January 17, 2023

To: Carrie Lane, Ph.D.
    Chair, Department of American Studies

    Sheryl Fontaine, Ph.D.
    Dean of the College of Humanities and Social Sciences

From: Carolyn Thomas, Ph.D.
    Provost and Vice President for Academic Affairs

Subject: **Departmental Personnel Standards for the Department of American Studies**

The proposed Departmental Personnel Standards from the Department of American Studies have been reviewed. The document is in compliance with the Collective Bargaining Agreement, UPS 210.000, and UPS 210.002. In accordance with the recommendations of the Department, the College Personnel Standards Review Committee, and the Dean, I approve these standards for implementation commencing with the 2023-2024 Academic Year.

I would like to express my appreciation to all involved for their efforts in this task.

CT:mc

cc: Dr. Kristin Stang, Associate Vice President for Faculty Affairs and Support
    Dr. Dana Collins, College Personnel Standards Review Committee
    Dr. Georgia Spiropoulos, College Personnel Standards Review Committee
    Dr. Elaine Lewinnek, Chair of the Department Personnel Committee
    Faculty Affairs and Records
DEPARTMENTAL PERSONNEL
STANDARDS FOR THE DEPARTMENT OF
AMERICAN STUDIES

Revisions proposed September 2022; Revised Based on DSPRC Feedback November 2022

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I. INTRODUCTION

The interdisciplinary field of American Studies engages a broad range of methodologies to understand the cultural past and present of the United States, while highlighting a multitude of experiences and peoples. The Department is committed to offering students a dynamic learning environment that fosters intellectual curiosity, develops critical thinking, writing, and communication skills, and prepares them to be responsible global citizens.

The Department supports and values the work of faculty with diverse individual backgrounds and specializations related to the field of American Studies. We encourage a variety of perspectives informing faculty teaching, scholarly and creative activity, and service in an environment that is welcoming, inclusive, and equitable. Ultimately, our goal is to cultivate and maintain a supportive department that promotes growth for the faculty member, as well as for students, our department, and communities at CSUF and beyond. The Department of American Studies is committed to supporting faculty at each stage of the RTP process. To this end, faculty members can request a departmental mentor to offer guidance on teaching, scholarship and creative activities, and service, as well as with the RTP portfolio, although advice from a mentor does not supersede Departmental Personnel Standards, University Policy Statements, or the Collective Bargaining Agreement.

The Departmental Personnel Standards (DPS) provide faculty under review, members of the Departmental Personnel Committee (DPC), and the Department Chair with clear and objective standards regarding the types of activities and the levels of performance required for retention, tenure, and promotion (RTP). The DPS supplements the University Policy Statement documents governing faculty performance reviews (UPS 210.000 and 210.002) as well as Diversity, Inclusion, Equity, and Social Justice at CSUF (UPS 100.007) and the Collective Bargaining Agreement (CBA).

II. CRITERIA FOR CONSTITUTING THE DEPARTMENTAL PERSONNEL COMMITTEE (DPC)

Members of the Departmental Personnel Committee (DPC) 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, DPC members must have a higher rank or classification than the faculty member under review.
An alternate member will serve as the replacement for a committee member who receives the Chair's permission to be excused from serving due to university leave, such as a sabbatical, incapacitation, or if the candidate under review is at their level in accordance with UPS 210.060.

III. 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) service. While teaching is the most important area for RTP decisions, faculty performance is evaluated in all three areas of teaching, scholarly and creative activity, and service. Description and documentation of performance in these three categories will be included in a portfolio that includes a brief narrative (maximum 1000 words) and additional evidence as outlined below in sections IV, V, and VI. The department recognizes that faculty work can often fit into multiple categories. Candidates therefore should make clear under which category they believe a specific form of work should be evaluated.

As part of our dedication to diversity, equity, and inclusion, American Studies recognizes that faculty members from traditionally underrepresented groups may experience exceptional demands on their time. Faculty members are encouraged to highlight such service. Evaluators should give these demands due consideration in the RTP review process.

A. Prospectus

During their first year of employment in a tenure-track position, faculty shall write a prospectus expressing their plans for meeting departmental standards for tenure and promotion. The prospectus shall comprise three narratives, one for each of three areas: teaching, scholarly and creative activities, and service. The narratives should not exceed 500 words each. The prospectus shall be due to the department chair by February 28. The prospectus will have no formal approval process but will be reviewed by the department chair and the dean (or equivalent), who will each provide written feedback prior to May 1. The prospectus shall be included in the faculty member’s portfolio for all full performance reviews.

