

Criteria and Standards for Retention, Tenure and Promotion for *International Studies Program* of Humboldt State University

Introduction

The tenured and probationary faculty members serving as the interdisciplinary committee for the International Studies (INTL) Program have approved the following teaching and service activities as applicable to INTL faculty for Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Revised September 2019).

<http://www2.humboldt.edu/aavp/sites/default/files/facultyhandbook/AppendixJ.pdf>

Because (INTL) is an interdisciplinary program and not a department, INTL faculty typically have a “home department” beyond INTL. The teaching and service priority for INTL tenure-line faculty (even those with a “home department”) will be to the International Studies Program. All INTL Program faculty will be evaluated by an IUPC made up from members of the International Studies Program Faculty Committee with representation from the candidate’s “home” department (when possible).

Appendix J of the Faculty Handbook requires periodic evaluation of candidates for retention tenure and promotion in three areas of performance. According to Appendix J, Section IX.2:

Candidates shall be evaluated in the areas of teaching/librarian/counseling effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching/librarian/counseling effectiveness. A record of teaching/ librarian/ counseling excellence, combined with an “Acceptable” level of performance in the two non-teaching/librarian/counseling areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.

With the understanding that all candidates must be considered “excellent” in teaching effectiveness to progress, Appendix J, Section X.2.c presents the table below to help guide departments and candidates in determining whether a candidate’s progress to date is acceptable or unacceptable for retention, tenure and promotion.

| Scholarly/Creative Activity | Service | Outcome |
|------------------------------------|--------------------------|---------------------|
| <i>Good</i> | <i>Good</i> | <i>Acceptable</i> |
| <i>Excellent</i> | <i>Minimum Essential</i> | <i>Acceptable</i> |
| <i>Minimal Essential</i> | <i>Excellent</i> | <i>Acceptable</i> |
| <i>Good</i> | <i>Minimum Essential</i> | <i>Unacceptable</i> |
| <i>Minimum Essential</i> | <i>Good</i> | <i>Unacceptable</i> |

Further, Appendix J, section X.2.c.1 specifies that:

...each department/unit, in its criteria and standards, shall clearly define the level of performance required for each of the evaluative terms: Minimum Essential, Good, and Excellent.

A. Teaching Effectiveness

Noting the revisions to Appendix J as of September 2019:

It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:

Exposing students to a diverse ensemble of scholars

- *Integrating diverse examples/voices into curriculum*
- *Developing/Implementing inclusive pedagogies*
- *Provide space for students to share their identities and common experiences*
- *Building inclusive community/cohorts*
- *Incorporate indigenous peoples and knowledge in curriculum where appropriate*
- *Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom*
- *Providing a variety of ways in which students can demonstrate mastery of course material.*

Appendix J, section IX.B.1.a.5 section states:

Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

We recognize that student advising and mentoring should be evaluated as part of teaching effectiveness as per Appendix J, section IX.B.1.a.7:

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students.

All members of the International Studies Program Faculty Committee who are tenure-track and above the rank of the candidate (unless they are on an approved extended leave such as a

sabbatical) should write collegial letters that include descriptions of, and reflections on, their observations of the INTL faculty candidate.

Note: Where collegial letters are for the Program Leader they should also include an assessment of the candidate's stewardship of the Program in light of the Program Leader job description attached in Appendix A. While faculty in the Program have more responsibility for undertaking such observations, other faculty, relevant staff, or personnel are welcome to make teaching observations. For purposes of evaluating teaching effectiveness, the following are examples of the types of activities and materials to be evaluated in collegial letters:

1. **Direct Instruction:**
 - a. the candidate's in-class teaching including, but not limited to: class lecture, discussion, in-class learning activities, and presentation of material; and
 - b. the candidate in other teaching environments, such as workshops, co-teaching, or guest lectures; and
 - c. course syllabi and/or assignments and the candidate's use of a learning management system to organize and convey class material.
2. **Academic Advising, Supervising and Mentoring of Students:** This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation and/or support outside of the normal classroom environment as indicated in student letters or collegial observation.
3. **Development of Teaching Materials and Curriculum:** This may include developing teaching materials such as course outlines, study-guides, instructional manuals, case studies and simulations and/or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology;
4. **Professional Development Activities in Teaching:** This may include conducting reviews of literature and research in teaching subject areas for publishers/journals etc; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars relevant to teaching subject areas; and/or conducting research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work.

