# PROGRAM PERSONNEL STANDARDS
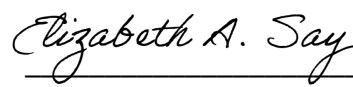
# APPROVAL FORM

**Discipline:**

**English**

**Final Edits voted on by English on 2-27-2020**
**Approved by URTPC on 4-17-2020**

_____  **4/21/2020**          _____  7/27/20
**RTP Committee Chair**          **Date**                  **Provost**                    **Date**

**INTRODUCTION**

The educational quality of the English Program depends on the quality of its faculty, whose members support the program, university, profession, and community through their teaching, research, creative work, service. The English Program supports the work of its faculty with regard to the central aspects of the University mission: integrative and interdisciplinary studies, civic engagement, and international, transnational, and multicultural perspectives. The program recognizes that the field of English increasingly reflects these central mission elements; therefore, our program standards particularly recognize diverse scholarship and creative activities, teaching, and service as intrinsically legitimate and desirable for its faculty.

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 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;
3. To assist the English Program Personnel Committee, the program chair, university Retention, Tenure, and Promotion Committee(s), and other appropriate offices in reviewing the professional accomplishments of our Program Faculty

This document shall be revised every five years. At the request of the University President, or by a simple majority vote of the English full-time tenure-track faculty, this document may be revised before the five years are completed. This document shall go into effect when approved by the University RTP Committee and the Provost/VPAA.

**THE PROGRAM PERSONNEL COMMITTEE (PPC)**

The English Program PPC is constituted as follows:

A. The PPC shall be elected annually prior to the RTP review cycle by a majority of the tenure track faculty.

B. The PPC shall be composed of 3 OR 5 tenured faculty members holding the rank of Associate Professor or Professor, who will be elected by a vote of all tenure track faculty. When constituting the PPC, the Program shall prioritize the diversity of committee membership.

C. The PPC shall be comprised of a majority of eligible English faculty members. In the event that at least 3 English faculty members are not eligible to serve, the tenure-track faculty shall draw up a ranked list of faculty from other disciplines based upon a list of those eligible. The program chair shall consult with faculty on the list in rank order to identify those willing to serve.

D. Given the immense diversity of scholarship, service and pedagogical approaches in English, it is likely that the candidate's work will extend beyond the expertise of the committee. In such cases, the PPC shall consult external reviews supplied by the candidate in the file, if any.

E. The program chair shall serve as a member of the PPC.

F. Should the chair or another PPC member be elected both to the PPC and the University RTP Committee, they shall be recused from the RTP Committee deliberations for the English candidates.

G. The Chair will convene the first PPC meeting.

The English PPC has the responsibility to:
- Consult with the faculty member under review as the faculty member develops a Professional Development Plan (PDP).
- Provide feedback on PDP drafts.
- Approve the PDP once revisions are complete and accepted.
- During the RTP cycle, review each portfolio on schedule and provide a written evaluation of each of the three areas of professional activity, a general summary of the overall performance of a faculty member, and ratings as indicated by the University RTP Policy and this PPS.

- Mentor the faculty member throughout the RTP process within the limits of what is permitted by the University RTP Policy, as service to the PPC and to the Program.

## PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan (PDP) is the faculty member's plan for achieving the professional growth necessary to qualify for retention, tenure, and promotion.

The initial plan shall be prepared by the faculty member, then reviewed and approved (by the English PPC and the dean) by the end of the faculty member's first year of appointment.

1. The PDP shall describe the activities and intended outcomes that the faculty member expects to achieve during the evaluation period. It shall articulate a process by which the faculty member will meet the standards set forth in the PPS.

2. PDP narratives for teaching, scholarly and creative activities, and service shall not exceed 500 words each. The program encourages faculty to develop plans for interdisciplinary, multicultural, community engagement, and/or international activities as appropriate to their teaching and scholarly expertise.

