

Roseann Castorena

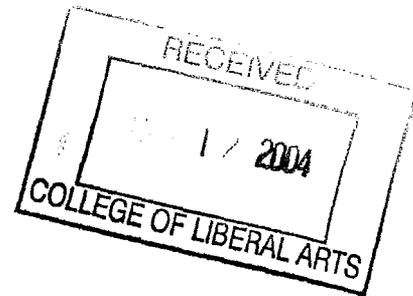
From: Donald Lewis [dlewis@csudh.edu]
Sent: Sunday, November 14, 2004 5:51 PM
To: Selase Williams
Cc: Garry Hart; Roseann Castorena; Clement Udeze; Don Lewis; Sara Waller; Rudy Vanterpool; Kathleen Fawver; Ericka Verba; Howard Holter; Lynn Luciano; Sheela Pawar; Frank Stricker; Marilyn Garber; Linda Pomerantz
Subject: RTP guidelines

Hello Selase,

Enclosed please find our revised RTP guidelines. I am sorry to say that I am unable to comply with your wishes about more precision regarding standards for RTP decisions. However, I have added a post postscript to the original document which lists a series of questions which will be discussed at our department meeting this Friday. I have also attached a document that lists these questions apart from the original RTP document. Perhaps HIP will be able to respond to your and the Provost's concerns after we discuss these matters. It simply wasn't possible under the circumstances to make substantive changes in a document that has served the Philosophy department well but hasn't been considered in regard to the History department.

Regards,

DL



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
DEPARTMENT OF HISTORY AND PHILOSOPHY

DEPARTMENT STANDARDS FOR THE EVALUATION OF FACULTY
FOR RETENTION, TENURE, AND PROMOTION

Preamble:

This document, which spells out policies and procedures for retention, tenure and promotion, as been prepared in response to PM 90-05 requiring each department to furnish a "Department Definition of Scholarship and Creative Activity". These standards and procedural guidelines *supplement* the official University RTP personnel policy. The document, therefore, remains consistent with all applicable RTP criteria for Unit 3 Faculty agreed to between the California Faculty Association (CFA) and the CSU Board of Trustees, and with the guidelines stipulated in the CSU Dominguez Hills Faculty Handbook.

It is understood that this statement of standards is limited to those RTP concerns over which the Department of History and Philosophy can exercise its own discretion. Furthermore, we believe it is axiomatic that scholars in a particular field or activity are most competent to judge the work of their colleagues.

I. Evaluation of Tenure-Track Faculty

A. Evidence of Teaching Performance (and Advising)

Since teaching effectiveness is the principal criterion for retention and tenure, it is expected that the faculty member strengthen his or her teaching skills throughout the probationary period. And, because teaching effectiveness cannot be taken for granted at any rank, evaluation for promotion to any level should place emphasis on the teacher's current work.

In order to assess teaching effectiveness, the department will:

1. Take notice of the faculty member's own assessment of teaching effectiveness;
2. Review the statistical summaries and written comments made by students on the Perceived Teacher Effectiveness (PTE) forms for those course chosen by the faculty member for inclusion in the personnel action file;
3. Review course syllabi, examinations, handouts, writing assignments, and grading criteria;
4. Take notice of any other pertinent matter directly related to teaching duties that would have a tendency to help illuminate the quality of the instructor's teaching.

Faculty members may, *at their own option*, request of the Department Chair that one (or more) senior faculty members visit their classroom. Following the classroom visitation, the visiting faculty submits to the Department Chair a written, descriptive evaluation of the instructor's classroom performance for inclusion in the personnel file. The principal purpose of the visitation is to make observations of teaching, techniques/styles, and the quality of student interaction with the instructor. A related objective of the written feedback is to provide constructive advice, aimed at teaching improvement. The department, however, does *not* regard class visitations as *requirements*; instead, they are seen as potentially beneficial in casting light on the quality of the candidate's teaching.

Since student retention is of high priority within the CSU system, the Department will also assess the candidate's effectiveness in advising/mentoring of students. Accordingly, the candidate is responsible for counseling students properly on course-related matters and to keep office hours regularly in order to assist students with their academic needs.

B. Evidence of Scholarship of Creative Activity

The Department believes that scholarly activity serves a variety of beneficial purposes including, but not limited to, the following: (i) to improve and update the instructor's expertise in teaching (ii) to strengthen and broaden the candidate's research and publication credentials; (iii) to enhance the University's reputation for excellence, and (iv) to provide students with ready access to the instructor's own scholarly works and findings.

A representative list of what constitutes scholarly activities is as follows:

1. **Actual Publication:** a book or a textbook; articles appearing in refereed journals; writing scholarly reviews; writing book reviews; original teaching or testing material adopted for professional use by other professional outside the Department; inventing and designing computer software which has been adopted for professional use by other professionals outside the Department; inventing and designing computer software which has been adopted for professional use; being on the editorial board of scholarly journals, and editing of scholarly or professional publications. It is reasonable to presume that published work helps to promote scholarly objectives more than work, which has not been published.
2. **Presentation at Professional Conferences:** presenting papers at professional associations; presenting papers as an invited expert in the faculty member's field; participating as an invited member of a panel discussion; critiquing a paper at a professional conference, and attendance at professional conferences. Presumably, an invited presentation extended from a respected and recognized interest group tends to suggest that the invitee is recognized for his or her unique contributions.
3. **Current Research:** demonstrated by fellowships received to pursue professionally related study; taking part in seminars and Summer institutes; doing sabbatical-related research; preparing research proposals; conducting consultantships within the discipline (even if done for compensation), and pursuing post-doctoral study.
4. **Memberships and Activities in Professional organizations:** Participating in the activities of professional organizations beyond simply membership – such as holding elective office and/or committee membership.
5. **Other Professional Contributions:** continuing formal and informal training; visiting professor-and-lectureships; invitations to lecture at other campuses; receipt of special awards, becoming the recipient of important credentials of licenses, and grant-writing/recipientships (including participation as participant on a grant project).

