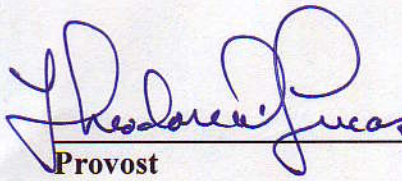
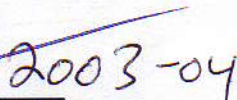


**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

**Discipline: English**

  
Provost

  
Date

English Program Personnel Standards  
September 24, 2004

Introduction

This document provides guidelines for retention, tenure and promotion review of English Program 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 of the English 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.

1. The Program Personnel Committee shall be constituted as follows:<sup>1</sup>

- A. A three member English Program Personnel Committee (PPC) shall be elected in the first month of the fall semester of each year. When the English Program has three tenured faculty members available to serve on the PPC, the number of committee members shall increase to five.
- B. Members of the English PPC shall be elected by the full-time, tenure-track English program faculty as a whole.
- C. In promotion considerations, English PPC members shall have a higher rank or classification than those being considered for promotion.
- D. If the English program has less than three full-time, tenured faculty members, a list of tenured faculty from across the university shall be

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<sup>1</sup> CBA 15.35

The probationary and tenured faculty unit employees of the department or equivalent unit shall elect a peer review committee of tenured, full-time faculty unit employees for the purpose of reviewing and recommending faculty unit employees who are being considered for retention, award of tenure, and promotion. Probationary and tenured faculty unit employees shall elect tenured, full-time faculty unit employees to serve on higher level peer review committee(s). When there are insufficient eligible members to serve on the peer committee, the department shall elect members from a related academic discipline(s).

1 generated by the English full-time, tenure-track faculty, who will then vote  
2 for as many members as necessary to constitute the English PPC.

- 3 1. The list may include faculty from related disciplines, and when  
4 agreed upon by the English full-time, tenure-track faculty, one  
5 committee member may be from another, comparable university.

6 E. The chair will serve on the PPC and not write a letter from the chair as  
7 part of the review sequence.

## 8 9 A. TEACHING

10 Evaluation of English faculty members for retention, tenure and/or promotion shall be  
11 based on the following criteria in the area of Teaching:

- 12 1. Appropriateness of instructional methods and materials (demonstrated through  
13 course materials provided by the candidate, peer reviews, student evaluations, and  
14 the candidate's narrative on teaching)
  - 15 A. Methods are appropriate to the respective course content and objectives.
  - 16 B. Materials selected are appropriate for the topic and reflect current  
17 issues/scholarship in the field.
  - 18 C. Syllabi include outcomes, course requirements, class schedule,  
19 assignments and grading policies.
- 20 2. Peer Review of Teaching (demonstrated by written evaluation of a classroom  
21 visitation by a member of the faculty of CSUCI)
  - 22 A. Evaluators from within the English program shall use the appropriate,  
23 approved English program teaching evaluation sheet for peer evaluations.
  - 24 B. Evaluations by faculty from other disciplines may be written either on the  
25 English program's evaluation sheet or in the form of a letter of evaluation.
- 26 3. Student documentation of consistent success in teaching (demonstrated by student  
27 evaluations, teaching and/or advising awards, success of students in post-graduate  
28 endeavors, or other recognition/communication from students)
  - 29 A. Student evaluations consistently demonstrate recognition of the  
30 candidate's ability to successfully organize, present, and assess the content

1 of the course, to communicate effectively, and to engage students in the  
2 concepts and issues under discussion.

3 B. Some deviation in the level of consistency is expected for courses with  
4 experimental teaching methods, historically “unpopular” courses, and for  
5 courses offered for the first time (these situations should be indicated by  
6 the candidate in the teaching narrative).

7 4. Participation in curriculum development (demonstrated by the creation of new  
8 courses and/or the significant revision of existing courses, curricula, or programs;  
9 syllabi developed; materials presented to Curriculum Committee; listings in  
10 catalogues; copies of specific course assignments or materials developed)

11 A. Courses developed are aligned with the English program emphases and/or  
12 the university mission (e.g., they take an interdisciplinary, multicultural,  
13 service-learning, student-centered, and/or international focus).

14 B. Curriculum utilizes technology to enhance the effectiveness of course  
15 activities and materials, to provide different perspectives on the  
16 curriculum, and/or to improve communication among course participants.

