

## **ENGLISH DEPARTMENT PERSONNEL COMMITTEE**

### **RETENTION, TENURE, AND PROMOTION**

#### **GUIDELINES AND PROCEDURES**

**2008-2009**

**November, 2008**

#### **CSU, Chico Mission Statement**

##### **Preamble:**

One of the most striking features of a faculty position in a comprehensive university is its multidimensionality. Teaching, scholarship, and service are critical components of every faculty member's job as our mission statement makes clear:

“California State University, Chico is a comprehensive university serving Northern California and other regions of the State, as well as the nation and the world, through instruction, research, and public service.

Our first priority is the education of our students by creating and maintaining selected quality undergraduate and graduate programs. We will be known for the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and moral and intellectual virtues that form the basis for life-long learning and contribution.

We affirm the importance of scholarship and public service. We support the exploration of the frontiers of knowledge, the integration of ideas, the connecting of thought to action, and the inspiring of students. We make the results of these academic efforts available for public scrutiny by all our constituents. We will maintain extensive continuing education and public service programs that serve the needs of our varied constituencies.”

##### **PROCEDURES:**

Each faculty member undergoing the RTP process will update his/her personnel file, including a Curriculum Vitae and supporting materials, on an annual basis. It is the responsibility of the candidate to place appropriate evidentiary materials in his/her Working Personnel Action File (WPAF).

“Each candidate will prepare a dossier as an attachment to the WPAF. As the purpose of the dossier is to provide evaluators with the information and material necessary to accurately judge the candidate's performance, the dossier shall contain the following material:

1. a copy of the Department standards;

2. an up-to-date curriculum vitae;
3. a narrative which should provide a context for the reviewers to understand and evaluate the candidate's activities and achievements contained in the dossier. The candidate should use the narrative to highlight the scope and quality of his/her performance in all areas to be evaluated, making the case that the performance under review has met or exceeded expectations as stated in the Department standards, other sections of the FPPP, and the CBA. Besides including a reflective statement on teaching philosophy, strategies, and objectives, and a reflective statement on professional development, the narrative may also contextualize student outcomes data. For instance, in special circumstances, the candidate may have been assigned classes with large numbers of students, or been assigned classes that are not in his/her area of expertise, and these changes may have affected the way(s) students perceive the success and value of the course;
4. as much support material as the RTP candidate deems necessary to reflect his or her career. These materials should be organized as follows: A. Instruction (perhaps including tables that provide the SEF results at a glance); b. Professional Growth and Achievement; c. Other contributions to the University and Community; d. Contribution to Strategic Plans and Goals of the Department/Unit, College, and University (See FPPP, 18.4); and,
5. a detailed index or list of support materials that can be supplied upon request when the old materials have been returned. The index is a permanent addition to your file. The index is mandated by the CBA, section 15.9.

## I. INSTRUCTION

A. *Good teaching* is the most important criterion in our Department. Thus, contributions to the creation and support of innovative, high-quality, student-centered learning environments are weighted most heavily. In addition to SEF's, teaching portfolios, peer evaluations, course syllabi, and other examples of student achievement will be included in the evaluation process. It is important to note that SEF data will not weigh excessively in the overall evaluation of instructional effectiveness, and shall not be used when determining a candidate's knowledge of his/her field. (see Section 18.2 of the FPPP). The Personnel Committee shall take care to assess teaching in light of course assignments (number of new preparations, number of students, and area of expertise).

B. *Student Outcomes Assessment*: Provide a description of the ways in which you assess student learning. This may include student self-assessment statements, as for instance, the written portion of the SEF's, samples of tests and student responses, paper assignments, and samples of student papers based on those assignments.

C. *Contributions to elements of the Strategic Plan*. These may include some combination of, but are not limited to, the following:

1. Advising
  - a. Curriculum

- b. Honors projects (briefly describe the project and your role)
  - c. MA theses advisor
  - d. Student internships/mentoring (briefly describe the nature of the internship/mentoring and your role)
2. Involvement with K-12
  3. Involvement with General Education
  4. Enhancement of instructional technology
  5. Relevant community involvement with state, educational media, and other non-profit entities

*D. Curriculum and Program Development.* Active participation in the development of the Departmental curriculum, and the curricula and programs of other on campus, system-wide, and national and international institutions, where appropriate.

