

PUBLIC ADMINISTRATION DEPARTMENT

RPT GUIDELINES

Preamble

“Each academic department has the option of preparing written discipline/program specific guidelines for application of criteria in the areas of teaching, research, scholarly or creative contributions, and service contained in the Procedures and Criteria for Performance Review and Periodic Evaluation. These discipline-specific guidelines must strictly conform to the university-wide criteria, and are intended to provide guidance to faculty on those items that tend to have greater applicability for their academic area. The departmental guidelines are not intended to supersede the listing of criteria contained in the campus document nor to impose any pedagogical technique, and as such may not eliminate or exclude any criterion listed in the areas of teaching, research, scholarly or creative contributions and service” (Procedures and Criteria for Performance Review and Periodic Evaluation, 2013, p. 41).

Criteria for Performance Review—Teaching

FAM 652.4, previously FAM 300 **Chapter 2 A TEACHING**

AREAS OF EVALUATION

A. TEACHING

The primary function of the California State University is the provision of rigorous, high-quality instruction. Evidence of teaching effectiveness is crucial to the overall evaluation process of faculty in the Public Administration Department (PAD).

Teaching effectiveness shall be evaluated by the quality of performance of the faculty member in varied aspects of instruction. These may include, but are not limited to any mode of instruction; comprehensive exam development and assessment; assurance of learning activities; supervision of individual and graduate research projects; and student support.

Those persons involved in the evaluation process shall recognize the existence of differences in teaching styles and student assessment standards. While no single style or manner of teaching can be established as best for all instructors or for all students, faculty members are expected to work effectively with students individually and in groups. Evaluation of teaching shall be based upon the particular methods used by the instructor, and whether or not they are likely to produce the desired results. PAD faculty must include a brief personal reflection on their professional growth as an educator. This may include teaching related roles in the department, college, and university as well as external activities which bring credit to the university and enhances teaching expertise. External activities related to teaching for other universities will normally be regarded as service.

Primary sources for evidence concerning the quality of instruction shall be faculty activities reports, classroom visitation reports, with appended materials gathered during the pre- and post-visit conferences; SOTEs; alternative teaching evaluation instruments; and syllabi and major assessment instruments for each new or revised course taught by the faculty member. The faculty member may include a teaching portfolio. Items appended to classroom visitations or included from other courses may include (but are not limited to) course syllabi, examinations and quizzes, hand-out materials, contributions in curricular development, innovations in teaching, related recognition awards, and other appropriately demonstrative materials.

Evaluation committees, Department Chairs (if applicable), and the appropriate College Dean shall consider all materials related to teaching, determine the appropriateness and quality of teaching, and evaluate the faculty member's teaching relative to academic rank.

Quality of instruction shall be evaluated in the following areas:

1. Command of Subject Matter

Credentials presented by a faculty member upon appointment attest to the faculty member's initial command of the subject matter. However, because refinement and change are inherent in any area of knowledge, faculty members must possess current knowledge within their area(s) of expertise.

2. Course Design/Preparation, Instructional Material, and Organization

Faculty members must design or prepare and develop courses that are (a) aligned with course descriptions, and include learning outcomes and student assessments; (b) organized to include learning activities and strategies that will achieve course learning outcomes; and (c) delivered with appropriate instructional materials,

including technology. A course syllabus will be designed and developed for each course in compliance with University requirements. At the beginning of each course, faculty members should make clear to students the course description, expected learning outcomes, the design of student assessment mechanisms, and the overall plan for each course.

3. Effectiveness in Instruction

Faculty are required to review and to modify course content regularly to meet changing curricular needs and developments in the field. PAD faculty must articulate how public service values are integrated into their classes. Public service values include “pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants” (National Association of Schools of Public Affairs and Administration, 2009, p. 2).

Instructional effectiveness requires course content to reflect relevance, timeliness, and comprehensive understanding of central issues and prevailing perspectives in the discipline. The course content is to be communicated and delivered using suitable instructional modes and teaching techniques/strategies for instruction in terms of difficulty and relative size of each class.

Demonstration of effectiveness of instruction shall include evidence of periodic pedagogical training and growth in teaching expertise. This includes development of online teaching skills. Effectiveness in contributing to student learning is evidenced by SOTEs, course visitation reports, and the addressing of any issues of concern with improvement over time. In addition, effective teaching requires that content, organization, and delivery are suitable for both the overall course and the individual class sessions. Successful experimentation with, and/or teaching research on, innovative teaching strategies and methods shall also be viewed as effective teaching.

4. Academic Assessment of Students

Faculty are responsible for fair and thorough assessment of student achievement. Assessment methods need to be consistent with program goals, course descriptions, and learning outcomes. Methods of assessment vary markedly, but may include examinations, term papers, written assignments, applied exercises, group discussions, case studies, presentations, and other means appropriate to the type of class or instructional mode involved.

