

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline:
Writing and Multiliteracy Center



RTP Committee Chair Date



Provost Date

Writing and Multiliteracy Center Program Personnel Standards

INTRODUCTION

The Writing and Multiliteracy Center (WMC) at CSUCI is committed to providing high quality, student-centered services and instructional programs to all constituencies. Excellent faculty members, dedicated to continued intellectual and professional growth, are essential to fulfilling our commitment. All elements and standards of faculty performance evaluation recognize and reflect the University's Mission, including:

- placing students at the center of the educational experience.
- developing and providing writing, oral, visual, and multimodal education that facilitates learning within and across disciplines through integrative approaches,
- cultivating writing, oral, visual, and multimodal programs, as well as experiential and service learning for WMC student tutors,
- graduating students with an understanding of communication contexts and multicultural and international perspectives.

This document provides guidelines for retention, tenure and promotion review of WMC faculty members. This document takes into consideration the current University Retention, Tenure and Promotion Policy and Procedures and the Collective Bargaining Agreement. WMC faculty are encouraged to review both documents mentioned above before beginning the review process. The WMC Personnel Standards shall apply to each faculty hired after the adoption of this document.

I. PROGRAM PERSONNEL COMMITTEE

The Program Personnel Committee shall be constituted as follows:

- A. A three member WMC Program Personnel Committee (PPC) shall be elected by all eligible tenure/tenure track WMC faculty in the first month of the fall semester of each year.
- B. If the WMC program has less than three full-time tenured faculty members, PPC members shall be elected from the Library Unit where WMC is administratively housed, related disciplines, or writing faculty from another CSU campus university.
- C. WMC PPC members shall have a higher rank or classification than those being considered for promotion.
- D. If the Library and WMC program chair is elected to the PPC, then the chair may not conduct a separate later review. Should the chair be elected to the University RTP Committee, the chair, in consultation with the candidate and the PPC, will decide to review the candidate either at the program level or the RTP level.

II. PROFESSIONAL DEVELOPMENT PLAN

- A. The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure and promotion.
- B. The initial plan, which shall be prepared, reviewed, and approved by the end of the faculty member's first year of appointment, shall describe the activities and intended outcomes that the faculty member expects to achieve during the evaluation period.
- C. PDP narratives for WMC faculty activities, scholarly and creative activities, and service shall not exceed 500 words each. These narratives shall describe the faculty member's professional goals, areas of interest, resources required and accomplishments s/he expects to achieve in each of the three areas evaluated in order to meet the program standards for retention, tenure, and promotion.
- D. The PDP will be reviewed by the WMC PPC, the library program chair if not part of the PPC, and the Dean of the library unit, each of whom will provide written feedback on a timetable to be determined by the Division of Academic Affairs, but prior to the end of the faculty member's first full year of service.¹ In the event the WMC PPC, the library unit program chair, or the Dean of the library does not approve the PDP, the faculty member may submit a revised PDP within two weeks.
- E. If the file documents a substantial change in the status or direction of activities referred to in the PDP the faculty member may update their PDP with approval of the WMC PPC, the library unit program chair, and the Dean of the library.

III. PORTFOLIO

- A. The Portfolio is the functional equivalent of the Working Personnel Action File. It is a record that shall contain evidence of performance for the years under review, as well as various required forms. The faculty member to be evaluated compiles the portfolio. It is the responsibility of the faculty member to be sure 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.
- B. The portfolio is the sole basis for RTP evaluations, recommendations, and actions. For purposes of retention, it shall cover the period under review. However, prior accomplishments may be documented in the candidate's curriculum vitae. For tenure and promotion, the portfolio shall be cumulative covering the period from the beginning of probationary service to the point at which the portfolio is submitted. For tenure, a faculty member may include accomplishments prior to the period of review as part of the portfolio.
- C. The portfolio shall be in three parts—the review history, main body, and an appendix.

Review History:

- Section for evaluations and signature pages—including all previous evaluations, placed in reverse chronological order.

Body:

- a table of contents.
 - a copy of the approved WMC Program Personnel Standards (PPS).
-

- a current and all previous Professional Development Plans (PDP) approved for the faculty member.
- the faculty member's current curriculum vitae that covers his or her entire academic and professional employment history.
- a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in WMC Faculty Teaching and Related Activities. (not to exceed 500 words).
- a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Scholarly and Creative Activities. (not to exceed 500 words)
- a narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Service. (not to exceed 500 words).
- a list of any teaching assignments and activities for the period under review.

