NEGOTIATION, CONFLICT RESOLUTION & PEACEBUILDING PROGRAM (NCRP) DEFINITIONS AND STANDARDS

FOR REAPPOINTMENT, TENURE, AND PROMOTION (RTP)

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DEFINITIONS OF TEACHING, SCHOLARSHIP. AND SERVICE

Introduction

NCRP accepts the following definitions and criteria as those with which we will evaluate our colleagues going up for reappointment, tenure, and/or promotion. These RTP standards and criteria are in adherence with University policies and procedures and comply with the CFA-CSU Memorandum of Understanding.

Teaching

The Teaching Philosophy of NCRP: NCRP places high value on teaching in the RTP process, and faculty members must show satisfactory performance in this field for timely retention, tenure, and/or promotion. When we evaluate our colleagues' teaching, above all else we will look for evidence that they live up to our program goal, namely, to seek to develop skills applicable not only to program-specific proficiency, but also to significant tasks of life—that is, the ability to read perceptively, write effectively and think critically.

Teaching activities in NCRP include:

- Teaching NCR classes (in traditional face-to-face modalities, hybrid courses, and/or online courses.
- Directing or serving as a reader for an MA Thesis
- Directing an Independent Study (NCR 494/594)
- Maintaining active office hours
- Additional items may be included in this category upon express agreement between the Program RTP Committee and the faculty member under review, and due notice is provided to

the Program Director. The itemized list of teaching activities is largely representative of good teaching practices, but is not necessarily exhaustive

- Certain items may be included in this category that conceivably belong to "Teaching Activities" as well as another category. For example, one might argue that academic advising could fall under "Teaching," whereas at the same time "Service" also makes sense. In such cases, the faculty member under review may, upon mutual agreement with the Program RTP Committee and with notice provided to the NCRP Program director, select in which category to include the item.

Methods of evaluating teaching activities include:

- Reviewing the faculty member 's short statement of teaching philosophy and reflect ions on teaching as given in the SPIF, with an eye toward the colleague's understanding of our program goals, our courses, and our students
- Reviewing class syllabi , with an eye toward conformity to campus   guidelines as well as adequate organization and content;
- Assessing sample assignments, tests, and projects used in classes taught in the review period , with an eye toward the pursuit of class goals and objectives, and
- Assessing sample graded assignments and the feedback given on them
- Determining that the faculty member has made himself/herself sufficiently available to students.
- Reviewing a brief report from a tenured colleague who has observed a class by the colleague under review (*note:* we shall require such class observations for the first two years of the colleague's work here; after that the colleague may request them).
- Reviewing the faculty member's responses to the aforementioned class observation report.
- Analyzing student responses (both statistical and narrative) in Perceived Teacher Effectiveness (PTE) forms, provided that the response rate on the PTE instrument is appropriately factored into the evaluation.
- Determining evidence of alignment of student learning outcomes to activities and corresponding assessment, and analysis of student achievement.
- Other methods of evaluating teaching activities as appropriate and as agreed upon between the Program reviewing bodies and the faculty member.

NOTE: Peer reviewers of the faculty member's PTE ratings are advised to take careful note of the actual number of respondents who have completed the PTE instrument to aid in determining the representativeness of the overall class evaluation. For instance, if there are 30 students enrolled in a class and only 12 students participated in completing the instrument, it is reasonable to infer that the ratings might not be substantially representative of the instructor's overall classroom effectiveness.

Scholarship and Creative Activity

NCRP encourages scholarship and creative activity because an active scholar/creator:

- Will improve upon his or her abilities to become more effective as a teacher and more well-informed about cutting edge issues and significant trends in the discipline.
- Can thereby stimulate intellectual activity within the Program and across the campus.
- Comes to serve as a professional academic model for our students.
- Will bring valued credit and an enhanced reputation to the University.

Evidence of Scholarship and Creative and Scholarship Activity Includes:

Examples of Publications:

- A scholarly book published by a recognized and reputable publisher.
- An article or squib in a referred journal or established law review (either in print or online).
- A Contribution to an anthology by a recognized and reputable publisher.
- Editorial notes to a recognized and reputable text.
- A contribution to a recognized and reputable reference work in one's field (either in print or online).
- An article in the proceedings of a conference.
- An article in a volume of working papers published by a recognized and reputable publisher.
- Pedagogically-oriented work intended for distribution across the campus.
- Book reviews published in recognized and reputable academic scholarly journals, and in the Book Review sections of major daily News Papers and/or popular news magazines, at both the national and/or international levels.
- NOTE: In cases of *co-authored* works, the faculty member should explain his or her level of participation to the Program so that the Program can determine how much "credit" to give.
- A certain amount of weight may be given for writing and submitting Grant Proposals. It is reasonable to presume that funded proposals carry more weight than non-funded proposals. In either case awarding publication credit for grant proposals will depend upon the quality and strength of productive efforts made to procure outside funding for academic programs and related educational endeavors.
- Depending upon the qualitative merits of a grant proposal that has been funded, the overall work-product may substitute for at least one published

The above list does not necessarily exhaust the possibilities. Additional items may be identified and included as measuring up to the high standard of scholarly publications, provided there is mutual agreement between the Program's peer review committee and the faculty member under review, and timely notice is provided to the Program Director.

