Women’s Studies Personnel Standards

Personnel standards for Women’s Studies are prepared in accordance with the Collective Bargaining Agreement (CBA) and UPS 210.00. Personnel standards define both qualitative and quantitative criteria by which probationary and tenured faculty under review shall be evaluated.

Women’s Studies is an interdisciplinary field, drawing from and contributing to the humanities, social sciences and the arts. Women’s Studies also draws upon and advances theoretical perspectives and methodologies utilized in ethnic, feminist, and cultural studies. Scholars in Women’s Studies examine the social construction of knowledge and the socio-economic, political, artistic and cultural roles of women in our multicultural world. Faculty members in Women’s Studies must 1) have strong interdisciplinary training in Women’s Studies; 2) conduct meaningful, on-going scholarly or creative activities; 3) demonstrate ability and enthusiasm for teaching Women’s Studies; and 4) be committed to both the discipline and community that supports women’s issues. Women’s Studies emphasizes faculty efforts that sustain the development of the program and provide outstanding support to students. The following personnel standards are intended to insure that Women’s Studies at California State University, Fullerton will retain and promote faculty members who meet these goals.

I. Developmental Narrative and Portfolio

A. Developmental Narrative

Consistent with UPS 210.000, Developmental Narratives are probationary faculty members’ plans for accomplishing the goals necessary to qualify for retention, tenure and promotion in Women’s Studies.

The Developmental Narrative shall describe what the candidate shall accomplish in the candidate’s teaching, scholarly and creative activities, and service during the candidate’s probationary years. The Developmental Narrative shall be between 500 and 1,500 words. The candidate shall include the Developmental Narrative with the Portfolio following guidelines outlined in UPS 210.000.

In consultation with probationary faculty members and the Program Personnel Committee, the Coordinator of Women’s Studies shall appoint a faculty member to serve as a mentor to probationary faculty members in writing their Developmental Narratives. New faculty mentors can be appointed at any time if probationary faculty members make such a request.
B. Portfolios

Portfolios are the cumulative records of faculty members' performance for the years of work under review. The material to be included in Portfolios is outlined in this document and in UPS 210.000. It is faculty members' responsibility to insure that their Portfolios are current, accurate, and complete when they are submitted. Evaluations, recommendations, and rebuttals, if any, are added to Portfolios at the various levels of review.

II. Teaching and Instructional Activities

A faculty member is expected to be an excellent teacher. Teaching is viewed as the most important factor in the evaluation of a faculty member for retention, tenure, and promotion. Effective teaching is central to the learning process. Evaluation of teaching performance is based on submissions described in sections A. through E (below). At an appropriate place in the portfolio, the candidate shall include that portion of the Developmental Narrative related to teaching activities.

A. Narrative Self-Evaluation

The candidate shall provide a narrative of not more than 1,000 words discussing the candidate's teaching philosophy, and the purpose (including student learning outcomes) and requirements (including methods of assessing outcomes) of each course. The narrative shall include self-assessments of the statistical summaries of the student ratings of instruction and of the written comments on the student opinion forms.

B. Course materials

The candidate shall provide the following course materials:

- A record of the candidate's semester by semester teaching workload for the review period, including any adjustments to the candidate's workloads (e.g. reassigned time).
- Most recent course syllabi (which must include student learning outcomes and methods of assessing those outcomes)
- A representative sample of assignments & examinations
- A generous sample of supporting class materials, such as handouts, lists of films used, lists of guest speakers, technological support material, etc.

C. Student Opinion Surveys

Student opinion surveys are mandatory in all classes, using the approved Women's Studies opinion form (attached). The candidate shall include a copy of the form in the candidate's Portfolio, and original student opinion forms for all courses in the review period shall be included in the Appendix to the candidate's Portfolio. The candidate shall summarize and analyze the statistical summaries of student ratings of instruction and
written comments on the student opinion forms as part of the candidate’s teaching narrative.

