

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Spanish

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INTRODUCTION

This document provides guidelines for retention, tenure and promotion review of Spanish faculty members. It is strongly suggested that faculty members also review the University Retention, Tenure and Promotion documents and the Collective Bargaining Agreement before beginning the review process.

This document shall be revised every five years. At the request of the University President, or by vote (by simple majority) of the Spanish full-time tenure-track faculty, this document may be revised before the five years are completed. This document shall go into effect when approved by the University RTP Committee and the Provost/VPAA.

The field of Spanish embraces a wide variety of areas of study. These include Spanish language acquisition or pedagogy (i.e., for second-language learners or for heritage speakers); linguistics (i.e., sociolinguistics, psycholinguistics, neurolinguistics, language attrition, phonology, historical linguistics, etc.); literary and cultural studies (from any Spanish-speaking region); translation (from English to Spanish and vice-versa); and the development of study abroad programs in Spanish-speaking countries. The multifaceted and interdisciplinary nature of the Spanish field determines that its faculty members focus on different areas and subareas of specialization, all of which are important in order to develop a strong and competitive Spanish program at CSU Channel Islands.

The Spanish program is very mission-focused in its support of interdisciplinarity, multicultural and international perspectives, and community engagement. The work of faculty that enhances the University mission shall be valued under this document for the attainment of tenure and/or promotion.

The educational quality of the Spanish Program depends on the quality of its faculty.¹ Spanish faculty support a quality program and the University through their efforts in teaching, research, and

¹The term “faculty” used in this document means tenure-track or tenured members of the Spanish Program.

service. A dedicated Spanish faculty promotes the academic caliber and reputation of the program and the University. This document seeks to set clear and attainable standards for its faculty to maintain a high quality program and guide faculty through the Retention, Tenure and Promotion processes. It relates the general principles, guidelines, and criteria for three purposes:

1. To establish the personnel performance standards to maintain a high quality faculty and program;
2. To guide individual faculty members to pursue a successful career, which includes retention, tenure, and promotion through the academic ranks;
3. To assist the Spanish Program Personnel Committee, the program chair, university Retention, Tenure, and Promotion Committee(s), and other appropriate offices in reviewing the professional accomplishments of our Program Faculty.

THE PROGRAM PERSONNEL COMMITTEE

1. Composition: The Spanish Program Personnel Committee shall be composed of three tenured members. Until such time as the Spanish Program has enough faculty, it may be necessary to elect other tenured members from other related disciplines (e.g. Humanities or Social Sciences) to form part of the Spanish Program Personnel Committee.

- a. For Tenure and/or Promotion to the Rank of Associate Professor, members of the Spanish PPC shall be tenured faculty holding the rank of Associate Professor or Professor;
- b. For Promotion to the Rank of Professor, members of the Spanish PPC shall be tenured faculty holding the rank of Professor;

- c. Members of the Spanish PPC shall be elected annually by simple majority of the full-time tenure-track members of the Spanish faculty at the initial faculty meeting in the fall semester;
- d. If the Spanish Program has fewer than three tenured members, a list of tenured faculty from the Humanities or Social Sciences shall be generated by the Spanish full-time tenure-track members, who will then vote by simple majority for as many members as necessary to constitute the three-person PPC;
 - 1. The list may include one committee member from another, comparable university, when agreed upon by the Spanish full-time, tenure-track faculty.
- e. The Program Chair may serve as a member of the Spanish PPC. In the event that the Chair does not serve as a member, he or she has the responsibility to review all portfolios on schedule, to provide written comments on each of the three areas of professional activity, to write a general summary of the overall performance of a faculty member, and to make a recommendation on retention, tenure, and/or promotion.

2. Responsibilities: The Spanish PPC has the responsibility to:

- a. Review all portfolios on schedule;
- b. Provide written comments on each of the three areas of professional activity; and
- c. Write a general summary of the overall performance of a faculty member.
- d. Make a recommendation on retention, tenure, and/or promotion.

THE FACULTY MEMBER

1. Professional Development Plan: Each candidate for tenure and/or promotion develops a Professional Development Plan (or PDP) to guide achieving retention, tenure and promotion in a reasonable time frame. Faculty members who are untenured, and tenured faculty members who are not at the rank of professor submit their Professional Development Plan to the Program Personnel Committee following the guidelines outlined here.

