

Negotiation, Conflict Resolution and Peacebuilding Program (NCRP)
Faculty Evaluation Guidelines for Retention, Promotion and Tenure (11/12/04)

1. **Teaching:** The NCRP program is committed to teaching excellence founded upon a sound pedagogy, command of the subject matter, and a demonstrated passion for teaching.

In each course the NCRP faculty will be expected to:

- a. State clearly the objectives of each course – explicit statements about the ways that students are expected to change as a result of the course.
- b. Direct instruction toward fulfillment of stated objective.
- c. Administer meaningful and well-constructed examinations that are consistent with stated objectives.
- d. Establish a specific, clear grading system.
- e. Remain fair and reasonable in evaluating students.
- f. Meet classes regularly and at scheduled times.
- g. Encourage intelligent, independent thought by students.
- h. Schedule appropriate office hours and be available to students through individual appointments.

To be evaluated as an outstanding teacher, NCRP faculty will be expected to:

- i. Demonstrate an excellent command of his/her subject matter and its pedagogy;
- ii. Show an exceptional ability to communicate his/her subject matter to students through sound theoretical foundations, presentation of a global perspective, and bringing research and scholarship into the classroom;
- iii. Engender a high level of performance/learning in his/her classes so students are motivated, inspired, challenged, and their expectations are raised;
- iv. Demonstrate a continuing commitment to improving and/or maintaining the quality of his/her teaching performance;
- v. Document an exceptional commitment to advisement and supervision of undergraduate and/or graduate student projects or thesis.

A less than adequate teacher is one who fails to meet one or more of the criteria listed in #1.

Evidence will be submitted to document performance. Typically documentation will include:

- A statement of educational philosophy and current academic accomplishments;
- Course syllabi;
- Exams and other course materials;
- Results of student evaluations;
- Indication of schedule for office hours

Additional documentation can include:

- Results of peer review (evaluation appointed by department chair);
- Analysis of student evaluations by independent reviewer;
- Evidence of efforts to attain, maintain or develop levels of teaching competency

2. **Scholarly Activity:** Faculty scholarly activity is defined for NCRP in a manner that is inclusive and multidimensional, and responsive to the mission and goals of the program. Scholarly Activity can be categorized into four areas:

a. Activities that contribute to the advancement of knowledge, which includes:

-Original research, based on manuscript and printed sources, material culture, oral history interviews, or other source materials published in the form of a book monograph or refereed journal article; or disseminated through a paper or lecture given at a meeting or conference or through a museum exhibition or other project or program.

-Professional contributions that advance new theories, and/or attempts to explore the works of other in a critical or analytical manner.

-Documentary or critical editions.

-Translations.

b. Activities that contribute to the integration of knowledge, which include:

-Synthesis of scholarship: publication in a journal or anthology, textbook, newsletter, popular history, magazine, encyclopedia, newspaper; or other forms of lecture in such forum as a meeting or conference; or through a museum exhibition, film, or other public program.

-Edited anthologies, journals, or series of volumes comprised of the work of other scholars.

c. Activities that contribute to the application of knowledge, which include:

- Public programming in museums and other cultural and educational institutions.
- Consulting and providing expert testimony on public policy and other matters.
- Contract research on policy formulation and outcomes.
- Participation in film and other media projects.
- Writing and compiling institutional and other histories.
- Historic preservation and cultural resource management activity.
- Archival administration and the creation of bibliographies and databases.

d. Research and writing in the areas of NCRP education:

Development of courses, curricula, visual materials and teaching materials (including edited anthologies, textbooks, instructional television materials, and software) implemented in the classroom or disseminated through publications (books, professional newsletter articles, etc.), or papers given at annual meetings, teaching conferences, etc.