D. Assistance to the Educational Process

Advising, counseling, and mentoring students are considered important components of the teaching process. The candidate shall provide descriptions of the candidate’s activities in these areas in the Portfolio narrative.

E. Grade Distributions

The candidate is expected to assign grades that reflect students’ learning and the candidate’s degree of success in achieving course goals. The candidate shall provide statistical summaries of grade distributions in all courses taught during the review period. In the teaching narrative, the candidate shall offer context and comparisons of the candidate’s grade distributions. The candidate shall offer a comprehensive explanation if grades in a semester deviate by more than one standard deviation from the program norms. Data from the grade distribution report published by the Office of Analytical Studies each semester, as well as courses in the School of Humanities and Social Sciences may serve as a comparative base.

F. Evaluation of Teaching Performance

Evaluation of teaching is based on items A through E, above, including student opinion forms, but student opinion forms shall not be used as the sole measure of teaching effectiveness. Patterns of students’ responses in different courses over several semesters shall be considered more informative than a result in any individual class.

In evaluating student rating data, the evaluators may consider the number and impact of new preparations, the diversity of courses taught, the characteristics of the classes taught (that is, general education, required versus elective, class size, and so forth) and the grade distributions in the course.

Responses to the student opinion ratings range from “A” (high) to “E” (low). When 80% of the responses to these items are As or Bs and 50% of all of the responses are As, student assessment of teaching shall merit an “excellent” rating. When 70% of the responses to these items are As or Bs and 80% of all the responses are Cs or above, student assessment of teaching shall merit a “satisfactory” rating. When the responses to these items do not meet the criteria for “satisfactory,” student assessment of teaching shall merit an “unsatisfactory” rating. Ratings in all courses for the period under review shall be considered as an aggregate.

The Program Personnel Committee (PPC) shall consider other indicators of teaching effectiveness, which may include examples of student learning, attendance at teaching workshops (such as those offered by the Faculty Development Center), peer evaluations,
supervision of theses, and other indicators. Evaluators shall assess all indicators of
teaching effectiveness submitted by the candidate, using a qualitative scale of “excellent,”
“satisfactory,” and “unsatisfactory.”

The two ratings—the assessment of student opinion forms and the peer evaluation of
additional teaching materials—shall be combined to constitute the overall rating of
teaching effectiveness.

III. Scholarly and Creative Activity

Women’s Studies considers scholarly and creative activity second in importance
to teaching. We expect candidates to publish research in peer-reviewed sources. At an
appropriate place in the portfolio, the candidate shall include that portion of the
Developmental Narrative related to scholarly and creative activities.

A. Documentation of Scholarly and Creative Activities

1. Current vitae
The candidate shall provide a current vitae in the candidate’s Portfolio. Forthcoming or
in-press work cited in a faculty member’s vitae shall be considered for evaluation if
documentation is provided that the work has been accepted (that is, letters from
appropriate editors). For in-press books to be considered for evaluation, galley-proofs of
the books shall be submitted. Work in progress shall be cited in a faculty member’s vitae
as evidence of continuing scholarly and creative activities.

2. Narrative
The candidate shall provide self-assessments of the candidate’s scholarly and creative
activities in relation to the standards provided herein. The narrative shall not exceed
1,000 words and it shall be included in the Portfolio. The nature of the review process for
all scholarly and creative activities shall be specified in the narrative. Further, the
candidate shall specify the candidate’s roles and relative contribution to each
collaborative scholarly and creative activity in the candidate’s narrative. (The candidate
may complete the “Co-Authorship Disclosure Form,” available from Faculty Affairs and
Records, for each collaborative effort.) In addition, future plans regarding scholarly and
creative activity shall be addressed.

3. Copies of Work
Complete copies of all work listed in a faculty member’s vitae and discussed in the
narrative shall be included in the Appendix to the Portfolio. Documentation for all “in-
press” or “forthcoming” work shall also be included in the Appendix.