3. The PDP will be reviewed by the PPC and the dean, each of whom will provide written feedback on a timetable to be determined by the Office of Faculty Affairs but prior to the end of the faculty member's first full year of service.

   a. In the event the PPC or the dean does not approve the PDP, the faculty member shall revise it and resubmit it within two weeks.

   b. If the PPC or the dean makes suggestions for modifications, the faculty member may, within two weeks, submit a revised PDP.

4. While the PDP represents an agreed-upon plan toward tenure, ideas and opportunities that are not reflected in the PDP may later arise. The faculty member should feel free to pursue these ideas, even though the PDP did not anticipate them. Accomplishments in each category will, in the end, be evaluated based on the standards, and the faculty member should use that precept as a

guiding principle for any deviations from the PDP.


**THE PORTFOLIO AND REVIEW**

The faculty member requesting retention, tenure, or promotion shall prepare all necessary documents (the portfolio) in accordance with the published schedule, according to the format requirements and standards specified in the applicable University RTP Policy. The portfolio presents evidence for how the faculty member meets the standards set forth in the Program Personnel Standards. The faculty member has the right to submit a written response to all levels of review during the review process.

1. It is the responsibility of the faculty member to be certain the portfolio is current and complete before it is submitted to the PPC.
2. 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 according to guidelines set forth by the Office of Faculty Affairs.
3. When weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly in their subsequent narratives and show appropriate improvement.


Faculty members are evaluated in the following areas, and the portfolio should address each area in whatever format currently approved by Faculty Affairs.


A. TEACHING

Evaluation of English faculty members for retention, tenure and/or promotion shall be based on the following criteria in the area of Teaching. Across these categories, the program particularly values and recognizes the ability of English faculty to work broadly within the discipline and teach across a range of courses to serve program and student needs. The program acknowledges that tenure-track faculty often take on new course preparations and may have up to four separate course preps in a given semester.

1. <u>Appropriateness of instructional methods and materials</u> may be demonstrated through candidate's narrative on teaching that articulates the significance of the file, including peer reviews, student evaluations, and course materials. Candidates are encouraged to include evidence of mission-based teaching methods and high impact practices where applicable.
   a. Methods are appropriate to the respective course content and objectives.
   b. Materials selected are appropriate for the topic and reflect current issues and scholarship in the field.
   c. Syllabi include outcomes, course requirements, class schedule, assignments, grading policies, and other elements as required by Senate policy.

2. <u>Peer Evaluation of Teaching</u> may be demonstrated by written evaluation of course materials and classroom visitation by a member of the faculty of CSUCI. Untenured faculty shall have at least one peer-evaluation per year; tenured faculty are strongly recommended to do the same, but shall have at least one per period of review. The English Program encourages faculty to seek out peer evaluations by faculty members within and outside the program.
   a. At least one peer evaluation must be conducted by a tenured English faculty member.
   b. Evaluators from within the English program may use a program-specific (English) teaching evaluation form for peer evaluations and/or may write a letter that reflects the evaluation areas.
   c. Evaluations by faculty from other disciplines may be written either on the English program's evaluation form or in the form of a letter of evaluation.

3. <u>Student perspectives on learning provide important</u> data, yet the program recognizes and values pedagogical approaches that take risks and stretch students in ways that lead to learning, even while they may provoke discomfort. We encourage candidates to narrate their pedagogical pathways and philosophy in relation to the documentation in the file and address situations affecting the Student Ratings of Teaching (SRT) in the narrative. In addition to SRTs, documentation of student learning may also include assessments of student

learning outcomes with explanatory narratives, statistical and narrative student evaluations with explanations (both required official institutional evaluations and others, such as midterm evaluations, devised and conducted by the faculty member or with outside assistance). Faculty may also include teaching and advising awards, success of students in post-graduate endeavors, or other recognition and communication from students.

The English Program concurs with the assessment by the American Sociological Association that using SRTs "as the primary measure of teaching effectiveness in faculty review processes can systematically disadvantage faculty from marginalized groups" (Statement on Student Evaluations of Teaching, September 2019). In order to minimize potential bias in scoring the Teaching category, reviewers of English faculty shall consider the full range of evidence, including the teaching narrative, curricula, peer observations, participation in curriculum development and/or assessment, continual effort to improve teaching, and Student Ratings of Teaching. Across the evidence, teaching effectiveness shall include the candidate's ability to successfully organize, present, and assess the content of the course, to communicate effectively, and to engage students in the concepts and issues under discussion.