Appendix:

- a table of contents
 - documentation of performance as required by the applicable personnel standards.
- D. Supporting materials should be directly relevant to the presentation in the portfolio and limited to the period under review. These may include items such as: copies of books, articles, essays, electronic materials, creative work, and others. Any or all of these may be presented in an electronic format.
- E. Material may be added to the portfolio until the date it is due to be submitted, at which time the Portfolio shall be declared complete. Based on the CI approved Portfolio Checklists, the faculty member's chair determines that the portfolio is complete before sending it to the PPC. 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 with permission from the PPC. Before consideration at subsequent levels of review, material added to the portfolio shall be returned for review, evaluation, and comment to the level at which it was initially evaluated.

IV. GUIDELINES FOR EVALUATION

A. WMC FACULTY TEACHING AND RELATED ACTIVITIES

1. WMC faculty shall demonstrate effective teaching and directing activities including the following activities. Specific performance goals for each area shall be outlined in the PDP.

- implement, maintain, and enhance writing and multiliteracy programs.
- develop and create digital and online guides for teaching writing and communication skills and strategies; subject writing guides; and/or multimedia to support the university curriculum and WMC program goals.
- provide general services and consultations in writing, oral, and multimodal presentation areas to faculty, staff, and students.
- implement/enhance workflows, manage budgets, and supervise personnel.
- evaluate curriculum, university goals, industry knowledge and budgetary realities to create a sustainable approach to student writing, presentation, and communication skills.
- provide leadership in developing and implementing programs to enhance the writing and presentation proficiency of students throughout the university.
- establish a pattern of continuous improvement in all aspects of WMC activities.
- engage in activities to maintain discipline and interdisciplinary currency.
- incorporate best practices of writing and multiliteracy centers to meet the goals and objectives of the university community.
- assess undergraduate student writing and multiliteracy needs and outcomes of the program on student work.
- provide a vision for the WMC through continuous planning and implementation of new services, technologies, and/or approaches to WMC functions and activities.

- recruit, hire, educate and supervise peer writing consultants at undergraduate, post-baccalaureate and graduate levels.

2. Faculty shall demonstrate effective leadership through other position-appropriate activities. Position specific activities and performance goals shall be outlined in the PDP. Some examples of position specific activities include:

- participate in library unit management (establish goals, lead project teams).
- implement/enhance workflows, manage budgets, and supervise personnel.
- take part in the academic advising of students as necessary.
- supervise independent study or thesis projects.
- create and use appropriate instructional materials.
- mentor WMC faculty and staff colleagues.
- effectively teach in credit courses, and provide guest lectures.
- evaluate curriculum, university goals, industry knowledge and budgetary realities to build and access a balanced writing and multiliteracy tutoring program.
- teach classes regarding writing, tutoring, oral presentation, visual rhetoric, multimedia applications, research strategies, resource evaluation, and critical thinking.
- Consistent success in teaching and continual effort to improve teaching and outreach to students and faculty.

3. Examples of evidence to document effective teaching and WMC leadership:

- collaborative and collegial teaching
- tutor training material from the tutor training course and/or material generated through on-going training throughout the year.
- selection and/or creation of tutoring and workshop materials, presentations, and readings related to writing and multiliteracy center studies.
- development and oversight of new WMC programs
- assessment of tutor performance, workshops, and/or programs through reports
- student or peer evaluations of leadership and/or teaching
- mentoring of tutors, students, and faculty
- statement of how scholarly work and professional activities enhance the WMC
- participating in the development of curriculum, programs, and academic policies of the university
- innovative management methods
- securing grants to support the teaching or writing skills, oral presentation skills, and/or evaluation of writing and presentation skills of students.
- web-based or technology-based resources created to meet needs of tutors, students, and faculty
- development and oversight of outreach efforts to students and faculty that enlarges the awareness of WMC's learning resources and/or increases access to or participation in WMC activities

B. SCHOLARLY AND CREATIVE ACTIVITIES

Scholarly and creative activities in the field of writing centers, composition, rhetoric, and multiliteracy are not solely measured by the quantity of articles published. Valued research and scholarly activities include peer-reviewed works such as books, book chapters, conference papers, conference proceedings, or other electronic media productions. Pedagogical research can be interdisciplinary as well as subject focused. Scholarly activities can be pedagogical and/or research based studies. It can involve creative activities such as original software or curriculum design. Collaborative work is highly valued and in papers with more than one author equal weight is given to each author listed.