17 5. Continual effort to improve teaching (demonstrated by the teaching narrative,  
18 attendance at various professional development events and workshops,  
19 consultation with colleagues, involvement with the Faculty Development Office,  
20 and/or development of grants designed to improve teaching effectiveness)

21 A. Candidate participates in activities designed to improve the quality of  
22 his/her teaching at CSUCI.

23 B. Candidate works with colleagues in formal and/or informal ways to find  
24 ways of increasing teaching effectiveness.

25 6. Active involvement in promoting students’ future academic success—optional—  
26 (demonstrated by letters/emails from students and peers; evidence of supervision,  
27 advising, and/or mentoring of students; examples of student presentations at  
28 scholarly conferences, student productions, extended research, or publications)

29

30 B. SCHOLARLY AND CREATIVE ACTIVITIES

- 1 1. The standards for scholarly and creative activities that are appropriate indicators  
2 of professional growth for English Program faculty include publications or works  
3 for hire in any of the following:
  - 4 a. literary criticism,
  - 5 b. creative writing,
  - 6 c. pedagogical studies,
  - 7 d. interdisciplinary studies,
  - 8 e. related fields (such as American Studies, Women Studies, Working Class  
9 Studies, English Education etc.)
  - 10 f. consulting
  - 11 g. and disseminated applied research.
- 12 2. In each of the above areas, interdisciplinarity, internationalism and  
13 multiculturalism are strongly encouraged.
- 14 3. Professional growth shall be measured in terms of consistent progress towards  
15 new and ongoing goals as reflected in the PDP.
- 16 4. For Tenure and/or Promotion from Assistant to Associate Professor, faculty shall  
17 have published in peer-reviewed or recognized publications in the field:
  - 18 a. either a published or forthcoming book with a substantially drafted  
19 manuscript accepted for publication,
  - 20 b. or at least two published articles or substantial creative pieces,
  - 21 c. or a fully and independently developed, innovative and implemented  
22 educational program, such as writing or cultural literacy programs or other  
23 interdisciplinary projects that have been adopted, or will be adopted, for  
24 use by educational institutions or community groups.
  - 25 d. Other evidence of scholarly or creative growth includes
    - 26 i. presentations,
    - 27 ii. readings,
    - 28 iii. grants,
    - 29 iv. awards,
    - 30 v. documented professional recognition.

- 1       5. For promotion from Associate Professor to Professor, professional growth shall  
 2       be measured in terms of consistent progress towards new and ongoing goals, as  
 3       reflected in the PDP, and the criteria shall be as in B4 above.

4

5   C. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE<sup>2</sup>

- 6       1. Faculty members are expected to participate in shared governance through service  
 7       on Senate Committees and Task Forces and University Committees and Task  
 8       Forces. Serving as Chair of a Senate or University committee shall count as two  
 9       committee memberships.
- 10       a. For tenure and promotion from assistant to associate professor, faculty  
 11       should, in general, have served on 1-2 Senate or University committees  
 12       per year during the probationary period.
- 13       b. For tenure and promotion, service on Senate or University Task Forces  
 14       counts as additional service over and above regular committees.
- 15       c. For promotion to Full Professor, faculty should have regularly served on 2  
 16       or more Senate or University committees per year, plus additional service  
 17       on Senate or University task forces.
- 18       d. When the Senate becomes a representative body, serving in the Senate  
 19       shall be counted as the equivalent of serving on a Senate committee.
- 20       2. Faculty are expected to participate in program-related activities, such as serving  
 21       on the Program Personnel Committee, participating in developing new courses,  
 22       emphases, or degree programs, serving as academic advisor or in other areas of  
 23       program service. For tenure and promotion to associate professor, faculty should  
 24       have been involved in at least one program-related activity per year during the  
 25       probationary period. For promotion to Full professor, faculty should have been

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1. Maintaining and improving the quality of the learning environment, the profession, University, and community are dependent upon active participation of faculty in various organizations and governance tasks. All faculty are expected to take a continuous and active role in addressing the needs of the profession, University, and community through good citizenship and through application of their professional expertise.
2. Each program shall state in its standards those professional, University, and community service activities that are appropriate indicators of service contribution for its faculty.

1 involved in at least one, and preferably more than one, program-related activity  
2 per year.

3 3. Faculty are encouraged, but not required, to participate in service to the  
4 community beyond the university in such ways as giving public talks, readings or  
5 performances, serving as members or on Boards of Directors of community  
6 groups or not-for-profit organizations, or other professionally related activities.