B. Indicators of Scholarly and Creative Activity

Scholarly and creative activity shall be divided into four categories:
1. Into the first category we place blind reviewed journal articles, scholarly books and monographs, and book chapters and textbooks that involve significant scholarly contributions. Documentation shall include a complete citation, in the style customary to the Women’s Studies discipline, to each of the faculty member’s scholarly and creative works; a copy of each scholarly or creative work published since the faculty member’s appointment; and copies of letters of acceptance for those completed works that are "in press" or otherwise in the process of publication. For works presented in a medium other than print, the copy may be in a form suitable for evaluation as appropriate to the discipline (e.g. photographs, audiotape, video tape, CD-ROM, computer disks, etc.). Work that has been accepted for publication or presentation after a peer-review or jurying process shall be distinguished from work that was not subject to a peer review or jurying process, and documentation of the peer review or jurying process is required.

Documentation also should be provided for scholarly and creative work in progress. Care should be taken to distinguish work in progress from that already completed.

2. Into the second we place textbooks that do not involve significant scholarly contributions, proposals for external grants that are funded, scholarly research notes, response articles in scholarly journals, articles published in other journals, edited books and book chapters that do not involve significant scholarly contributions. Reviewed performances, curated exhibits, and films may also be included in this category. Documentation shall be provided as specified in B.1., above.

3. Into the third we place such work as scholarly convention papers, peer reviewed contract reports and works commissioned by government and private agencies, articles in magazines, feature news articles and book reviews. Documentation shall be provided as specified in B. 1., above.

4. The Women’s Studies program requires its the candidate to devote considerable creative time and energy to program development, innovative strategies for the dissemination of knowledge, and opportunities for collaborative scholarly products. Into the fourth category we place creative works that promote scholarship, advance critical inquiry and stimulate dialogue about issues of gender and feminist epistemology. Creative activities that help establish a scholarly community and foster intellectual growth and development among faculty and students are especially valued. Examples include designing models for innovative scholarly exchange and experimenting with technological applications in support of scholarship.

C. Evaluation of Scholarly and Creative Activity.

1. To be considered “excellent” in scholarly and creative activities during the review period, the candidate is expected to have published three items from category B-1, completed three or more activities in category B-2, two or more activities in B-3, and at
least one activity in category B-4. A single-authored peer reviewed scholarly book meets
the requirement in Category B-1. The weighting of multiple-authored books shall be
based on the a faculty member’s contributions to writing the books.

2. To be considered “satisfactory” in scholarly and creative activities during the
review period, the candidate is expected to have published two items from category B-1,
completed two or more activities from category B-2, one or more activities in B-3, and at
least one activity in category B-4. A single-authored peer reviewed scholarly books
meets the requirement in Category B-1. The weighting of multiple-authored books shall
be based on the faculty member’s contributions to writing the books.

3. Scholarly and creative activity that do not meet the criteria specified in III-C 1 and
2 during the review period shall be evaluated as “unsatisfactory.”

IV. Professional, University and Community Service

Women’s Studies views professional University and Community Service activity as an
important element in the development of good teacher/scholars. As such, it is the third
most important activity to be undertaken by the candidate. At an appropriate place in the
portfolio, the candidate shall include that portion of the Developmental Narrative related
to service activities. Women’s Studies recognizes that there are many ways of being an
active professional.

Women’s Studies is a cross-disciplinary field that values local and global community
interaction, collaboration, and coalition building, and focuses on activities with potential
for enhancing further interaction. Valuable connections in the field often center around
the faculty member’s participation in the activities of local, regional, and national
Women’s Studies organizations, Women’s Caucuses within other organizations, and
other civic or cultural organizations.

A. Documentation of Service.

It is the responsibility of the candidate to document and describe carefully the candidate’s
Professional, University and Community Service activity in a narrative of not more than
1,000 words.