To reach a level of "excellent" in teaching effectiveness, a candidate for tenure and promotion must meet all the conditions listed under "essential" (listed below) and have established a pattern of accomplishment from the list of "indicators of excellence." These indicators include those created by the DEIC Subcommittee: Teaching Effectiveness, Reflective Practice and Continual Refinement, Multilogical Thinking, Equity, Inclusive Learning Environment, and should be addressed explicitly in the PDS. There is no expectation that a candidate should complete the entire list in any given review period, but rather demonstrate a majority of these milestones and

behaviors over any given review period.

Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, a candidate must also provide critical reflection on pedagogy and on student and faculty evaluations.

While recognizing that student letters and evaluations are deemed additional to other materials, they are nevertheless significant in a teaching institution, and therefore any pattern of unfavorable comments and/or lower scores on student evaluations must be specifically reflected on and combined with a plan for improvement, where relevant.

Essential activities include ALL of the following:

- Communicating course objectives, policies, and grading criteria in all classes;
- Utilizing course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field and evidence of student success in achieving goals set for the course by the University and the Program;
- Being available a minimum of four hours a week for student consultation;
- Advising assigned advisees to promote their success in the major and time-to-graduation;
- Demonstrating evidence of teaching excellence in the classroom based on observation by colleagues;
- Student evaluations that are broadly consistent with collegial letters and written comments that are predominantly positive, indicating that students are challenged, graded clearly and fairly, and treated with respect, sensitivity, and professionalism (**Note:** In the event of a pattern of overall unfavorable comments and/or mean scores below 4.0, the candidate is expected to provide an explanation of such scores and a plan to address these areas);
- Participating in departmental efforts to assess and improve courses with which the faculty member has been involved.

Indicators of excellence in teaching:

- Teaching Effectiveness: Instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning.
- Reflective Practice and Continual Refinement: Instructor is reflective of their characteristics, positionality, and power and the effects of these factors on student learning.
- Multilogical Thinking: Instructor endeavors to provide more than one perspective, identifies strengths and limitations of perspectives presented, and engages students in reflective critiques of disciplinary perspectives.
- Equity: Instructor designs the course to elicit funds of knowledge or prior knowledge in relation to the subject, provides support in response to student performance, takes steps to

remedy the situation when students express confusion, and facilitates intercultural communication.

- Inclusive Learning Environment: Instructor ensures that all students feel safe and welcomed and have an equal opportunity to learn; students report that the classroom environment was respectful of diversity; instructor responds constructively to changes in student attentiveness; students report that they feel welcomed in class and office hours.
- Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare;
- Efforts to improve and adapt teaching with innovative methods such as developing original content or using of active learning strategies such as case studies or simulations;
- Participating in activities designed to enhance the candidate's teaching effectiveness and advising, such as the Center for Teaching and Learning;
- Engaging in ongoing mentoring of students above required advising duties;
- Developing and implementing new/innovative courses;
- Conducting workshops or seminars that enhance teaching within the department, college or profession;
- Receiving a student group, College, University or discipline-based teaching/faculty award;
- Effectively supervising students in their own and/or faculty-based original research projects.

B. Scholarly/Creative Activities

International Studies is, by definition, interdisciplinary, a fact that is likely to result in a range of disciplinary backgrounds among INTL faculty. We therefore:

- Welcome scholarship as peer-reviewed, disseminated work across a range of fields and will treat these fields as holding equal weight.
- Recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful and often necessary part of interdisciplinary research. Beyond two authors, collaborative work will be weighted according to proportion of work, as evidenced in their PDS.
- Embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching and community engagement) and the activities associated with those dimensions as outlined in Appendix J, Section IX.B.2.a-e.

