FACULTY PERSONNEL STANDARDS FOR THE
DEPARTMENT OF AMERICAN STUDIES

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# FACULTY PERSONNEL STANDARDS FOR THE DEPARTMENT OF AMERICAN STUDIES

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I. BASIS FOR REAPPOINTMENT, TENURE, AND PROMOTION

Departmental recommendations concerning reappointment, tenure, and promotion in accordance with UPS 210.000 are based on: (1) teaching performance; (2) scholarly and creative activities; and (3) professional, university, and community service. High quality performance in all three areas is expected, although each area is not of equal importance. Teaching performance is most important, with scholarly and creative activities second, and professional, university, and community service third. High quality performance in teaching and scholarly and creative activities is required for retention, tenure, and/or promotion.

Description and documentation of performance in these three categories will be included in a Preliminary Development Plan, a Development Plan, and a Portfolio.

A. Developmental Narrative

During the first year of employment in a tenure-track position, each probationary faculty member shall write prospective Developmental Narratives for teaching, scholarly and creative activities, and service, not to 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 in order to meet the requirements of these Department Personnel Standards and UPS 210.000 for retention, tenure, and promotion.

The Developmental Narratives will be reviewed by the department chair and the dean, who will each provide feedback on a timetable to be determined by the college dean, with a final draft to be completed prior to May 1. These Developmental Narratives shall be included in the faculty member's Portfolio that is submitted for retention review during the second year in the tenure-track position.

During subsequent years, the Developmental Narratives may be revised to reflect changes and professional growth that normally occur during the probationary period.

B. Portfolio

The Portfolio is the sole basis for RTP evaluations, recommendations, and actions. It will be cumulative and representative of performance, covering the period from the beginning of probationary service to the first day of the fall semester of the academic year during which RTP action is to be taken. In cases where prior service credit was granted, that time interval will also be documented in the Portfolio. For a description of the contents of the Portfolio, see UPS 210.000.
C. Faculty Mentor

Before the end of the first two weeks of the fall semester, the department chair, in consultation with the new probationary faculty member, will appoint one or more tenured faculty members as mentors. In the event that the chair serves as a mentor, at least one additional mentor shall be designated. At any time thereafter, the probationary faculty member or mentor may request the department chair to make a change of assignment.

The primary responsibility of the mentor(s) is to provide guidance, advice, and support to the probationary faculty member during the preparations and revision of the Developmental Narrative.

II. TEACHING PERFORMANCE

A. Criteria for Judging Teaching Performance

High quality teaching performance is demonstrated by evidence that the instructor: (1) communicates effectively with students in the classroom and provides effective feedback to students on their classwork; (2) offers courses which are interdisciplinary, demanding, thoughtfully and clearly organized, and which reflect an awareness of new developments in the field; (3) teaches outside the classroom (for example, independent study, consultations, serves on master's thesis and exam committees, prepares students for the M.A. comprehensive exam); (4) is accessible for and provides helpful advisement to students relating to fulfilling major requirements as well as to career goals; (5) shows a willingness to introduce analysis, criticism and interpretation instead of relying primarily on description.

B. Evidence for Judging Teaching Performance

Evidence for peer evaluation of teaching performance must include: student evaluations, course syllabi, written assignments, examination questions, and a succinct narrative describing the candidate's teaching philosophy and strategies and addressing student comments. Other evidence may include, but is not limited to: signed student comments, reports of class visitations by colleagues, materials prepared by the instructor for student use, professional activities such as public lectures or other public creative activity or colloquia, teaching workshops, and research related to teaching American Studies.

The department chair and members of the department personnel committee must evaluate all evidence of teaching performance and cannot rely solely on statistical summaries of student opinions. In assessing an instructor's performance, the department chair and the members of the department personnel committee carefully note the percentage of positive responses to all questions and the numerical rating generated by question number 6 on the department student evaluation form. (It should be noted that the numerical rating in question number 6 is sought in a comparative context. The course is to be rated in comparison to similar courses in the department and the University in general). The department does not wholly anchor itself to figures in evaluating an instructor's performance. Rather, overall patterns are looked for. Variables which might be masked by an iron reliance on
numbers are considered: the extent of an instructor’s experience in teaching a particular course, the instructor’s willingness to take responsible educational risks, differences among the responses to different courses taught by the same instructor, etc. The extent of affirmative and negative responses and the numerical rating from number 6 are carefully interpreted in the context of the qualitative statements made by students on the forms. We evaluate the data, then, in a process, which integrates the quantitative and qualitative characteristics of the questionnaires.