A complete list of all service activities shall be specified in the candidate’s vitae included
in the candidate’s Portfolio. Letters from organizations for which service was provided,
copies of awards, and other evidence of service provided shall be included to document
service when they are available.

B. Indicators of Service

1. Professional Activity

Some indicators of professional activity include:

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• Appearances on panels at professional meetings (see below).
• Offices or positions including committee membership in professional organizations.
• Service for one year counts as one activity.
• Program planning for local, regional or national professional organizations
• Memberships on editorial boards of professional journals
• Reviewing articles for professional journals or books for publishers
• Consulting work or other professional assistance provided to private, public, or non
  profit agencies
• Assistance with the accreditation process

The nature of appearances on panels can vary considerably depending upon the
candidate's role on the panel (chair, organizer, discussant, paper-presenter). The
candidate should clearly specify that role, and indicate the intensity of the contribution in
order to inform the Personnel Committee of the level of effort that the conference
presentation represented.

2. University and Community Service
Some indicators of University and Community Service may include the following (note
that for multiple year appointments, each year of service counts as one activity):
• Service on Program committees, advisorships and offices.
• Service on College and University committees, including the Academic Senate.
• Assistance to student groups and clubs
• Development of community academic programs
• Community service activity at the international, national, state or local level.

D. Evaluation of Service

1. To be considered “excellent” in service during the review period, the candidate shall
provide evidence of at least ten activities between the two categories, and at least five
activities that reflect a high degree of involvement and assuming leadership roles.
2. To be considered “satisfactory” in service during the review period, the candidate
shall provide evidence of at least five activities between the two categories.
3. Service that does not meet the above criteria shall be considered "unsatisfactory."

V. Retention, Tenure, and Promotion

A. Criteria for Retention

Retention during the probationary years shall be based on making satisfactory progress
toward meeting the criteria as specified by the program’s personnel standards.
B. Criteria for Tenure

The candidate normally is considered for tenure after five probationary years, regardless of the rank at which the candidate was appointed. Prior service shall be counted, if it was approved at the time of first appointment.

A positive tenure decision requires that the probationary faculty member has displayed accomplishments, growth, and future potential that meets the expectations specified in the program’s personnel standards. (Refer to the appropriate section of UPS 210.000, dated June 19, 2002, and its successor policies.)

In order to be granted tenure, the candidate must minimally be rated:
1. Satisfactory in teaching;
2. Satisfactory in scholarly and creative activities, including demonstrating the potential for continuing excellence in scholarly, and creative activities; and
3. Satisfactory in service.
4. Performance at the “unsatisfactory” level in any category does not meet requirements for tenure or promotion.

C. Criteria for Promotion

1. Promotion to Associate Professor
   a. Promotion to Associate Professor is automatic upon the granting of tenure.
2. Promotion to Professor
   In order to be granted promotion to professor, the candidate must minimally be rated:
   a. Satisfactory in teaching, scholarly and creative activities, and service.
   b. Excellent in either teaching or scholarly and creative activities, and satisfactory in the remaining category and in service.

VI. Criteria for Early Tenure and Promotion

Women’s Studies considers early tenure and early promotions to be extraordinary actions. Early tenure and promotion require that probationary faculty meet and exceed personnel standards for tenure and promotion as outlined in the personnel document. (Refer to UPS 210.000, dated June 19, 2002, and its successor policies.)

A. Criteria for Early Tenure

The following are the minimal criteria:
1. Satisfactory ratings or better in teaching, scholarly and creative activities and service.
2. Excellent ratings in teaching and one other area.

**B. Criteria for early promotion to Associate Professor**

The following are the minimal criteria:

1. Satisfactory ratings or better in teaching, scholarly and creative activities, and service.
2. Excellent ratings in teaching and one other area.

**C. Early Promotion to Professor**

The following are the minimal criteria:

1. Satisfactory ratings or better in teaching, scholarly and creative activities, and service.
2. Excellent ratings in two of the three areas.