Manuscripts that are forthcoming are to be considered "published," even if they have not yet appeared in print, provided the manuscript has been "accepted for publication" and can reasonably be expected to appear during the period under review. (For example, a WPAF submitted in August/September could include manuscripts expected to appear before the end of the same academic year.)

Examples of activities typically considered as evidence of an ongoing research program have been grouped into categories 1 and 2 below.

Appendix J provides that a candidate being evaluated may submit a similar activity for evaluation that is not included in the five dimensions of scholarship as listed. A candidate may make the case in the WPAF that an activity not listed in categories 1 and 2 should count as a contribution to scholarship for purposes of evaluation. The candidate may also make a case for giving more weight to a significant achievement (such as publication in a tier 1 journal).

The candidate's IUPC (formed by the International Studies Faculty committee and with representation from the candidate's "home" department) will be guided by a principle of quality not quantity and may advise the candidate as to the placement of such any activity not specifically listed as neither list is exhaustive.

Category 1

- Publishing in a peer reviewed publication, such as an article in a journal, or a chapter in a scholarly book
- Publishing a significant scholarly endeavor, such as a book manuscript¹
- Publishing an endeavor in the scholarship of teaching such as publication of a textbook²
- Presenting original work at significant external national or regional conferences, workshops, and forums where peer review and dissemination (beyond HSU) are an integral part of the process
- Receiving an externally funded grant in support of original research
- Shaping core curriculum or designing new courses in a process that involves peer review and dissemination beyond HSU
- Organizing or curating a scholarly conference at which original research is presented at national or international level

Category 2

- Publishing a book review, review essay, encyclopedia entry, scholarly web-based commentary in relevant area
- Participating in academic conferences, workshops and forums, for example by giving an informal talk or acting as a discussant on a panel
- Acting as a scholarly resource in non-academic contexts, for example for government, the press, or in non-peer reviewed publications
- Receiving positive reviews on an unfunded external grant from the granting body

¹ Publication of a book will generally be considered as equal to the publication of three journal articles. The candidate can make a case in the WPAF for different weighting of this type of scholarship based on quality and/or magnitude of the effort.

² Publication of a textbook will generally be considered equal to the publication of three journal articles.

- Receiving funded internal grants (except travel grants)
- Organizing or curating a scholarly conference at which original research is presented at local or regional level.

Notes:

1) Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

2) “Distinct activity” means a separate original project and *not* that a candidate must demonstrate achievement of three different types of activities, e.g., publication of a peer reviewed article, submitting a book manuscript for publication and receiving an externally funded grant. We mean that the candidate must complete three activities of the types listed in Category 1. For example, each peer-reviewed article counts as one distinct activity.

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Assistant to Associate Professor

| | |
|--------------------------|---|
| Excellent | At least THREE distinct activities from Category 1, at least one of which must be a peer-reviewed publication, during the period under review AND |
| | SIX distinct activities from Category 2 |
| Good | At least TWO distinct activities from Category 1, at least one of which must be a peer-reviewed publication, during the period under review AND |
| | FIVE distinct activities from Category 2 |
| Minimum Essential | At least ONE activity from Category 1, which must be a peer-reviewed publication, during the period under review, AND |
| | FIVE distinct activities from Category 2 |

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Associate to Professor

| | |
|------------------|---|
| Excellent | At least FOUR distinct activities from Category 1, at least one of which must be a peer-reviewed publication, during the period under review, AND |
| | FIVE distinct activities from Category 2 |
| Good | At least THREE distinct activities from Category 1, at least one of which must be a peer-reviewed publication, during period under review AND |
| | FOUR distinct activities from Category 2 |

| | |
|--------------------------|---|
| Minimum Essential | At least TWO distinct activities from Category 1, at least one of which must be a peer-reviewed publication, during period under review AND |
| | FOUR distinct activities from Category 2 |

C. Service to the University, Profession or Community

International Studies tenure-line faculty are expected to make service to the INTL Program their first priority. They are also expected to maintain a consistent pattern of regular activity across the period of review and to perform the basic functions necessary to the program.

Examples of activities typically considered as evidence of an ongoing commitment to service have been grouped into categories 1 and 2. In the WPAF, an RTP candidate should list and describe all service activities and provide brief statements regarding contributions to each activity, including role(s) and time commitment.