C. Requirements for Retention, Tenure, and Promotion

Retention, tenure, and promotion all require high quality teaching performance. The department has established definitions of high quality teaching performance for each decision.

1. Requirements for Retention

For retention, a faculty member in the first year of service must demonstrate high quality teaching performance by providing substantive evidence that each of the five criteria listed above (II.A.) has been met. For retention of those in the second year and beyond, the department expects substantive evidence that each of the five requirements listed above has been met and that an overall average of at least 50% of the student responses to question 6 on our department’s student evaluation form have been at the 5 ("average") level or above for all courses taught during the period under review.

2. Requirements for Granting Tenure and Promotion to Associate Professor

For the granting of tenure and for promotion from Assistant to Associate Professor, a faculty member must demonstrate high quality teaching performance by providing substantive evidence that each of the five criteria listed above (II.A.) have been met. Further, during the period under review all student responses to question 6 on our department’s student evaluation form must average 5.0 or above.

3. Requirements for Promotion to Full Professor

For promotion to Full Professor, a faculty member must demonstrate high quality teaching performance by providing substantive evidence that each of the five criteria listed above (II.A.) have been met over the course of one's time as an Associate Professor. Additionally, during the period under review all student responses to question 6 on our department’s student evaluation form must average 5.0 or above.

III. SCHOLARLY AND CREATIVE ACTIVITY

A. Definition of Scholarship and Creative Activity

1. Evidence of scholarship and creative activity can be found in peer-reviewed works, as follows: (1) publication or acceptance for publication of scholarly books; (2) publication or acceptance for publication of articles in professional
journals; (3) publication or acceptance for publication of edited works or textbooks; (4) publication or acceptance for publication of book chapters; (5) publication or acceptance for publication of review articles. In addition, evidence of scholarship and creative activity can be found in; (6) publication or acceptance for publication of book reviews in scholarly and professional journals; (7) publication or acceptance for publication of encyclopedia and dictionary essays; (8) presentation of papers at scholarly conferences or invited addresses; (9) prepared commentaries on papers at scholarly conferences; (10) receipt of competitively awarded research grants; (11) book or article manuscript in progress; and (12) well documented on-going work in progress. Peer-reviewed work that has been accepted for publication or presentation will be distinguished from work that was not subject to a peer review process.

2. We make qualitative judgments about the above activities in terms of the following criteria: clarity of conceptualization, originality of scholarship, contribution to the discipline of American Studies or to interdisciplinary scholarship, impact on scholarship in the field, quality of the forum in which the work appears, outside reviews of the work, and thoroughness of research.

B. Requirements for Retention, Tenure, and Promotion

Retention, tenure, and promotion all require high quality scholarship and creative activity. The department has established definitions of high quality scholarship for each decision.

1. Requirements for Retention

For retention the department defines high quality performance as evidence of continuing scholarly and creative activity that will result in meeting the standards contained in III.B.2.

2. Requirements for Granting of Tenure and Promotion to Associate Professor

For the granting of tenure and for promotion from Assistant to Associate Professor, a faculty member must demonstrate high quality performance by providing substantive evidence of scholarly production and potential beyond completion of a doctoral dissertation. This must be demonstrated by a record of continuous scholarly and creative activity as measured by the production of three works of scholarship, at least one of which should be in categories 2-5 as listed in III.A.1., or the publication or acceptance for publication of a scholarly, peer-reviewed book. The same work of scholarship appearing in two separate forums will be counted as one work of scholarship unless it has undergone substantial revision. The quality of all works of scholarship will be evaluated in accordance with the criteria listed in III.A.2.