B. Portfolio

In the fall semesters of any RTP review year, faculty shall prepare a Working Personnel Action File (WPAF) documenting achievement and ongoing activity in each of three areas: teaching, scholarly and creative activity, and service. 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. Faculty members with satisfactory evaluations in their full performance review during year two or year four would, in the following year (year three or five, respectively), submit a “Review File” in accordance with university policies. 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.
IV. TEACHING PERFORMANCE

Teaching is the heart of our department. The department chair and faculty guide each other in this area, creating opportunities for reflection and improvement.

A. Criteria for Assessing Teaching Performance

High-quality teaching performance is demonstrated by evidence that the instructor:

1. Creates and enhances interdisciplinary, rigorous, and thoughtful classes that reflect new scholarly and pedagogical developments relevant to American Studies.
2. Establishes appropriate academic standards by introducing analysis, criticism, and interpretation instead of relying primarily on description. Students are assessed in a variety of ways that hold them accountable for critical thinking skills.
3. Works to create an equitable educational environment that supports the success of a diverse community of learners and incorporates the values of diversity, inclusion, equity, and social justice by, for example, encouraging various forms of participation, employing a variety of student-centered approaches, and using a variety of instructional methods appropriate to the discipline of American Studies and the course taught.
4. Connects learning goals with assessment of student outcomes by clearly communicating with students and providing effective feedback to students on their coursework. Complies with university policies.
5. Teaches and mentors outside the classroom, which includes, but is not limited to:
   a. Teaching an independent study (AMST 499 or 599), supervising an internship (AMST 495 or 595), or supervising a teaching tutorial (AMST 596).
   b. Serving on master's thesis, project, or exam committees. This includes, but is not limited to, guiding students through the thesis or project proposal; reviewing and evaluating drafts of a thesis or stages of a project; and preparing students for the comprehensive examination by conducting reading tutorials and evaluating the exam.
   c. Meeting with students outside of class and providing helpful advising relating to the faculty's courses, the fulfillment of major, minor, or M.A. requirements, or career goals.
   d. Teaching that engages the community, including lectures for K-12 teachers, public lectures, talks or written guides on pedagogy, community-based service-learning projects, and the like.

B. Evidence for Assessing Teaching Performance

The department chair and members of the department personnel committee will evaluate broad evidence of teaching performance. In the teaching narrative, faculty should describe their teaching approach, and, if necessary, address areas of concern raised by Student Opinion Questionnaires (SOQs) or other parts of their teaching portfolio. Evidence of teaching performance must include items 1-5:
1. teaching narrative
2. course syllabi
3. examples of assignments, examination questions or essay prompts
4. Student Opinion Questionnaires (SOQs)
5. Any other items required for the Working Personnel Action File in accordance with UPS 210.000
6. Other evidence may include, but is not limited to:
   a. new course proposals
   b. high impact practices (HIPS) to encourage student interaction and engagement
   c. accessible technology appropriate to the learning experience
   d. signed student comments
   e. teaching materials prepared by the instructor, such as sample slide presentations
   f. data from the Faculty Student Success [FSS] Dashboard, including grade distributions
   g. teaching grants and workshops (either led or attended, such as pedagogy, engagement, and design courses offered by the Faculty Development Center or Online Education and Training)
   h. research related to teaching American Studies
   i. professional activities, such as lectures for K-12 teachers, public lectures, colloquia, or other public creative activities
   j. a class observation by a colleague whose report can supplement the evidence described above, if requested by the candidate, and conducted in accordance with all applicable university policies.

In assessing the teaching portfolio, grade distributions are not to be considered evidence of course rigor. For SOQs, the chair and DPC will pay attention to the racial, gender, and linguistic bias of this data and will not rely solely on statistical summaries therein. Quantitative data will be carefully interpreted in the context of the qualitative statements made by students on the SOQs and other evidence of teaching performance. Variables which might be masked by an iron reliance on numbers are considered: for example, the rate of return on SOQs, the extent of an instructor’s experience in teaching a particular course, teaching modality (i.e. in person or online), the instructor’s willingness to engage in curricular innovation, and variance among the responses to different courses taught by the same instructor. Patterns of student responses obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. Faculty members who believe their SOQ scores do not accurately represent their teaching performance are encouraged to provide an explanation of the ratings and/or discrepancies. These explanations should be noted by the DPC.

C. Requirements for Retention, Tenure, and Promotion: Teaching

Teaching performance must be considered high-quality in order to be satisfactory for retention, tenure, and promotion. The department has established definitions of high-quality teaching for each decision below.