We note that Appendix J provides that the candidate may submit an activity for evaluation that is not included in the core definition of service. A candidate may make the case in the WPAF that an activity not listed should count as a contribution to service for purposes of evaluation. The candidate’s IUPC (formed by the International Studies Faculty Committee with representation from the “home” department) may advise the candidate as to the placement of such any activity not specifically listed as no single category is exhaustive.

In a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental, college or university committees, the candidate can make the case in the WPAF for exceptional consideration of weighting of activities in categories 1 and 2.

Specifically, the role of Program Leader is recognized as a significant service component beyond the reassigned time given its wider, long-term scope, ongoing nature, and lack of designated departmental colleagues for support. Service in this capacity should therefore be listed separately and judged in light of the Program Leader job description in Appendix 1.

As per the RTP C&S Final Report of 2018

“Tenure track faculty are expected to carry out normal professional duties, such as regularly attending convocation, commencement, and department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students and working collaboratively with colleagues. These activities are not classified as “service activities” but as part of faculty’s collateral responsibilities. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.”

Service Categories for Assistant to Associate

Category 1

- Leading College or University committees or Program (e.g. if the Program Leader is on sabbatical or otherwise unable to perform these duties)
- Serving as a member on time consuming College or University committees, such as Senate, ICC or Personnel search
- Chairing/leading an active/working College or University committee
- Serving on “home” department search committees
- Acting as an elected or appointed leader in discipline-based professional associations
- Expanding opportunities for students or program in the community in area of academic and/or professional interest (such as creating an internship, service learning, or building long-term relationships that support student professional development)

Category 2

- Serving as a member on a home department, College or University committee
- Serving as a peer reviewer for journals, presses, or grant-giving agencies
- Acting regularly as a resource for the campus or greater community regarding academic or professional subject matter, for example through outreach and networking
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a member of a decision-making committee (e.g., awards committee)
- Serving as an advisor to student organizations/clubs on campus
- Serving on a master’s degree thesis committee (for which no assigned time is received)
- Serving on a board or other community organization related to academic/professional interest

Note: “Distinct activity” in this context means separate and distinct service commitments. For example, each time a candidate leads a different college or university committee (or serves a separate term as chair) counts as a distinct activity within the category of “chairing or leading college or university committee or strategic program.”

Minimum Combination of Activities Required *per year, on average, in residence* for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Retention, Tenure and Promotion from **Assistant to Associate**:

| | |
|--------------------------|---|
| Excellent | At least TWO distinct activities from Category 1, AND |
| | At least FOUR distinct activities from Category 2, with the caveat that no more than two can be of the same type |
| | |
| Good | At least ONE distinct activity from Category 1, AND |
| | At least THREE distinct activities from Category 2, with the caveat that no more than two can be of the same type |
| | |
| Minimum Essential | At least TWO distinct activities from Category 2 |

Service Categories for Associate to Professor may include but are not limited to:

Category 1

- Serving as Program Leader (if the PL is on sabbatical/ unable to perform these duties)
- Chairing or leading a College or University committee or strategic program
- Acting as an elected or appointed leader in one discipline-based professional association
- Serving as an editor of an academic or professional journal
- Expanding opportunities for students or program in the community in area of academic and/or professional interest (such as creating an internship, service learning, or building long-term relationships that support student professional development)

Category 2

- Chairing a departmental or program committee (such as IUPC, Assessment or RTP Standards)
- Engaging actively and significantly (but not chairing/leading) in a College or University committee or programs
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or section committee member
- Serving on editorial or advisory boards related to academic discipline
- Serving a peer reviewer for journals, presses, or grant-giving agency
- Acting regularly as a resource for the campus or greater community regarding academic or professional subject matter
- Ongoing service as advisor to student organizations/clubs on campus
- Regularly mentoring students above the normally expected advising level, for example guided advice about academic career or post-college career choices
- Mentoring colleague(s), for example through teaching observations and collegial letters (above the required number for departmental RTP candidates)

- Serving on a master’s degree thesis committee (for which no assigned time is received)
- Serving on a community board or other community organization related to academic/professional interest
- Serving on “home department” committees in addition to similar Program committees