2. University RTP Policy: The faculty member requesting retention, tenure, or promotion shall prepare all necessary documents (the portfolio) in accordance with the published schedule, according to the format requirements and standards specified in the university RTP Policy. The faculty member has the right to submit a written response to the Spanish PPC's and/or the chair's review(s) during the review process.

TEACHING EXCELLENCE

Teaching is a central concern at a student-oriented University and is vital to growing and maintaining a successful Spanish Program. The program is committed to promoting teaching excellence in its faculty. When developing teaching portfolios, faculty are encouraged to use the following guidelines to build a case for their commitment to teaching excellence.

1. Methods, Materials and Innovative Pedagogy: Evidence of methods, materials and innovative pedagogy may include, but is not limited to, the following:

- a. Course materials, including but not limited to, syllabi, assignments, projects, and other supplementary materials that make clear learning outcomes, course requirements, class schedules, assignments and grading policies;
- b. The use of teaching methods that are appropriate to the course content and objectives;

- c. Interdisciplinary courses, team teaching, and/or other innovative teaching methods that speak to the interdisciplinary nature of the field of Spanish;
- d. Courses with an experiential learning and/or community engagement pedagogy;
- e. Courses that directly involve students in faculty-mentored student research;
- f. The use of materials appropriate for the topic and that reflect current issues/scholarship in the field.

2. Outcomes and Instructional Effectiveness: Evaluation of this category includes quantitative measures drawn from student evaluations. However, the Spanish PPC shall consider that these measures shall not become the sole indicator of teaching excellence. On the contrary, all of the following elements will be considered when arriving at a judgment of teaching excellence:

- a. Peer Review of Teaching: Written evaluations by a tenured member of the Spanish Program. Faculty may also include peer evaluations from other tenured university faculty;
- b. Student evaluations of teaching (quantitative summaries);
- c. Written comments from student evaluations;
- d. Teaching and/or advising awards, success of students in post-graduate endeavors, or other recognition/communication from students.

3. Activities to Improve Teaching Effectiveness: Evidence of efforts to improve teaching effectiveness may include, but is not limited to, the following:

- a. Participation in curriculum development demonstrated by the creation of new courses and/or revision of existing courses, curricula, or programs; syllabi developed; materials presented to the Curriculum Committee; listings in catalogues;

- b. Creation and development of study abroad programs in Spanish-speaking countries;
- c. Participation in the assessment efforts of the Spanish program (creation of assessment tools, compiling data, analyzing data, and/or writing reports);
- d. Development of courses in line with the University's mission (e.g., service learning, international focus);
- e. When appropriate, courses that utilize technology to enhance the effectiveness of course activities and materials;
- f. Demonstrated efforts to improve teaching such as:
 - 1. Continued development of the teaching narrative or articulation of teaching philosophy;
 - 2. Attendance at professional development events and workshops;
 - 3. Consultation with colleagues/ participation in peer teaching development groups;
 - 4. Involvement with the Faculty Development Office;
 - 5. Development of grants designed to improve teaching effectiveness.

SCHOLARLY AND CREATIVE ACTIVITIES

The definition of scholarly activity is necessarily imprecise. Inasmuch as the term is used here alongside “teaching” and “service,” however, it intends something that goes beyond the general research that is essential to all good teaching and to the many forms of quality service. As stated in the Introduction, the Spanish field embraces many areas of study, such as language acquisition or pedagogy, linguistics, literature, culture, and translation. The following criteria aim to clarify what constitutes scholarly research for the purposes of promotion and tenure.

1. Criteria: At its core, scholarly activity adds knowledge of significance to one's field; synthesizes, criticizes, or theorizes in original ways; clarifies extant knowledge; communicates unique connections between existing knowledge and practical applications; and stimulates the intellectual development of one's colleagues in the field.

For tenure and/or promotion considerations, scholarly and creative performance shall be measured in terms of consistent progress toward new and ongoing goals, as reflected in the PDP. In addition, given the nature of the Spanish discipline, collaborative and interdisciplinary work is highly valued but not required for the RTP process.

2. Sources of evidence.

In general terms, the research conducted by Spanish faculty falls into two main categories: 1) traditional academic research in the fields of linguistics, literature, pedagogy, and cultural studies; and 2) professional translation of literary, scholarly, and other significant works.

