseminated his or her research to the broad scholarly community through the following means:
 - a. Reports on original research that are peer-reviewed and published by university or commercial presses, including: academic journal articles (whether in print or online), law review journal articles, books, and monographs;
 - b. Other reports that are peer-reviewed and published by university or commercial presses, including: textbooks, anthologies, synthetic essays and literature reviews, research reviews, book chapters, and case studies;
 - c. Peer-reviewed and published, open-access datasets: Large, multi-year datasets of original data (*i.e.*, not a meta-data database or derivative analyses of others' data) collected in whole or part by the faculty member while at CI. Such datasets should be collected with robust methodologies. Such datasets describe some aspect of the biophysical or social worlds and could be of use to investigators exploring longitudinal changes across space and/or time now or at some future time.
 - d. Conference papers, conference proceedings, presentations at scholarly conferences, or invited presentations;
 - e. Technical reports and other professional products provided to external agencies that are directly related to one's field, that often involve invited presentations outside the University for technical and professional audiences;
 - f. Grants, fellowships, and/or scholarship that are related to scholarly research and activities. While grants are not required, the program recognizes grants as a clear means to an end; and it is expected that faculty will seek to fund their research through external grants when necessary. A consistent pursuit of external funding (successful or unsuccessful) shows a clear desire to foster a robust scholarly program;
 - g. Research presentations, papers, and posters conducted in conjunction with students and created in accordance with guidelines set forth in the ESRM

- Philosophy on Student Research, above, at professional or academic venues or meetings;
- h. Novel or open-access tools to facilitate data collection or analyses are not considered research per se, but may be included as evidence of scholarly engagement,
 - i. Self-published research is not considered research unless its scholarly impact is well documented (*e.g.*, evidence of its citation in the peer-reviewed scholarly literature, inclusion in library collections, reviews in scholarly journals).
4. Research published by the University or any of its affiliates, presentations given at the University outside of a professional, academic meeting, and material published in newspapers and magazines are not considered research; these activities may be considered as service.
 5. ESRM recognizes that scholarly research, and in particular, interdisciplinary research, can take and be made public in many forms and in many venues. When presenting evidence of scholarly research it is the responsibility of the faculty member to communicate to the Program PPC and others in the RTP -Process the nature of their publications and how they fit into the above sources of evidence in their self-evaluation narrative with clear guidance, addressing where appropriate, the following:
 - a. Evidence of the impact of their research (for example, journal impact factor, number of libraries that subscribe to a journal in which they have published, number of citations of an article, book, or other scholarly work, resulting rebuttals/academic dialogs, and testimony from scholars or practitioners outside of the University as allowed by the policies of the University).
 - b. Authorship, especially where, as a result of differing conventions across academic disciplines or venues, the faculty member's contribution may not be obvious.
 - c. Student contributions, especially in the cases of Faculty Research and Faculty-Student Collaborations, as described in the ESRM Philosophy on Student Research, above.

SERVICE

Faculty service activities include services performed for the Program, Academic Affairs or other campus divisions, the Academic Senate, student organizations, the University, the California State University system, professional organizations at local, regional, national, or international levels, or the community broadly defined. Faculty should demonstrate a consistent effort to be of service to their students, Program, the University, their profession, and/or their community through a *combination* of service activities. Service activities vary broadly in the demands they place on a faculty member's time and in their integration (or not) with other teaching and scholarly activities; there is no simple metric for determining a satisfactory amount of service. Thus, a faculty member's evidence of service (and their description of it in their portfolio) should demonstrate "consistency of service engagement effort" in a combination (*i.e.*, three or more) of

service activities. Participation in the following are considered service activity:

1. Service in professional organizations at local, regional, national, or 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, grant applications, 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. Academic 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. Mentoring of students outside the topical bounds of coursework or scholarly activity in their professional development or career-oriented activities, including preparation of letters of recommendation or acting as a professional reference.
9. Participation on Technical Advisory Panels for public or private entities;
10. Community (broadly defined) initiatives or organizations, community engagement, outreach and education activities, work projects, task forces, offices, committees or subcommittee activities, that are consistent with the faculty member's area of professional expertise.

SEVERABILITY

Environmental Science and Resource Management (ESRM) 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 particular discrepancy were to occur, all other policies contained herein will remain in force.

AMENDMENT

The ESRM Personnel Standards shall be reviewed and updated at intervals not greater than five years in response to any related changes of the division/University RTP procedures. Such changes will take place in a scheduled meeting of ESRM faculty. Changes in this document will occur by a simple majority vote of Program faculty present at a scheduled meeting. The Chair shall then submit the updated ESRM PPC to the University RTP committee and/or other committees for approval. The revised ESRM PPS will take effect after the approvals by the University RTP committee and by the Provost/Vice-President of Academic Affairs.