Minimum Combination of Activities Required *per year, on average, in residence* for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Retention, Tenure and Promotion from **Associate to Professor**

| | |
|--------------------------|---|
| Excellent | At least TWO distinct activities from Category 1, AND |
| | At least FOUR distinct activities from Category 2, with the caveat that no more than two can be of the same type |
| | |
| Good | At least ONE distinct activity from Category 1, AND |
| | At least THREE distinct activities from Category 2, with the caveat that no more than two can be of the same type |
| | |
| Minimum Essential | At least TWO distinct activities from Category 2 |

Department Criteria and Standards for Retention, Tenure and Promotion (RTP) Cover Memorandum

The following tenured and probationary faculty involved in the International Studies Program have reviewed and approved the revised department RTP criteria and standards in the attached document:

Appendix 1: International Studies Program Leader Priorities and Responsibilities

The position of International Studies Program Leader is unusual in that the tenure track faculty position has been explicitly linked as an integral component to the PL role through the letter of appointment. Given this embedded relationship, it is important to establish clear guiding principles and a job description that incorporates all previous documents with a view to ensuring a fair and accurate assessment of the candidate in this significant role.

Program Leader Appointment

The International Studies Program Leader is an open-ended appointment and the Dean will solicit comments from International Studies Program faculty yearly and when considering a new appointment.

Program Leader Priorities

- The Program Leader's first commitment for teaching responsibilities is to the International Studies Program. Where possible, and in timely discussion with the department chair and the Dean, the PL will also take on teaching in their "home" or other relevant department(s).
- The Program Leader's first commitment for service is to the International Studies Program and other, pre-determined seats reserved for the INTL Program Leader eg member of the International Advisory Committee and/or directly relevant committees eg the International Program Review Committee and the International Education Week Committee. Where possible and programmatically relevant, and in timely discussion with the department chair, activities can also be undertaken in the "home" department and will be deemed in addition to their basic service.
- Should the Program Leader's reassigned time for this role be altered, the presumption would be that the PL would 'retreat' to the International Studies Program, retaining all entitlements and rights as tenure track faculty.
- The Program Leader may, in compliance with all other regulations and procedures, in timely discussion with the department chair and Dean, step down from PL responsibilities. In such circumstances, another INTL faculty member would be asked to serve in this role on a temporary basis and their time reassigned accordingly.

IUPC Committee

The Initiating Unit Personnel Committee for International Studies will consist of one faculty member from the candidate's "home" department (when relevant), elected by that department from among their tenured faculty with preference given to any faculty who have, or are currently serving on the International Studies Faculty Committee. The other two members will be tenured faculty elected from the membership of the current International Studies Faculty Committee.

Program Leader job description and duties³

Note: The following job description has been modified from the general ‘Program Leader responsibilities’ document of duties assigned to all Program Leaders in the College of Arts, Humanities and Social Science on the basis of previous, separate Memorandums of Understanding between the International Studies Program and the dean.

The Program Leader is a key link within the total structure of the college academic administration at Humboldt State University. They assist in the development and implementation of university academic-administrative policy and offer vital feedback. It is the fundamental responsibility of all Program Leaders to consult extensively with the members of their program to assure that the best thinking and relevant stakeholders have been brought to bear on the issues, but must also be prepared to make his or her own personal best judgment on each matter.

I. Responsibilities to the College

- A. Implement university and college policy.
- B. Advise the dean on matters of college policy and the position that should be taken by the college on issues of major importance to the university.
- C. Advise the dean about the appropriate distribution of personnel and other resources among the various programs/departments in the college.
- D. Advise the dean about the appropriate priority order for requests for construction projects, equipment purchases, etc., submitted by the dean to the university, system or private granting agencies.
- E. Seek and receive approval of proposed program policies from the dean.
- F. Lead all Program efforts on PREP.
- G. Program leaders may attend College level meetings such as Council of Chairs and Retreats etc., but have no responsibility to do so and may communicate with their “home” academic department chairs rather than attend these meetings at their discretion.