Faculty members should make clear to students what measurement mechanisms will be used to assess student work. They are required to apply standards appropriate to the level of the course and sufficient to make meaningful distinctions among different levels of student achievement. A faculty member's methods of assessing student achievement shall be documented by exemplary copies of items used, as appended to the classroom visitation report or the FAR. As part of a teaching portfolio, faculty members may also include examples of assessed student work.

5. Student Support

Faculty members are responsible for non-technological course related support to students. Such support shall model public service values while promoting professionalism, accessibility, and responsiveness in all student contacts.

APPLICATION OF CRITERIA AND RATING SYSTEM

A. GENERAL PROVISIONS

1. Faculty members who request early promotion are evaluated by the same standards according to rank as faculty considered at the end of the normal probationary period.

2. Faculty members who request early tenure shall be considered to be at the end of the normal probationary period and be evaluated the same as any faculty requesting tenure or promotion. In addition, faculty members requesting early tenure shall have demonstrated an outstanding and sustained record of involvement and achievement, on this campus or elsewhere, indicative of a commitment to continued professional performance in teaching, research, scholarly or creative contributions, and service to the University.

3. A faculty member applying for Early Tenure must receive ratings of Meets Expectations or Above Expectations in each of the categories to be recommended for Early Tenure. A faculty member applying for Early Promotion must receive ratings of Above Expectations in at least one category and Meets Expectations or Above Expectations in the final two categories to be recommended for Early Promotion.

4. In progressing through the levels of Assistant Professor, Associate Professor, and Professor, an increasingly rigorous application of the criteria shall be applied.

B. RATING SYSTEM IN THE AREA OF TEACHING

1. Rank of Assistant Professor

a. MEETS EXPECTATIONS

During years two and three of the probationary period, the MEETS EXPECTATIONS teacher at the rank of Assistant Professor must demonstrate satisfactory performance in command and currency of the subject matter. Strong indications of developing abilities also must be demonstrated in the other teaching criteria.

During subsequent years, satisfactory performance in all teaching criteria must be evident. The teaching criteria include the following:

- (1) Command and currency of the subject matter.
- (2) Design/preparation of courses to deliver appropriate instruction under University requirements.
- (3) Effectiveness in instruction reflecting relevance, public service values, timeliness, and comprehensive understanding of central issues and prevailing perspectives in the discipline while appropriately delivered with pedagogical growth in teaching expertise.
- (4) Fair and thorough student assessment methods appropriately communicated.
- (5) Student support that models public service values while promoting professionalism and responsiveness in student contacts.

b. ABOVE EXPECTATIONS

Exemplary performance in at least three teaching criteria and satisfactory performance on the remaining criteria.

c. BELOW EXPECTATIONS

Unsatisfactory performance in one or two of the teaching criteria.

d. WELL BELOW EXPECTATIONS

Unsatisfactory or failing performance in three or more of the teaching criteria.

2. Rank of Associate Professor

a. MEETS EXPECTATIONS

Demonstrated proficiency in each of the five teaching criteria.

b. ABOVE EXPECTATIONS

Exemplary proficiency in at least three teaching criteria and proficiency in the remaining criteria. Furthermore, the faculty member must meet at least one of the following additional criteria:

(1) A preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs, the FAR, or additional appropriate documentation related to teaching.

(2) Demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.

(3) A record of distinction for some aspect of teaching at or beyond the University.

c. BELOW EXPECTATIONS

Unsatisfactory proficiency in one or two of the teaching criteria.

d. WELL BELOW EXPECTATIONS

Unsatisfactory or failing proficiency in three or more of the teaching criteria.

3. Rank of Professor

a. MEETS EXPECTATIONS

Demonstrated proficiency in each of the five teaching criteria and a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.

b. ABOVE EXPECTATIONS

Exemplary proficiency in at least three teaching criteria and a demonstrated record of involvement and achievement indicative of a commitment to continued professional performance in teaching. Furthermore, the faculty member must meet at least one of the following additional criteria:

(1) A preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs, the FAR, or additional appropriate documentation related to teaching.

2) A record of distinction for some aspect of teaching at or beyond the University.

c. BELOW EXPECTATIONS

Unsatisfactory proficiency in one or two of the teaching criteria.

d. WELL BELOW EXPECTATIONS

Unsatisfactory or failing proficiency in three or more of the teaching criteria.

**PA will not elaborate on the Guidelines
in FAM 652.4, previously FAM 300
Chapter 2 B RESEARCH, SCHOLARLY OR CREATIVE CONTRIBUTIONS**

**FAM 652.4, previously FAM 300
Chapter 2 C**

C. UNIVERSITY AND/OR COMMUNITY SERVICE

University and/or Community Service Guidelines

Public Administration Service RPT Value Statement

The Public Administration (PA) Department at California State University, San Bernardino values service as an integral part of a faculty member's work. It is part of the holistic work life of a faculty member. Service is done to enhance teaching and research as well as providing service to the department, college, university, and community at large. Public service is a core value for Public Administration, therefore, public service values are an important component to PA. We believe in pursuing the public interest with accountability and transparency, serving professionally with competence, efficiency, and objectivity, acting ethically so as to uphold the public trust, and demonstrating respect, equity, and fairness in dealing with citizens and fellow public servants" (NASPAA Accreditation Standards, 2009 p. 2). With this in mind, we believe that the university guidelines found in FAM 652.4 for service meet the department's needs with just a few minor changes to the language.