4. Participation in curriculum development and/or assessment of student learning may be demonstrated by the use of assessment to adjust instruction and curricula; the creation of new courses and/or the significant revision of existing courses, curricula, or programs; and the preparation of courses new to the faculty member, including syllabi and course materials.

   a. Courses further develop English program emphases and/or the university mission (e.g., they take an interdisciplinary, multicultural, service-learning, and/or international focus). See Appendix A for examples.

   b. Curriculum developed or modified by the candidate uses technology to enhance the effectiveness of course activities and materials, to provide different perspectives on the curriculum, and/or to improve communication among course participants, as appropriate.

5.  <u>Continual effort to improve teaching</u> may be demonstrated by the teaching narrative, attendance at various professional development events and workshops, documented consultation with colleagues, involvement with faculty development initiatives, development of grants designed to improve teaching effectiveness, and/or participation in teaching-related mission-centered activities.

    a.  Candidate works with colleagues in formal and informal ways to find ways of increasing teaching effectiveness, including the use of new technologies or resources for teaching and the exploration of different modalities for learning.

    b.  Candidate may include the sharing of pedagogical or disciplinary content in public forums such as blogs or campus presentations, not otherwise counted in scholarship.

6.  <u>Active involvement in promoting students' academic success</u>. This may be demonstrated through the development of undergraduate research, scholarship and creative activities within and/or outside of formal courses; through advising and/or mentoring students; student presentations at scholarly conferences, student productions, extended research, or submission of publications. In their narratives, faculty shall consider how their program and/or University-level activities contribute to promoting student academic success and how to demonstrate these contributions.

## B. SCHOLARLY AND CREATIVE ACTIVITIES

The definition of scholarly and creative activities, while necessarily imprecise, goes beyond the general research that is essential to all good teaching and to the many forms of quality service. The program affirms the intrinsic value and relevance of interdisciplinary and collaborative scholarship and creative activities.

The following statements aim to clarify what constitutes scholarly and creative activities for the purposes of promotion and tenure. Such sources are not all-inclusive.

1. Appropriate indicators of professional growth for English Program faculty include publications in any of the following areas:

   a. literary criticism

   b. creative writing

   c. pedagogy

   d. interdisciplinary studies and work in related fields

   e. disseminated applied research

   f. public writing/public humanities

   g. digital humanities

   h. rhetoric and composition

   i. scholarship of teaching and learning

   j. community-based research

   k. English linguistics

   l. English language studies

   m. cultural studies

   n. theatre studies and reviews

2. Beyond publications, candidates may demonstrate of evidence of ongoing scholarly or creative growth through the following:

   a. presentations and performances

   b. readings

   c. grants

   d. book reviews

   e. encyclopedia articles

   f. awards

   g. documented professional recognition

   h. peer reviewer for scholarly journals, book proposals or manuscripts, etc.

3. For tenure and/or promotion, faculty shall have published in peer-reviewed or editorially-reviewed publications. Faculty in English at CSUCI and elsewhere typically publish in a broad range of academic and creative outlets across many

disciplines. In their scholarship narrative, the candidate should articulate and provide evidence for the value of particular publications.

4. As a general guideline, a faculty member should strive for multiple significant scholarly and/or creative publications in their career. Ideal numbers do not exist because of the inherent difficulty of evaluating the relative worth of diverse materials, for example a poem and a scholarly article. However, as a general guideline, the PPC shall consider either three scholarly and/or creative publications or one book as a "benchmark" for tenure and promotion to Associate Professor; the same standard shall apply for promotion from Associate to Full Professor.

5. Equal weight shall be given to publications that are co-authored and those that are single-authored, including publications co-authored with students. Equal weight shall also be given to publications that are peer-reviewed and those that are editorially-reviewed or approved. In evaluating a faculty member for tenure and promotion to the ranks of Associate or Full Professor, the publications offered by the candidate as evidence of scholarly activity will be evaluated within the context of the constellation of evaluative concerns listed above. Emphasis at all stages of the review process shall be placed on the quality of publications rather than simply on quantity.