II. Responsibilities to the Program

A. General

1. Present the needs of the Program cogently to the dean and to other department chairs/program leaders.
2. Implement university, college and program policies and ensure necessary consultation with program members and/or committees. (Almost all of the following functions are performed concurrently with appropriate faculty committees and/or after consultation with department faculty and staff.)

³ The job description and duties listed are based on three documents regarding INTL Program Leader: A memo from Dean Ken Ayoob to Alison Holmes (April 12 2012), a second memo from the Dean to Academic Personnel Services copied to Holmes dated after the tenure track appointment (May 2014) and a memorandum of understanding from the Dean to Prof Noah Zerbe as the then chair of Politics.

3. Convene meetings of the International Studies faculty each semester and additionally upon the request of at least one member of the program. The program leader will conduct all meetings and serve as the voice of the program in reporting its deliberations and recommendations to the Dean. INTL faculty will need to constitute a Personnel committee for review of faculty teaching INTL courses. Further, the program leader or his/her designee will serve as the library representation of the program, responding to its wishes in working with the subject librarian in the HSU library to maintain and develop the collection in that subject matter area.
4. Maintain communication with International Studies Faculty advisers and general faculty members who are teaching sources included in the major.

B. Personnel Resources

1. Establish Program Personnel Committee (Equivalent Unit IUPC). The probationary and tenured faculty of the equivalent unit (Program) shall elect a three-member peer review committee of tenured faculty with at least one elected member representing the Program Leader's home academic department.
2. Orient new program faculty to the curriculum and processes of the program.
3. If tenured, evaluate faculty performance in relation to their programmatic teaching responsibilities. Program leader should write collegial letters for faculty in the program regardless of appointment status.
4. Encourage faculty development.
5. If tenured, participate actively in the RTP process of program faculty. Program leader should write collegial letters for faculty in the program regardless of appointment status. This includes developing, in consultation with program faculty, RTP standards and evaluation criteria for temporary faculty.
6. Recommend faculty work load in consultation with stakeholder departments to Appropriate Administrator (college dean).

C. Curriculum

1. Create curriculum committee with INTL Program faculty.
2. Communicate to faculty members (especially new faculty members) the curricular and programmatic goals of the program, college and university goals, with particular emphasis upon how these affect individual faculty members' assignments.
3. Initiate and/or supervise periodic review of the curriculum.
4. Initiate and/or recommend proposed changes in curriculum.
5. Assist the Office of Extended Education in initiating and/or conducting courses and programs consistent with programmatic and institutional goals.

6. Conduct assessment procedures or program course and university SLOs
7. Maintain currency of PREP requirements and IS PREP site in consultation with the Associate Dean of the College.
8. Develop advising tools eg current and upcoming semester compilations of IS courses offered by other programs for quick/efficient advising.
9. Advise INTL students and direct them to area concentration faculty advisors as needed.

D. Student/Community Relations

1. Participate in and/or facilitate the participation of others in Programmatic, departmental and in college student recruitment and retention efforts.
2. Assist directly and indirectly in communicating to prospective and enrolled students the programmatic and departmental academic goals, offerings, and requirements.
3. Represent the program in matters of community relations as appropriate.
4. Participate in all activities related to HOP and HOOP. There will be compensation for all non-green day activities in consultation with the Dean.
5. Develop and maintain promotional materials to advertise the program, including course, events, and supervision of program web page.
6. Participate in commencement ceremonies.
7. Participate in monthly meetings of the International advisory committee, IAC and work with the Director of international programs on issues pertaining to International Studies.
8. Serve as a faculty advisor, if necessary, to an International Studies Club. Maintain on-going communication with international studies majors.

E. Administration and Budget

1. Inform the dean concerning needs for faculty, staff, supplies, equipment and other physical and personnel needs of the unit.
2. Prepare and administer the program's budget.
3. A portion of the INTL operating Expenditures (OE) budget will be allocated to the department that serves as the administering office.
4. Supervise the instructional structure of the program including preparing class schedules, scheduling teaching assignments, assigning temporary faculty, and assigning individual departmental responsibilities beyond teaching to appropriate faculty.
5. Recommend action to the dean on student petitions for waiver of college and departmental regulations, and approve course substitutions/major contracts
6. Communicate with appropriate departments regarding faculty requests for vacation, time off, and sick leave.