C. UNIVERSITY AND/OR COMMUNITY SERVICE

In addition to demonstrated teaching effectiveness and continued research, scholarly activity, faculty members must also participate in professionally related service to the University and community.

1. Scope of University and/or Community Service

Faculty are uniquely qualified to contribute to the mission of the University in a variety of ways, such as participating in institutional governance, evaluating the teaching of their colleagues, advising students, sponsoring student organizations, etc.

Community service related to the mission of the University brings recognition not only to the University but to the faculty as well. Service should be consistent with the teaching

abilities, expertise, and leadership qualities of the faculty member, and should foster an intellectual relationship with the off-campus community. The term "community" may refer to local, regional, state, national, or international entities.

Service to the University and the community shall be demonstrated by documented evidence submitted with the FAR. Such documentation should include descriptive materials that speak to the quantitative and/or qualitative scope of the service. The following list provides examples of items that may be used. This list provides examples only and must not be construed as limiting, definitive, or prescriptive in its order.

a. University Service

- Active participation in service to and/or governance of programs, departments, colleges, the campus, and/or the University System. If a faculty member is given reassigned time to perform such service or governance, this shall not be considered in evaluating the quality of such work. However, having received reassigned time may be considered when evaluating the quantity of such work.
- Attendance and active participation at program, department, and college meetings.
- Active participation on committees at all levels of the University and the University System, with emphasis on the departmental and the college levels while at the Assistant Professor rank.
- Authorship of documents, reports, or other materials pertinent to the University's mission or operation.
- Advisor or sponsor to student groups on campus.
- Assisting with grants, documents, contracts, proposals, reports, or other materials pertinent to the University's mission or operation.
- Active participation in program, Department, College, Campus and/or University-wide Advisory Groups.
- Completion of classroom visitation reports.
- Academic and/or career advisement of students.

b. Community Service

1. Service and consultantships at local, state, federal, or international government levels.

2. Consultantships and/or working with community service groups as a board member or other similar type of contribution. This can also include developing widely disseminated reports for use by community groups.
3. Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.
4. Lectures, speeches, talks, presentations, and/or displays given to schools, community groups, or the University community.
5. Judge at science fairs, art shows, music contests, etc.
6. Active participation and/or office holding in civic, educational, service, or humanitarian groups.
7. Participation in community partnership activities which enhance social, economic, and cultural conditions.

c. Other items related to University and/or community service.

1. Holding office in professional societies or associations at the local, state, national, and/or international levels.
2. Serving on editorial boards for academic or professional journals.
3. Reviewing manuscripts for academic or professional journals and conferences.
4. Serving as conference program organizers, session chair or paper discussant for academic conferences or meetings

2. Evaluation of University and/or Community Service

- a. The faculty member shall describe and provide documentation for University and/or community service. Such documentation should include descriptive materials that speak to the quantitative and/or qualitative scope of the service. Evidence may include, but shall not be limited to, letters of invitation, memoranda documenting service, programs, membership lists, and other appropriate items.

This evidence shall be attached to the FAR.

b. The evaluation committees as well as Department Chairs and the appropriate Dean shall evaluate the nature of the service to the University and/or community. They shall also determine if it is appropriate to the faculty member's rank.

IV. APPLICATION OF CRITERIA AND RATING SYSTEM (To view Section III and A-C of Section IV please refer to FAM 652.4 at http://senate.csusb.edu/FAM/Policy/%28FSD85-187v1.R20%29RPT_Faculty.pdf)

D. MEETS EXPECTATIONS AND ABOVE EXPECTATIONS IN THE AREA OF UNIVERSITY AND/OR COMMUNITY SERVICE

1. MEETS EXPECTATIONS in the Area Service

a. At the rank of Assistant Professor

The MEETS EXPECTATIONS faculty member should demonstrate a developing level of participation particularly at the departmental and college levels within the area of service. (See above for examples of service activities.) For the purpose of awarding tenure, the MEETS EXPECTATIONS faculty member must demonstrate significant participation in the area of service.

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at this rank must demonstrate significant participation in the area of service. (See above for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by the third probationary year.

c. At the rank of Professor

In addition to significant participation in service activities, the MEETS EXPECTATIONS faculty member is expected to provide effective leadership in some of these activities. (See above for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by the third probationary year.

2. Above Expectations in the Area of Service

A rating of ABOVE EXPECTATIONS in this area is awarded for exceptional service that has been clearly documented as to quantity and quality. To be considered ABOVE EXPECTATIONS in the area of service, the faculty member must meet the

qualifications set forth above for MEETS EXPECTATIONS appropriate to academic rank. In addition, the faculty member must demonstrate exceptional effectiveness or performance as a contributor or leader in the University, the off-campus community, or a combination of both.