1. Requirements for Retention: For retention, a faculty member should demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary
faculty in the first year of service demonstrates high-quality teaching performance by submitting a prospectus that reflects on how their approach to teaching will meet criteria 1-5 in section IV.A. For retention for faculty in their second and third year, the department expects evidence that the criteria in IV.A for high-quality teaching performance have been met, are in the process of being met, or demonstrates improvement over time. For retention of those in the fourth year and beyond, the department expects substantive evidence that criteria 1-5 in section IV.A for high-quality teaching performance have been met. Positively meeting these requirements constitutes satisfactory performance.

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 criteria 1-5 in section IV.A have been met.

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 criteria 1-5 in section IV.A have been met over the course of one's time as an Associate Professor.

V. SCHOLARLY AND CREATIVE ACTIVITY

As an interdisciplinary field, American Studies respects and seeks to foster diverse forms of scholarly and creative activities that result in an original contribution to the field.

A. Criteria for Assessing Scholarship and Creative Activity

The American Studies department recognizes that scholarship and creative activities are a process, not simply a product, and that methodologies and forms of expression are constantly changing. The department also recognizes that scholarly and creative activities are rarely the result of solitary individuals and seeks to reward not just single-authored projects but also collaborative efforts both within and outside of the university, including community-engaged research. With those principles in mind, the department chair and members of the department personnel committee make qualitative judgements about faculty scholarship and creative activities based on the following criteria:

1. Clarity of conceptualization and originality of the scholarship
2. Contribution to the discipline of American Studies and/or to interdisciplinary scholarship
3. Quality of the forum in which the work appears
4. Outside reviews of the work and awards
5. Thoroughness and extensiveness of research
6. Benefit to students and the larger community

B. Evidence for Assessing Scholarship and Creative Activity

Evidence for scholarship and creative activities will be evaluated based on categories V.B.1 to V.B.3 outlined below in this section. The department recognizes that the lines between the
categories may be fluid and may not directly align with all the scholarly and creative work in which faculty members engage. Accordingly, faculty members under review should clearly identify in their narrative into which category they believe a scholarly or creative work should fit and provide appropriate evidence in their narrative and appendix that takes into account the criteria found in V.A. If a project includes multiple authors, the faculty member under review should also provide an explanation of their contributions to the work. The categories under which scholarly and creative activity will be evaluated are as follows:

1. Scholarly book or the equivalent: publication or acceptance for publication of peer-reviewed scholarly book or the equivalent
2. Peer-reviewed journal article or acceptance for publication of peer-reviewed journal article or the equivalent which may include, but is not limited to:
   a. publication or acceptance for publication of book chapters
   b. publication or acceptance for publication of creative scholarly works
   c. publication or acceptance for publication of edited anthologies or textbooks
   d. publication or acceptance for publication of review articles
   e. publication or acceptance for publication of the products of community-engaged scholarship or creative activities
   f. production and distribution of peer-reviewed or professionally evaluated films
   g. creation of peer-reviewed or professionally evaluated digital projects
   h. curation of museum exhibitions
   i. receipt of major external competitively awarded research grants for scholarly and creative activities with a grant period of at least 9 months
3. Other evidence may include, but is not limited to:
   a. publication or acceptance of publication of book reviews in scholarly and professional journals
   b. publication or acceptance of publication of encyclopedia and dictionary essays
   c. receipt of competitively awarded research grants, including internal grants like the Junior/Senior Faculty Research Grant.
   d. presentation of papers at scholarly conferences, invited addresses, or other public presentations of research
   e. prepared commentaries on papers at scholarly conferences
   f. public facing publications, including articles in trade or popular print or digital media
   g. contributions to exhibitions, including the writing of captions
   h. work on public policy and other forms of public-facing scholarship and creative activities
   j. well-documented works in progress that would fit in Categories 1 or 2
   k. community-engaged research that is ongoing or that has resulted in the production of other non-peer reviewed research products

C. Requirements for Retention, Tenure, and Promotion: Scholarly and Creative Activity
Scholarly and creative activity must be considered high-quality in order to be satisfactory for retention, tenure, and promotion. The department has established definitions of high-quality scholarship for each decision below.

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 criteria contained in V.C.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 and/or creative production and potential. This must be demonstrated by a record of continuous scholarly and creative activity as measured by the production of either one item from category V.B.1 or three works from categories V.B.2 and V.B.3, at least one of which should be from V.B.2. 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 V.A.

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 either one work in category V.B.1 or three works of scholarship from categories V.B.2 or V.B.3, at least one of which should be from V.B.2. 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 V.A.

VI. SERVICE PERFORMANCE

The department of American Studies encourages faculty efforts that sustain the development of our program and provide support to students and the department, the university, and the wider community and/or profession. As a small department, we strive to assure that service to the department is shared equitably.