7

#### 8 D. PROFESSIONAL DEVELOPMENT PLAN AND PORTFOLIO

9 1. The Professional Development Plan (PDP) is the faculty member's agenda for  
10 achieving the professional growth necessary to qualify for retention, tenure and  
11 promotion.

12 2. The initial plan shall normally be prepared, reviewed, and approved (by the  
13 English PPC and the dean) by the end of the faculty member's first year of  
14 appointment,

15 3. The PDP shall describe the activities and intended outcomes that the faculty  
16 member expects to achieve during the evaluation period.

17 4. PDP narratives for teaching, scholarly and creative activities, and service shall not  
18 exceed 500 words each.

19 5. These narratives shall describe the faculty member's

20 a. professional goals,

21 b. areas of interest,

22 c. resources required and

23 d. accomplishments s/he expects to achieve in each of the three areas  
24 evaluated in order to meet the program standards for retention and tenure.

25 6. The PDP will be reviewed by the PPC and the dean, each of whom will provide  
26 written feedback on a timetable to be determined by the Division of Academic

- 1 Affairs but prior to the end of the faculty member's first full year of service.<sup>3</sup>
- 2 a. In the event the PPC, or the dean, do not approve the PDP, the faculty  
3 member shall revise it and resubmit it within two weeks.
- 4 b. If the PPC or the dean make suggestions for modifications, the faculty  
5 member may, within two weeks, submit a revised PDP.
- 6 7. It is the responsibility of the faculty member to be sure the portfolio is current and  
7 complete before it is submitted to the PPC. Evaluations, recommendations, and  
8 rebuttals, if any, are added at the various levels of review. The portfolio shall  
9 contain the following:
- 10 a. a concise self-assessment of accomplishments in the three areas of  
11 performance (not to exceed 1000 words each);
- 12 b. teaching assignments for the period under review—list of classes  
13 with briefly described relevant information, including new  
14 preparations, etc.;
- 15 c. a minimum of one peer review of classroom teaching from each  
16 probationary year. It is strongly suggested that student evaluations  
17 be included from all classes taught;
- 18 d. statistical summaries of student evaluations.
- 19 8. If material that documents a substantial change in the status of an activity  
20 documented in the portfolio becomes available after the portfolio is declared  
21 complete, this material may be added with permission from the PPC.
- 22 9. When weaknesses have been identified in earlier review cycles, a probationary  
23 faculty member is expected to address these weaknesses explicitly and show  
24 appropriate improvement.<sup>1</sup>

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<sup>3</sup> As stated in the University RTP document, "The plan shall address standards reflected in this document, the University RTP Policies and Procedures, and the Collective Bargaining Agreement. The PDP shall be included with the self-assessment narratives in the faculty member's portfolio that is submitted for retention review during the second year in the tenure track position. If the PPS change during the faculty member's probationary period, the faculty member under review may choose to be evaluated by the new PPS or the one in effect at the time the faculty member's PDP was approved."

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From the University RTP Document:

1. Retention requires that the faculty member receive at least two “3—Meets Standards of Achievement” evaluations, one of which is in Teaching (Professional Activities for non-teaching librarians and counselors).
2. Tenure requires that performance in two areas be rated at “4—Exceeds Standards of Achievement”—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty [librarians, counselors], one of these must be in category one of the PPS—and one category rated at least at “3—Meets Standards of Achievement” as stated in this document and Program Personnel Standards.
3. Early tenure requires that all expectations for the entire probationary period have been met and that performance in two areas be rated at “4—Exceeds Standards of Achievement”—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty (librarians, counselors), one of these must be in category one of the PPS—and one category at least “3—Meets Standards of Achievement” as stated in this document and Program Personnel Standards.
4. Promotion to Associate Professor and to Professor (or their equivalents) require that Performance in two areas be rated as “4—Exceeds Standards of Achievement”—for teaching faculty, one of these must be in the category of Teaching (professional activities for non-teaching librarians and counselors); for non-teaching faculty [librarians, counselors and coaches], one of these must be in category one of the PPS—and one category must be rated as at least “3—Meets Standards of Achievement” as stated in approved Program Personnel Standards for the appropriate rank.
5. Because the professoriate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of professor shall be based on a record that indicates sustained vitality and commitment to the standards described in this document and in Program Personnel Standards.