## 2. PROFESSIONAL GROWTH AND ACHIEVEMENT

*A. Scholarship.* It is critical to the viability of a university that all faculty maintain and demonstrate disciplinary currency. Scholarship at a comprehensive university may take many forms (See section 18.3 of the FPPP for a general survey of professional activities which may be evaluated as measures of professional growth and development). In English Studies we interpret this to mean:

- (1) Research and Creative Activities and Publications, for example:

Book publication by a quality press (to include textbook, research monograph, translation, etc.).

Publication in professionally recognized journals

Citation in other major scholarly work.

Presentation of a paper at a major academic gathering.

Poetry reading or dramatic production before a significant student, civic, or professional audience.

Editorial work on scholarly or creative materials.

- (2) Prizes and awards, for example: grants, fellowships, or awards from professional sources recognizing the candidate's contribution to the discipline.

- (3) Activity in professional organizations, for example: significant participation in seminars, conferences, or meetings leading to growth in the faculty members expertise; presentation of papers, talks, or readings, at professional conferences, seminars, workshops, institutes, or special programs; service on committees or boards of professional organizations; consultations or presentations of expert testimony of a professional kind.

- (4) Local and regional activities, for example: participating in K-12 academic events or programs, serving on public panels, addressing community groups, or participating in city/county government. These will normally be considered less weighty than items 1-3.

(5) Utilization of enhanced institutional technology (e.g. Taylor Hall computer lab) will be considered, if applicable.

B. *Contributions in support of the University's Strategic Plan.* In addition to the scholarly activity listed under 2.A., faculty members might contribute to the Strategic Plan by investing in faculty development (e.g. involvement in the Center for Excellence in Teaching and Learning) and by developing academic links to the community and region (e.g. K-12 connections, internships, and other experiential programs).

### 3. OTHER CONTRIBUTIONS TO THE UNIVERSITY AND COMMUNITY

Recognizing the importance of service, each faculty member is expected to dedicate her/his talents to the university and, when possible, to the larger community.

When writing about her/his service to the university or larger community during *the period under review*, the candidate should assist reviewers (particularly those in other disciplines) by communicating the nature and significance of that service. Such service should be organized according to the following guidelines:

#### A. UNIVERSITY SERVICE

1. Membership on on-going university, college, or department committees
2. Chairing an on-going university, college, or department committee
3. Membership on special *ad hoc* committees (provide descriptions of committees)
4. Chairing a special *ad hoc* committee (provide description of committee)
5. Major Administrative Assignment
  - a. Chairing the Department
  - b. Coordinating a program within the Department
  - c. Coordinating an Upper Division Theme
  - d. Other (explain)
6. Advising a student organization
7. Faculty mentoring/development
8. CELT presentations
9. Teaching abroad in HFA's London Semester
10. Using academic technologies to create and enhance high-quality learning environments in a demonstrable manner.
11. And other related faculty activities.

#### B. SERVICE TO LOCAL AND PROFESSIONAL COMMUNITIES:

1. Presentations
2. Leadership roles in faculty member's area of expertise
3. Participation in the public forum through readings, workshops, speeches, debates, panels, TV or radio presentations, membership on professional boards, consultancies
4. Other, including contributions to those points of the university's Strategic Plan for the Future not already addressed in regard to teaching and professional development.

**C. DOCUMENTATION.** Evidence of the quality of the candidate's professional service might include workshop evaluations, letters of commendation from committee chairs and university faculty who have attended the presentation or event, and/or other documents attesting to the quality of the service.

Under the category of "Service," candidates will also be evaluated on their competence required for, and willingness to adjust to, university-approved personnel plans. The English Department has an updated and approved personnel plan (also known as the "strategic plan") available on request from the department secretary.