Evaluation of the Quality of Scholarship and Creative Activity Includes:

- Considering the importance of the forum of publication/dissemination of the work.

- Considering the timelines and importance of the work within the colleague's field.
- Considering the availability of forums for the colleague's work.
- Considering the relationship between the scholarship/creative activity and teaching duties or job description.
- Considering the amount of productivity;
- Considering the range of productivity.

Examples of Scholarly/Creative Activity other than Publication

- Participating at a professional conference or workshop, as in: presenting a paper; serving on a panel discussion; chairing a session; serving as a reviewer of scholarly articles or organizer of conference sessions; submitting an abstract/application to a conference.
- Presenting professional expertise in other forums, as in: giving an invited class lecture or presentation, either at CSU Dominguez Hills or at another institution; participating in CSU Dominguez Hills symposium; presenting or and/or leading a CSU professional development forum; serving as a consultant, paid or unpaid, in a professional nature, including serving as a referee, reviewer, or editor of a journal or other compilation of professional contributions.
- Creating work either for review or in preparation for review, as in: drafting a book/article/review manuscript for submission; producing works of creative writing, such as a novel, story, or poem; developing creative work in forms other than the written word, such as films, videos, and stage performances; developing materials related to pedagogy; submitting (or resubmitting) a work for possible publication.
- Extending one's professional knowledge, as in: earning an additional degree/credential/licensure relevant to one's field; taking classes relevant to one's field; attending professional workshops designed especially for faculty development; attending symposia or professional conferences; pursuing one's research agenda through a fellowship, sabbatical, or other form of outside funding.
- Receiving recognition of one's research or creative work, as in: receiving an award or honor; earning a fellowship or grant related to the field of expertise.

The above list does not necessarily exhaust the possibilities within this category of scholarship; other examples of scholarly/creative activity other than publication may appropriately fall within the scope of the above standard and, if so, be mutually agreed upon between the Program's peer review committee and the faculty member.

Service

NCRP encourages service that meets program, college, and university goals. The program and campus rely upon effective faculty service to operate smoothly.

Evidence of service includes:

Program-Level Service

Program-Level A Service Activities:

- Serving on a Program committee, either standing or *ad hoc.*
- Chairing a Program committee.
- Serving as a special advisor within the Program (e.g. Undergraduate or Graduate).
- Directing or serving as a reader for Master's Theses/Projects.
- Grading Comprehensive Examinations.
- Leading student colloquia.
- Proposing and contributing to the design of program curricular modifications.

Program-Level B Service Activities:

- Undertaking special projects at the request of the Program or its Director.
- Collecting/analyzing data that assist Program decisions.
- Contributing to program meetings and online discussions.
- Engaging in Program outreach activities in connection with recruitment of high school or community college transfer students.

NOTE: Five (5) B-level activities equal one (1) A-level activity.

College-Level Service

- Serving on a College of Arts & Humanities (CAH) committee.
- Chairing a CAH committee
- Serving as an Academic Senator
- Serving on an Academic Senate standing or ad hoc task force committee or holding an Academic Senate post.
- Serving as Program Director
- Undertaking special projects/activities at the request of the Dean of the CAH.
- Representing the College (rather than just the Program) at a public function.
- Developing a grant proposal.

Campus-Level Service

- Serving on a University-level committee (e.g., UCEP, UCC, WCC, Graduate Council, etc.).
- Chairing a University-level committee.
- Serving on committees for other University bodies (e.g., General Studies Committee, Liberal Studies Committee).
- Serving on a committee for an outside Department (e.g., Department/Program Faculty Search committees; Department/Program RTP committees).
- Serving on a task force created by the president of president's delegate.
- Performing University advising.
- Serving as editor for a campus publication.
- Reading and grading Graduate Writing Exam (GWE) essays.
- Reading and grading Comp Co-op essays ENG 350.
- Providing input for curricular modifications affecting outside Departments.

Community-Level Service

- Holding office in a community organization.
- Serving as a consultant/expert for a community mediation organization.
- Consulting for community groups within one's field of expertise.
- Coordinating symposia, workshops and the like for the public.
- Giving a public lecture or reading.

The above list of <u>service-contributions</u> does not necessarily exhaust the possibilities; the Program and <u>faculty member under review may mutually agree</u> to include additional items.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The standards below present minimal expectations for reappointment during a faculty member's pre-tenure probationary and/or pre-promotion period. <u>The specific criteria to which faculty members are held during this phase of employment at CSUDH are stipulated below.</u>

Teaching

For each yearly review, the faculty member must <u>include in his or her Working Personnel Action File (WPAF):</u>

- A satisfactory statement of teaching philosophy.
- Syllabi that conform to Program goals and campus policies and procedures.
- At least two satisfactory examples of assignments, exams, or projects (possibly graded).
- A brief statement outlining availability to students.