A. Criteria for Assessing Service Performance

Faculty service 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 committees. Some committees require more time-intensive labor than others. Accordingly, the chair and DPC will offer a qualitative assessment of service.

B. Evidence of Assessing Service Performance

The department recognizes that service can take many forms. Faculty are therefore encouraged to explain their service in their narrative and include evidence in their portfolio documenting the types and extent of that service. Such evidence may include fliers, leadership rosters,
committee reports, meeting minutes, notes of appreciation, letters of acknowledgment, awards and grants for service-related activities, election results, or the like. Examples of service may include but are not limited to:

1. Service to Students and the Department:
   a. serving as Department Chair
   b. serving as the faculty advisor for the department’s graduate program, internship program, student association, or student journal
   c. active participation in ongoing departmental committees, including the DPC, assessment, prize, curriculum, graduation, social justice, or other committees and departmental endeavors
   d. developing or facilitating internships, service learning opportunities, and community-engaged learning opportunities
   e. serving as liaison between the department and other programs
   f. performing advising and/or outreach to current or prospective majors and minors
   g. maintaining the department’s webpage, Canvas site, social media, or other means of reaching students and the public
   h. mentoring students and/or faculty within the department
   i. addressing the Grad-Faculty colloquium, an American Studies Forum, or similar events
   j. organizing or contributing to student association events
   k. advancing equitable and inclusive practices in the department
   l. other contributions to departmental community and operation

2. Service to the University:
   a. recruitment, retention, and mentoring of students and scholars across the university
   b. active participation in committees or other curricular or research endeavors within the college, university, California Faculty Association (CFA), or California State University (CSU) system
   c. serving other CSUF departments and programs as a member of their committees, internal program reviewer, department or program chair, or the like
   d. serving in the Academic Senate
   e. developing or teaching study away, study abroad, DC Scholars, or similar programs
   f. advancing equitable and inclusive practices at CSUF beyond our department
   g. other contributions to CSUF beyond our department

3. Service to the Community and Profession:
   a. participation in community groups or organizations, including positions held, public talks given, and special services rendered
   b. active participation in professional organizations, including chairing conference panels or the equivalent, consulting on educational matters, serving on professional committees, organizing conferences, organizing panels or roundtables, holding other leadership positions in professional organizations, or receiving professional awards for service
C. Requirements for Retention, Tenure, and Promotion: Service

Service contributions must be considered high-quality in order to be satisfactory for retention, tenure, and promotion. The department has established definitions of high-quality service for each decision below.

1. Requirements for Retention: For retention, the department defines high-quality performance as evidence of service to the department and students as outlined in VI.B1.

2. Requirements for Granting of Tenure and Promotion to Associate Professor: For the granting of tenure and for promotion to Associate Professor, a faculty member must demonstrate a record of sustained, high-quality service through their contributions to department committees and/or service to students as outlined in VI.B1, plus at least one activity in either service to the university as outlined in VI.B2 or the community and profession as outlined in VI.B3. It is expected that the service includes at least one example that goes beyond participation to include leadership, organizational, advisement, or similar roles.

3. Requirements for Promotion to Full Professor: For promotion to Full Professor, a faculty member must demonstrate a record of sustained, high-quality contributions to the department and students as outlined in VI.B1, plus at least one of the other areas: the university as outlined in VI.B2 or the community and profession as outlined in VI.B3. It is expected that the service includes at least three examples that go beyond participation to include leadership, organizational, advisement, and similar roles.

VII. EARLY TENURE AND PROMOTION

Under exceptional circumstances, a faculty member may be considered for early promotion after completing at least one year of service in rank at CSUF. In order to apply for early tenure or promotion, the faculty member shall apply in writing to Faculty Affairs and Records on or before the end of the second week of classes of the fall semester.

Probationary faculty members shall normally be considered for tenure during the sixth probationary year, regardless of the rank at which they were appointed. Early tenure prior to the sixth probationary year may be granted in cases when a faculty member demonstrates a record of distinction in teaching, scholarly and creative activities, and service and accomplishments significantly beyond what is expected for tenure or promotion on the standard timeline. The candidate’s record must establish compelling evidence of distinction in all three areas and must inspire confidence that the pattern of strong overall performance will continue.
Promotion of a tenured faculty member to Professor shall normally be considered during their fifth year in rank, with promotion being effective at the beginning of the sixth year. Promotion consideration prior to having completed four years in rank shall be defined as “early.” Early promotion to Professor requires a faculty member to display excellence and sustained commitment to teaching, scholarly and creative activities, and service that promises future growth significantly beyond what is expected for promotion on the standard timeline.