3. University, Professional and Community Service: NCRP program faculty service can be categorized into three main areas:

a. Activities that can be defined as professional service include:

- Editing journals and newsletters.
- Organizing scholarly meetings, etc.
- Organization and participation in collaborative content based on professional growth programs.
- Speaking engagements before professional groups.
- Holding office in professional organizations.
- Holding committee chairmanships and assignments in professional organizations.

b. Activities that can be defined as community service include:

- Speaking engagements
- Consulting work for community groups
- Offices held in community organizations
- Membership and/or committee assignments in community organizations

c. **Activities that can be defined as university service include:**

- Holding administrative assignment as chair servicing on system committees.
- Service on university committees
- Service on departmental/program committees
- Service on college committees

4. **Definition of Research and Scholarship for a full-time tenure-track or tenured faculty in the NCRP program.**

Background: The NCRP program recognizes the essential role in faculty responsibilities of research and scholarship. We also appreciate the pivotal importance of peer review and in academia. The perspicacious nature of negotiation, conflict resolution and peacebuilding make it all the more important that faculty pursue research and scholarship at the frontiers of hybrid disciplines represented by this program. We realize that the pursuit of academic excellence at the university level requires complementary and synergistic efforts to excel in research and scholarship (including development of new applied approaches in the field), as well as in teaching and service.

Definition: The following list defines research and scholarly activities for tenured and tenure-track faculty members in the NCRP program. Research and scholarship should focus on NCRP and its sub-disciplines and closely related fields and applications. Research can be undertaken in the practice of NCRP or in NCRP education and training. Faculty members who have a background in pure or educational NCRP research upon arrival at CSUDH are encouraged to continue their efforts in the same choice of research concentrations that they pursued prior to beginning work at CSUDH.

- a. Original research resulting in authorship or co-authorship of publications in peer-reviewed professional journals through individual efforts or work in small groups or larger collaborations. Peer reviewed publications based upon the faculty member's research are a requirement for tenure and for promotion to Associate Professor or to Professor. Publications may be in peer-reviewed journals such as Conflict Resolution Quarterly or similar publications. Publication of peer reviewed conference proceedings and abstracts, as well as trade publications in NCRP and closely related fields, are considered research publications, but a significant proportion of a faculty member's publications must be in regular professional journals for tenure or promotion.
- b. Dissemination and collective acquisition of new knowledge through participation in professional meetings, conferences, and seminars. These include giving colloquia and seminars and participation in panels, as well as the writing of reports for various physics organizations and collaborations.

- c. Authorship or co-authorship of textbooks and applied training manuals or of appropriately documented educational or research software. The design and construction of models for research or education that are appropriately documented.
- d. The writing of grant applications for internal and external funding. These applications should be submitted to the appropriate agency and should undergo faculty review or peer review for the internal and external cases respectively. Although funded grant applications may be weighted slightly higher than those that are not funded, both are considered significant.
- e. Peer review of publications and grant applications to external funding agencies such as United States Institute of Peace, Ford Foundation, Rockefeller Foundation, Hewlett Foundation, U.S. Department of State Bureau of Educational and Cultural Affairs, and the Fulbright Association. Review of internal grant applications is also considered scholarship.
- f. Participation in professional organizations through committee work, meeting organization, membership applications, organizational planning and other activities, as well as international and domestic NCRP related projects and programs could be considered scholarship as well as service. The relative weight is determined by the specific activity. Work as a consultant in NCRP or a closely related field in private industry, political arena, or academia is also considered to be research or scholarship.

Additional Procedures related to Analysis of Scholarship: The relative weight given to the above mentioned activities would be determined by further review as part of the RTP process. Nonetheless, peer reviewed publications are a requirement for tenure and promotion. The quality and significance of published work is a consideration that is as important as the quantity and length of publications. Departmental RTP reviewers may ask a faculty member to provide information from external experts in their field of research specialization prior to submission of their RTP files.

From: Roseann Castorena

From: A. Marco Turk
Sent: Wednesday, September 08, 2004 12:21 PM
To: Roseann Castorena
Cc: A. Marco Turk
Subject: NCR RTP Guidelines

Hi Roseann,

Please use the same RTP guidelines for NCR as last year. Thanks.

Marco

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