The Program will <u>furthermore</u> expect:

- An overall rating of "satisfactory" or better on the classroom observation report (this applies only during the first two years, unless the faculty member requests otherwise).
- A meaningful *self-reflective* response to the classroom observation report.

The Program likewise requires:

- <u>An average of 75%-80% or higher</u> of PTE responses <u>for</u> the top two categories of perceived teaching effectiveness questions ("Strongly Agree" and "Agree").
- Inclusion of examples of positive commentary in student narrative responses on the PTE forms.

The Program may decide to argue against retaining a faculty member who proves deficient in any of the above considerations. The Program RTP Committee determines whether items are satisfactory, basing its <u>determination on reasoned judgment, consistent with the expertise and experience of the Program's peer reviewers of a faculty member's teaching effectiveness.</u> As a general rule, we will become stricter with each advancing year. <u>For example, if a faculty member's teaching performance is borderline satisfactory,</u>

the Program RTP Committee will normally make note of that factor in its letter of evaluation and include in its recommendation for reappointment a clear, cautionary statement of the need for improvement in that particular area. Similar cautionary admonitions might be appropriate for needed improvements of course syllabi, examination methods, and the like.

Scholarship and Creative Activity

The NCRP program endorses the following general expectations for RTP review purpose. Each faculty member under review must point to at least two instances of scholarly/creative activity in each and every probationary year.

1. Each faculty member must point to at least one instance of peer-reviewed publication within the first three years of the probationary process. Examples of such peer-reviewed publications include, but are not limited to, books published by recognized and reputable publishers, scholarly articles published in journals within one's field of expertise or by other reputable scholarly publishers.

By instances of scholarly/creative activity and publication is meant the items on the lists in "Evidence of Scholarship and Creative Activity" section the RTP document. It is understood that certain activities and publications can take more than one year to complete. In such cases the faculty member can point to the work multiple times. For example, a faculty member working on a book manuscript might point to that work as an instance of scholarly activity for two different years, assuming of course that substantial progress has been made on the work-product.

Service

The Program will take the following statements as foundational when judging its tenure-line faculty in the RTP process:

1. Each faculty member must point to two instances of program service in each probationary year. *Please note:* a faculty member may not "stockpile" Program level service in one year and then have fewer than two instances the next; the Program asks for a minimum of two instances each year.
2. A faculty member need not point to any instances of College/University level or community-level service for the first three probationary years. After that:
   - a. By the end of the fourth probationary year, the faculty member must point to one such instance.
   - b. By the end of the fifth probationary year, the faculty member must point to a cumulative of two such instances, with at least one of these at the College or University-level.

3. *A Few Notes About Service:*

- Some instances of service last more than one academic year; in such cases the faculty member can point to the same service in more than one level of review.
- A faculty member who achieves three instances of <u>College or University or Community</u> level service will have satisfied the service standard for the entire probationary period. In other words, faculty can "stockpile" such service, in contrast to <u>Departmental</u> service as note above.

STANDARDS FOR TENURE

INTRODUCTION

<u>The NCRP Program only hires people whom it</u> believes to be fully capable of meeting <u>its</u> tenure standards within the normal time frame.

TEACHING

The overall teaching performance during the probationary period will be considered. The latter period will be weighted more heavily, with due consideration given to improvements in teaching and any corrective actions taken in response to previous reviews.

SCHOLARSHIP AND CREATIVE ACTIVITY

<u>In order to</u> earn timely tenure, the faculty member must have:

- A consistent record of three instances of scholarly or creative activity (as defined above) for ever year under review.
- A minimum of two peer-reviewed, refereed publications and one additional instance of publication (as defined in the "Examples of Publication" section).

SERVICE

<u>In order to</u> earn timely tenure, the faculty member must have a total of at least fifteen service activities, including:

- A consistent record of at least two instances of Program service for every probationary year.
- A minimum of three instances of service at the College or University level.

STANDARDS FOR EARLY TENURE & EARLY PROMOTION

An application for early tenure must be unusually meritorious, in that it must exceed the tenure requirements for teaching and for one other area.

Revised Edition of NCRP Program Retention, Tenure, & Promotion Criteria

Dr. Brian Jarrett,   Date: September 15, 2015
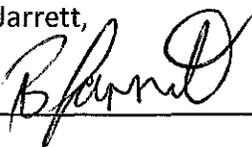
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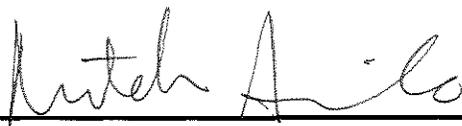
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Provost & Vice President, Academic Affairs   Date