Scholarly and creative activities that involve interdisciplinarity, internationalism, service learning, multiculturalism, and collaboration are strongly encouraged.

## C. UNIVERSITY, PROFESSIONAL, AND COMMUNITY SERVICE

Maintaining and improving the quality of the learning environment, University, profession, and community are dependent upon active participation of faculty in various organizations and governance tasks.

Faculty service activities, per the list below, are many and varied, encompassing services performed for the Program, the Division of Academic Affairs, the Academic

Senate, campus divisions, student organizations, the university, the CSU system, professional organizations at local/regional/national/international levels, interdisciplinary planning with or across programs, and the community.

It is not necessary to participate in all of these forms of service nor for newer tenure-track faculty to engage in substantial service in the first few years. Rather, as with research and teaching, it is necessary to demonstrate a consistent and purposeful effort. For service, this effort includes a combination of activities on behalf of the English Program, students, the University, the profession, and /or the community. These activities should progress from limited, largely program service in the first few years to more sustained, University and disciplinary service closer to and subsequent to the tenure years.

The faculty member's service narrative should indicate 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 others; and tangible products or concrete accomplishments.

Participation in the following are considered service activity:

1. Academic program activities:
    a. Work projects, governance or offices, committee or subcommittee activities, faculty observations and evaluations
    b. Activities that involve mentoring students and/or supporting student success (e.g. advising independent writing or research projects, writing recommendations, participating in Learning Communities extra- and co-curricular activities)
2. Service in professional organizations at local/regional/national/international levels, including elective or appointive positions, service on editorial boards, and so forth
3. Faculty Senate activities, work projects, governance or offices, committees or subcommittee activities
4. University or CSU system-wide activities, work projects, task forces, governance or offices, committees or subcommittee activities

a. Collaborations with other programs or divisions, especially when addressing university or CSU initiatives, reaccreditation, assessment, or development of new programs

b. Chairing university committees or task forces, which we recognize as an act of extraordinary service

5. Participation or advisory roles in student organizations

6. Community (broadly defined) initiatives/organizations, work projects, speaking engagements, boards of community groups or not-for-profit organizations, task forces, offices, committees or subcommittee activities, that are consistent with the faculty's area of professional expertise

**SEVERABILITY**

English 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 discrepancy occurs, all other policies contained herein will remain in force.

**APPENDIX A**

Examples of

INTEGRATIVE AND INTERDISCIPLINARY ACTIVITIES

Other forms of interdisciplinary activities are also possible. All evidence of integrative and interdisciplinary activities should be addressed in the narrative portions of the candidate's portfolio.

a. Examples of Interdisciplinarity in Teaching:

   i. Co-teaching an interdisciplinary course

   ii. Developing an interdisciplinary course with one or more faculty members from other disciplines

   iii. Revising a course to include substantial interdisciplinary perspectives and/or methods

b. Examples of Interdisciplinarity in Scholarly and Creative Activities:

   i. Working on a research or creative project with an interdisciplinary campus group recognized and/or supported by the Center for Integrative and Interdisciplinary Studies. A resulting publication or performance may be a monograph, a group paper, a solo or group performance or presentation, or evidence of ongoing work in the group.

   ii. Working on a research or creative project with a researcher/artist (or group of researchers/artists) from allied fields and outside CSUCI. A resulting publication or performance may be a monograph, a group paper, a solo or group performance or presentation, or evidence of ongoing work in the group.

c. Examples of Interdisciplinarity in Professional, University and Community Service

   i. Holding a joint appointment in English and one other discipline.

   ii. Serving as an active member of the Advisory Committee for the Center for Integrative and Interdisciplinary Studies

iii. Serving as facilitator/organizer for an interdisciplinary research group at CSUCI

iv. Coordinating an interdisciplinary group for professional, university or community service

v. Serving on a committee or other group in the extended community that addresses an idea or problem through interdisciplinary coordination.