#### **4. CONTRIBUTION TO STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, AND UNIVERSITY**

The candidate must be competent in a teaching area specified by the strategic plans and goals of the Department, the College, and the University and must demonstrate a willingness and an ability to teach well in new and unexpected teaching assignments.  
(<http://www.csuchico.edu/catalog/front/plan.html>)

#### **5. SUMMARY**

**Department of English**  
**Procedures for Fifth Year Review**  
**2008-2009**

“For the purpose of maintaining and improving a tenured faculty member’s effectiveness, tenured faculty shall be subject to periodic evaluation at intervals no greater than five years (CBA, Article 15.2). This policy shall apply to faculty at the rank of Professor and faculty n ranks below that of Professor who have not undergone performance review for four years.” (F, 32.1)

1. The review will follow policy and procedure described in Sections 32.0–32.4 of the FPPP.
2. Those under review will be invited to place in their personnel files comments showing their professional activities and teaching effectiveness.
3. Department members will be invited to provide written assessments of the performance of those under review.
4. Instructors under review will meet briefly with the Chair of the Personnel committee (or his/her representative) and the Department Chair to discuss their performance.
5. The report is forwarded to the College Dean and then to the candidate’s file.

## **Dossier Outline**

<h3><b>I. Department Standards</b></h3>
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Include a copy of the Department RTP Standards. These standards will be used by all levels, including the Dean, Provost, and President, to assess your contributions to the achievement of high-quality learning environments.

## **II. Curriculum Vitae**

Each discipline will have its own standards for the presentation of contributions in the area of teaching, scholarship, and service. Please make sure your c.v. follows disciplinary guidelines. However, a non-specialist should be able to access and verify the forms of scholarship and creative activity on your c.v. See attached curriculum vitae guidelines.

### III. Narrative

- A. Teaching philosophy.** Teaching is a reflective practice aimed at constant improvement. Be sure to include the goals you set for your students and how you help students to achieve those goals in your narrative. You may use the Seven Principles for Good Practice in Undergraduate Education to guide your response. No more than five pages please.
- B. The integration of teaching and scholarship.** In one page, please explain how your teaching and scholarly interests relate to and support one another.

## IV. Data and Interpretation

### A. Teaching and related activities:

1. Summary of Student Evaluations of Teaching (Part I). Include a copy of the summary sheet for each course evaluated since your last review. Please group evaluations of different sections of the same course together.
2. Summary of Student Evaluations of Teaching (Part II). Please provide a narrative (1 page) summary of the student comments (from Part II of the SET form) you have received since your last review. This narrative should focus on identified strengths and weaknesses in your teaching, particularly those noted in more than one course.
3. Summary of Peer Evaluations of Teaching. Please provide a narrative (1 page) summary of the peer evaluations you have received since your last review. This narrative should focus on identified strengths and weaknesses in your teaching, particularly those noted by multiple evaluators.
4. Reflections on SETs and Peer Evaluations. Please provide a narrative (1-2 pages) reflection of the evaluations of your teaching provided by students and peers. What have you learned from the evaluation process? What changes have you made in your teaching as a result of these evaluations?
5. List of Courses Taught at CSUC. Please use format below.

Course Number	Course Title	Year/Semester Taught	New Course? Y/N	New Syllabus? Y/N

### B. Research, scholarship and creative activity:

This section should not be completed with a copy of your C.V. Please provide information about publications, creative activity, etc., since your last review. In other words, list work that has not yet been reported in your dossier.

Those applying for tenure should provide a complete list of activities since arriving at Chico State.

Those applying for promotion should provide a complete list of activities since the last promotion.

1. Provide a list of your publications, including on-line publications. For articles, be sure to indicate whether or not each was peer reviewed.

Provide the volume and page number of all articles. For on-line articles, provide the appropriate html to retrieve.

2. Provide a list of performances, openings, and/or shows. Be sure to provide full information about the venue and give a citation for any published reviews.
3. Provide a list of grant and contract work. It is important to indicate whether or not the grant and/or contract work represents, or will result in, a form of scholarship.
4. Provide a list of other activities as specified in your department's RTP standards.

**C. Service to the department, college, university, profession, and/or community.**

Please provide a list of your service activities since your last review. Use your department's RTP standards to determine what activities should be included.

**D. Contributions to the strategic plan and goals of the department/unit, college, and university.**

Please provide a summary of your activities in this area.

**NOTE: These suggestions are grounded in the FPPP. See sections 5.5 - 32.3.**

**V. Index: Support Materials**

**Please provide an index of support materials kept on file in the department office.**

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