It is the Department's view that the area of research and scholarship is meant to encourage professional accomplishment and growth as a teacher. It also serves as indication of the candidate's interest in advancing the discipline.

C. Evidence of Effective Functioning in the Institution and in the Community

The faculty member is expected to participate conscientiously, cooperatively, and productively in the collective efforts and functioning of the Department, the College, and the University as a whole. There may, needless to say, be some overlap between scholarship/creative activity and service to the Department, the University and the community at large. Included in the areas of service are the following:

1. Membership on departmental, school, and university wide committees;
2. Assuming leadership roles on campus committees;
3. Organizing and engaging in significant activities which enhance the educational climate and/or student life (i.e., chairing panel discussions; planning and/or chairing colloquia and workshops);
4. Participating in student organizations as faculty advisor or sponsor;
5. Taking part in campus outreach efforts and activities which cast favorable attention on the faculty member and the University;
6. Delivering speeches or using other means of communication, which convey information about the Department and about the University to community groups about the faculty member's profession.
7. Specifically, at the departmental level, when called upon the faculty member is expected to carry out a fair share of functions. Examples: special course/discipline coordinator; guest lecturer for departmental colleagues, and developing new courses and revising old ones.

II. *Hiring and Evaluation of Temporary Faculty*

The Department maintains a pool of qualified applicants from which recommendations of temporary part-or full-time employment is recommended, as needed.

The applicant pool is updated periodically by advertising announcements of anticipated opening, in accordance with customary university procedures.

A Department committee reviews all current applications on file, giving careful consideration to all qualified applicants, and basing hiring recommendations on the following kinds of considerations:

1. Academic preparation, degree earned, teaching experience, area of specialization, letters of recommendations, peer-and student teaching evaluations, PTE ratings, and any other relevant evidence of teaching of which the department committee is cognizant; and
2. In assessing the temporary faculty member's performance, the greatest weight is placed on teaching effectiveness. While evidence of research and scholarly activity are fine indications of professional promise, the temporary faculty member is hired principally to teach specific courses.

III. Policy and Procedures for Annual Conference to Review Scholarship and Creative Activity

A faculty member may request an annual conference with the dean and department chair to review his/her scholarship and creative activity. The request is to be made in writing. Such a conference will be arranged by the department chair within ten (10) working days of the time the request is received by the chair. At this meeting, joint-agreements may be reached between the faculty member under review and the Dean (and Department Chair, as appropriate) about scholarly goals and plans for continuing professional development.

A written recode of the conference shall be made by the chair. Copies of this record shall be provided to the dean and to the faculty member who requested the conference.

Postscript

A. A Set of Flexible Standards

The foregoing standards need to be interpreted liberally – they are not intended to be either exhaustive or to be fixed in stone. They are not meant to be treated as rigid quantitative criteria. Therefore, in any overall assessment of an individual's teaching, prudent judgment must be exercised by departmental reviewers in making flexible use of the guidelines.

B. The Candidate's Responsibility

While the Department is an advocate of the rights and interest of its faculty, it is primarily the candidate's responsibility to identify and organize the documentation for his or her RTP file. In the Department's view, clarity of presentation and appropriateness of organization are of greater significance than mere quantity of material.

C. Fairness of the Evaluation Process

As stated within the document, scholars in a particular field of activity are primarily competent to judge the quality of the work of their colleagues. This principle suggests that at levels of review beyond the Department, evaluative deliberations be made with careful consideration of peer judgments arrived at within the Department, in a manner that is consistent with academic freedom and standards of fairness.

D. Criteria for Promotion

At this time, the Department is holding off submitting specific departmental criteria for promotion (to Associate Professor, Full Professor). Since the University will be implementing the new Academic Affairs organizational structure beginning fall semester, 2004, it might be premature for us to agree to a set of current "best practices" for promotion decisions, which may not be feasible under reorganization.

POST POSTSCRIPT:

Some questions:

1. Is it legitimate for Administration mandate RTP guideline changes?
2. On teaching evaluation:
 - a. How important is the self-evaluation portion of the file?
 - b. Should we require faculty to reflect on each course taught?

- c. Should we quantify the standard for acceptable, good, excellent and outstanding teaching in terms of PTE responses?
 - d. If so, how important are the following: ratio of the number of students responding to the number of students enrolled in the class; size and difficulty of the course?
 - e. Should all courses taught be subjected to the PTE process?
 - f. Should stricter guidelines be used in evaluating course materials?
 - g. Should the department chair monitor grading patterns?
 - h. Should peer observation and evaluation be part of the RTP process?
 - i. If so, should it be a matter of negotiation as to which class and when?
3. On scholarship:
- a. Should we make an effort to rank publications?
 - b. Should we specify how much relative importance we give to each of the four types of evidence for scholarship, i.e., actual publications, professional conference publications, current research activities and membership/activities in professional organizations?
 - c. If so, how would we modulate and correlate these with the various RTP decisions, i.e., retention, tenure, promotion to associate, promotion to full, early tenure and early promotion?
4. On service:
- a. Should we rank the various kinds of service activities?
5. Should the voluntary annual conference on scholarship with the chair and dean be made mandatory?
6. Should its purpose be expanded to include teaching and service?
7. Should we consider implementing a five year plan in which all new tenure track hires meet with the dean and chair and work out a set of goals plus a timeline to achieve them in order to clarify expectations for an eventual favorable tenure decision?

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