3. Requirements for Promotion to Full Professor

For promotion to Full Professor, a faculty member must demonstrate high quality performance by providing substantive evidence of a continuous record of scholarly and creative activity as measured by the production of five works of scholarship, at least two of which should be in categories 2-5 as listed in III.A.1.,
IV. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

We look for evidence of professional activities in the form of (1) holding office in a professional organization or a committee within a professional organization; (2) consulting on educational matters for governmental agencies, educational institutions, or private corporations concerned with educational or professional matters; (3) membership in professional associations; (4) attending meetings of professional associations; (5) reviewing manuscripts or other materials intended for publications; (6) serving on editorial boards of professional publications; (7) participating in the organizations of professional conferences; (8) chairing sessions at scholarly conferences; and (9) participation in panel discussions at scholarly conferences.

In a small department, service to the department by all members is essential. That performance must be at more than a pro forma level, and include evidence of initiative and follow through. As a matter of course, all department members will serve on department committees; therefore, a qualitative judgment of that performance is necessary. Service to the school and university is strongly encouraged and a qualitative judgment of that service will be made.

We look for evidence of service to the department, school, university, and community in the form of (1) contributions to professional collegiality; (2) committee work and other assignments (e.g., Undergraduate Advisor, Graduate Advisor, Library Coordinator); (3) commitment to the department in terms of active participation in its ongoing endeavors and concerns as well as a willingness to attack problems related to the discipline, in its campus context; (4) contribution to student-faculty dialogue and shared concerns; (5) contribution to information related services, such as departmental brochures and academic advisement, and (6) participation in community groups or organizations, including positions held, lectures given, and special services rendered. The community is not to be geographically limited to Orange County.

V. EARLY TENURE AND PROMOTION

Probationary faculty may be granted tenure at any time after their first year of appointment. A request for tenure that occurs in any year except the sixth probationary year will be considered a request for early tenure. Early tenure requires that, for the entire probationary period, all of the requirements established by the Department Personnel Standards have been met and that the requirements established by the Department Personnel Standards for teaching and one other area of performance have been exceeded.

A probationary faculty member will not normally be promoted during the period of probation. However, a faculty member may be considered for early promotion after completing at least one year of service in rank at CSUF. Early promotion to Associate
Professor requires that all of the requirements established by the Department Personnel Standards for the entire probationary period have been met and requires evidence of one of the following: (a) superior teaching performance (as defined below); (b) superior scholarly and creative activity (as defined below); or (c) performance in both teaching and scholarly activity that exceeds normal requirements for promotion to Associate Professor. In addition to high quality performance in all areas of review, early promotion to Full Professor requires evidence of superior teaching performance or superior scholarly and creative activity during the entire period of service as an Associate Professor.

"Superior" teaching performance is measured by an average 7.0 or above on all student responses to question 6 on our department's student evaluation form during the period under review. In addition, course syllabi, written assignments, and examination questions must be judged of superior quality.

"Superior" scholarly and creative activity is defined as scholarly work that exceeds the quantitative criteria listed above for promotion to Associate Professor (II.C.2.) or to Full Professor (II.C.3.), and which, in addition, is judged to be of superior quality by external reviewers in American Studies or related disciplines. The chair of the department personnel committee shall solicit evaluations from at least three external reviewers, including at least two from a list of suggestions supplied by the candidate. All external reviewers shall be authorities in the field.

VI. CRITERIA FOR CONSTITUTING THE DEPARTMENTAL PERSONNEL COMMITTEE

Members of the departmental personnel committee are elected by secret ballot no later than the end of the second week of classes of the fall semester. While all tenured and probationary faculty are eligible to vote on the membership of the committee, only tenured faculty are eligible to serve on the personnel committee. In accordance with UPS.210.000, when reviewing a Portfolio for promotion considerations, departmental personnel committee members must have a higher rank or classification than the faculty member under review.

VII. CRITERIA FOR UTILIZATION OF THE ALTERNATE TO THE DEPARTMENTAL PERSONNEL COMMITTEE

The alternate will serve as the replacement for a committee member who receives the Chair’s permission to be excused from serving due to incapacitation, conflict of interest, or similar reason.