As a general guideline, a faculty member should strive for three scholarly publications within each level of review (Assistant to Associate, or Associate to Professor). Ideally, these publications will be first-tier, as defined below. Achieving three publications does not, in itself, serve as evidence of scholarly excellence; likewise, having fewer than three publications does not necessarily serve as evidence of a lack of scholarly excellence. In evaluating a candidate for tenure and promotion, the publications offered by the candidate as evidence of scholarly activity will be evaluated within the hierarchy listed below, which by no means is an exhaustive list of possible evidence to be presented by the candidate of his/her scholarly achievement.

In the case of shared authorship, candidates should indicate what proportion of the product they supplied. At least two of the publications should list the candidate as lead author/translator, or as sole author/translator.

General hierarchy of scholarly activity:

First-tier:

- a. Peer reviewed books, articles, book chapters, or monographs published by recognized presses or journals (whether online or in print).
- b. Professional translations published by recognized presses, journals, or other venues (whether online or in print). Professional translation of literary, scholarly, and other types of texts is considered a fusion of creative writing and scholarly work. In recent decades, academic programs throughout the world have come to recognize translation as serious intellectual and creative activity and a legitimate form of research and scholarship. In addition, translators are required to address cross-cultural and interdisciplinary complexities in completing the translation task. When evaluating significance and merit of translations, factors such as length, specialization, cultural/linguistic complexity, and general level of difficulty are important considerations.
- c. Textbooks (and related pedagogical materials) incorporating current research on methodology and language-acquisition theory published by recognized academic or commercial presses.

Second-tier:

- a. Research presentations given at scholarly conferences. Greatest weight will be given to work presented at international or national meetings.
- b. Inclusion of work in proceedings of important professional conferences. Greatest weight will be given to work presented at international or national meetings.
- c. Book reviews and encyclopedia entries published in recognized venues.

- d. Reviewer for academic journals if it is clearly demonstrated that new knowledge and intellectual development was provided to substantially enrich the content of the reviewed work.
- e. Research presentations given at other venues, including universities and community forums.
- f. Grants, fellowships, and/or scholarships related to research activities.

3. External letter(s) of review: The candidate has the option to solicit a letter from up to three reviewers from outside of the University with expertise in the discipline to assess the impact and significance of the candidate's scholarly work on the field. Chosen reviewers may not be co-authors with the candidate on scholarly work under review or in print.

4. Responsibility of the candidate: It is the responsibility of the candidate to communicate the nature and significance of his or her publications and other scholarly activities in the self-evaluation narrative. Specifically, the candidate should address:

- a. the nature of the scholarly activities (e.g., summary of research achievement, area of specialization, refereed or non-refereed, single or co-authored, etc.);
- b. dissemination and scope of impact (e.g., number of citations and/or reviews, editorial standards of journal or press, quality of publishers or sponsoring organization, etc.).

SERVICE

Faculty service activities include services performed for the Program, the Division of Academic Affairs, the Academic Senate, campus divisions, the Division of Student Affairs, student organizations, the university, the CSU system, professional organizations at local/regional/national/international levels, and the community.

The quality of a faculty member's service should demonstrate leadership or participation roles, the degree of initiation or consistency of commitment to a task or tasks, different levels and a variety of ranges of services, positive feedback from colleagues and others, and tangible products or concrete accomplishments.

It is not necessary to participate in all of these forms of service. Rather, as with research and teaching, the candidate is expected to make consistent contributions to benefit their Program, students, the University, their profession, and /or their community through a combination of service activities. Participation in the following are considered service activities:

1. Academic program activities, work projects, governance or offices, committee or subcommittee activities;
2. Campus division activities, work projects, task forces, governance or offices, committees or subcommittee activities;
3. Academic Senate activities, work projects, governance or offices, committees or subcommittee activities;
4. University or CSU system-wide activities, work projects, task forces, governance or offices, committees or subcommittee activities;
5. Service on editorial boards or as external reviewer of scholarship for colleagues at other institutions;
6. Participation or advisory roles in student organizations;
7. Community (broadly defined) initiatives/organizations, work projects, task forces, offices, committees or subcommittee activities, that are consistent with the faculty's area of professional expertise;
8. Other evidence deemed appropriate by the candidate.