As a general guideline, a faculty member should achieve a minimum of two tier 1 (as defined below) scholarly publications within each level of review (Assistant to Associate, or Associate to Professor). Achieving a minimum of two publications does not, in itself, serve as evidence of scholarly excellence; continued development in scholarly activities as defined in the individual's PDP is also important, likewise, having fewer than two publications does not necessarily serve as evidence of a lack of scholarly excellence. As a candidate for tenure and promotion, the publications offered by the candidate as evidence of scholarly activity will be evaluated within the hierarchy listed below, which by no means is an exhaustive list of possible evidence to be presented by the candidate of his/her scholarly achievement.

Tier 1.

- Peer reviewed and published by university or commercial presses: books, monographs, collected essays, journal articles (whether in print or online)
- Peer reviewed and published by university or commercial presses: textbooks, casebooks, case studies, book chapters, anthologies, encyclopedia articles, synthesizing essays and literature reviews (print or online),
- Invited and published by university or commercial presses: casebooks, book chapters, synthesizing essays and literature reviews, and significant encyclopedia articles (print or online).
- Major editorial responsibilities for books and/or journals with national or international significance
- Development and publication of software and other technologies that advance student learning or WMC services accessibility

Tier 2.

- Abstracts, brief book reviews, or encyclopedia entries
- Peer reviewed conference proceedings at the national or international level
- Translations
- Active participation, through papers, panels, symposia, etc., in meetings and conferences of local, state or regional national or international professional organizations.
- Effective sharing of research findings and innovations, consulting experience, and related activities with colleagues and students.
- Successfully involving students in ongoing research and/or innovation; and the mentoring of students that leads to the presentation of research and other creative works.
- Major editorial responsibilities for publications or programming which have local or state distribution and which shall serve informational needs.
- Editing of a book chapter.
- Acquisition of significant awards, commissions, prizes, honors, fellowships, or grants.
- Preparation, writing, and submission of grant proposals.
- Disseminating knowledge and creative approaches to teaching methods and techniques, including publication or presentation of posters at professional meetings.
- Unpublished or open access material clearly resulting in benefit to the operations or stature of the Library and WMC.
- Appearances on media that contribute to the advancement of writing center studies and/or scholarly activities.
- Contributions to campus or unit publications such as training manuals or writing guide
- Publications in popular media with national readership.

- Earning a second Masters degree or a PhD in a subject field related to the center director's work activities.

C. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

1. 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 library faculty members, including the WMC 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. Library faculty members are expected to maintain appropriate and consistent activity over the course of the period of review for tenure and/or promotion.
2. Library faculty members' evidence of performance in the category of professional, university, and community service can include, but are not limited to the following kinds of activities:
 - participating in professional organizations or publications at local/regional/national/international levels including elective or appointive positions
 - sharing governance, through service on Senate Committees and Task Forces and/or University Committees and Task Forces;
 - participating in library planning activities, including operational planning, program development, program implementation, program committees or task forces, and program assessment;
 - supporting student events, student advising, or student organizations;
 - participating in program, university, community and professional events for which faculty presence is important;
 - participating in recruitment activities for new faculty or staff.
 - participating in CSU-wide system activities, committees, task forces, sub-committees, governance
 - organizing professional meetings, exhibits and other events;
 - attending professional meetings, exhibits and other events;
 - representing the university within the CSU.
 - serving the community in the form of talks, collaborative projects, or participation in organizations.
3. It is the responsibility of the faculty member to provide information that documents and demonstrates his or her service activities, as well as the level of service engagement per activity.
4. It is expected that the higher the faculty rank, the higher the expectations for service in terms of depth (i.e. leadership) and breadth (i.e. diverse activities beyond the program level). A tenured faculty member is expected to be more active in service than an untenured faculty member; and for promotion considerations to full professor, an associate professor is expected to be more active in service than an assistant professor being considered for tenure and promotion to associate professor. Levels of service are described below.

Tier 1.

- Senate or university-wide committees that require significant time commitments, high levels of responsibility and significant work outside of meeting times.
- Chairship or significant leadership in state, national, or international professional associations and groups and/or conference planning for such groups.
- Chairship or active leadership in a community service organization.
- Participation in editorial boards of relevant academic journals

- Peer reviewer for scholarly journals, book proposals, book manuscript, conference submissions, teaching materials, and so forth.
- Participation in library and WMC planning, program development, and program assessment activities.
- Chairship or active participation in CSU-wide committees.

Tier 2.

- Service on senate or university-wide committees that require less time and commitment
- University task forces
- Library/program task forces
- Chairship/membership on a faculty/university wide search committee
- Chairship of regional or local associations
- Participation in student advising and/or sponsorship of student organizations
- Active participation on Academic Senate
- Mentoring of graduate writing, composition, or rhetoric interns
- Membership in local, state, national or international professional organizations.

Tier 3

-
- Membership in local, state, national or international professional organizations.