7. Chair program faculty meetings and committee meetings consistent with goals of program both within and external to the program.
8. Approve expenditures of Program operating expense and temporary help money, and any other resources allocated to the program.
9. Ensure proper accountability for money, supplies, and equipment entrusted to the program.
10. Other program responsibilities as the dean may assign.
11. Make budget recommendation and material and service fee (MSF) request in consultation with the INTL faculty committee.
12. Actively seek grant opportunities to further develop and enhance the international studies Program.

III. Administrative Unit Responsibilities

Many department offices are comprised of more than one academic unit. This addresses responsibilities and authority within a multiple unit framework.

A. Personnel Resources. In conjunction with other academic unit leaders within a single office:

1. Participate in appointments of full- and part- time support staff
 - a) Prepare vacancy announcements.
 - b) Evaluate candidates.
 - c) Recommend appointments, including submitting appropriate reports and forms for appointment that review the candidates' background/experience.
2. Orient new staff to the curriculum and processes of the program.
3. Supervise assigned administrative, clerical and technical staff if appropriate at direction of Appropriate Administrator.
4. Evaluate staff performance in relation to their programmatic responsibilities in conjunction with HR and college policy.
5. Encourage staff development.
6. Participate actively in the recommendations for retention, promotion or termination of staff supporting the program.
7. Assign staff workload consult with 'home' department chair where relevant.
8. Assist in the resolution of staff interpersonal relationship problems.
9. Recommend to the INTL personnel committee assignment of core courses each semester for tenured/probationary and/or temp faculty, taking contractual obligations, specialization, interests, rank, seniority, and equity into account.
10. Work with the designated department ASC on the scheduling of courses to minimize conflicts and provide a variety of class times for INTL core courses.
11. Personnel/record keeping, including developing of Working Personnel

Action Files (WPAF) done in conjunction with department administering the Program.

12. As appropriate, prepare faculty position requests with input from the INTL faculty committee to meet program goals, needs, priorities in consultation with the Dean.

Program Leader RTP

Given the explicit combination of an academic tenure line with an ongoing commitment to the role of Program Leader - but without wishing to add a separate category to the RTP standards - it is nevertheless important to include Program Leadership as an integral aspect of performance evaluation. The candidate should therefore document these activities as a separate part of their WPAF and in the PDS, providing critical reflection on their leadership of the Program and any evaluations made by faculty, colleagues and the Dean (as the appointing authority for this role).

Program Leadership is not a one-time achievement but, rather, a process of development over the review period and these categories of essential and excellent are viewed as guides for both the candidate and the IUPC for judging this combined role over the review period and seen in conjunction with the overall job description.

Essential activities include ALL of the following:

- Regular meetings of INTL faculty meetings with appropriate notice, paperwork and timely notification of work or deadlines
- Production of timely reports for PREP and other College and University deadlines/requirements
- Regular updating of advising materials for INTL faculty
- Advising meetings for INTL students every semester as well as other materials to assist them in planning, course selection, study abroad etc
- Build and maintain relationship with all aspects of the Center for International Programs, Financial Aid and committees necessary to the work of the Program
- and as , Alumni relations, Admissions and other offices and committees necessary to the work of the Program
- Monitor curricular changes and produce paperwork in a timely fashion for any changes required
- Responsibly manage budget/personnel issues via the INTL committee and supporting depart staff

Indicators of excellence in Program Leadership:

- Community building for INTL students via various channels
- Demonstrating evidence of excellence in leadership based on observation by colleagues in Program, College or University
- Building new programs that support INTL students in cooperation with a range of University offices

- Build and maintain relationship with Admissions, Alumni relations and other offices and committees that support the Program
- Participating in activities designed to enhance leadership effectiveness and advising, such as leadership institutes, outside programs
- Engaging in ongoing mentoring of students above required advising duties
- Developing and implementing new courses (as changing departmental needs require)
- Receiving a grant related to improvement of Program or curriculum