

1
2 Business & Economics Program
3 Personnel Standards
4 December 1, 2004
5
6

7 **INTRODUCTION**

8 The Business and Economics Program (B&E) is committed to achieving excellence in
9 teaching, student learning, scholarship, and University development within a culture of
10 collective responsibility. The Program encourages peer collaboration and review, faculty
11 experimentation and assessment, and continuous evaluation of academic quality.

12 Consistent with the mission of the University, the Program places a high value on
13 interdisciplinarity and innovation, and recognizes the importance of aligning resources
14 with Program goals.
15

16 This document provides guidelines for the retention, tenure and promotion process for
17 B&E Program faculty members. Faculty members should also review the “University
18 Retention, Tenure and Promotion Policy and Procedures, SP 03-30” document and the
19 CFA/CSU Collective Bargaining Agreement before beginning the review process.
20

21 This document shall be revised every five years or earlier at the request of the University
22 President or by simple majority vote of the B&E full-time tenure-track faculty. This
23 document will go into effect when approved by the University RTP Committee and the
24 VPAA.
25

26 1. A Program Personnel Committee shall be constituted:¹

27 A. For the B&E Program, a three member Program Personnel Committee
28 (PPC) shall be elected in the first full month of the Fall semester of each

¹ 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 year. The PPC shall consist of at least three tenured members of the B&E
2 Program faculty. The B&E Program may elect a PPC with more than three
3 members.

4 B. Members of the B&E PPC shall be elected by simple majority vote of the
5 full-time, tenure-track B&E Program faculty as a whole.

6 1. In promotion considerations, B&E PPC members shall have a
7 higher rank or classification than those being considered for
8 promotion.

9 C. This document applies to all B&E faculty members as a whole, with no
10 separate Program Personnel Standards document for individual faculty
11 members.

12 D. The B&E Program Chair will conduct a separate review of the faculty
13 member's file as part of the review sequence and will not serve on the
14 PPC.

15
16 **A. TEACHING**

17 Evaluation of B&E faculty members for retention, tenure and/or promotion shall be
18 based on the following criteria:

19
20 *Required Element*

21 1. Appropriateness of instructional methods and materials demonstrated through
22 course materials, including but not limited to syllabi, assignments, projects, and
23 other supplementary materials provided by the candidate, and the candidate's
24 narrative on teaching.

25 A. Methods are appropriate to the respective course content and objectives.

26 B. Materials selected are appropriate for the topic and reflect current
27 issues/scholarship in the field.

28 C. Syllabi include outcomes, course requirements, class schedule,
29 assignments and grading policies.

30
31

1 *Required Element*

- 2 2. Peer Review of Teaching demonstrated by written evaluation by a tenured
3 member of the faculty of CSUCI.
- 4 A. Assess the pedagogical effectiveness of teaching methodology, course
5 materials and classroom presentation, and offer constructive suggestions
6 for improvement as appropriate.
- 7 B. Evaluations by faculty from within the B&E Program shall use the
8 teaching evaluation form approved by the B&E Program.
- 9 C. Evaluations by faculty from other disciplines may use either the B&E
10 Program's form or write a letter of evaluation.

11

12 *Required Element*

- 13 3. a Demonstrates consistent excellence in teaching including students' evaluations of
14 teaching.
- 15 A. Student evaluations recognize the candidate's ability to successfully organize,
16 present, and assess the content of the course, to communicate effectively, and to
17 engage students in the concepts and issues under discussion.
- 18 B. Any significant deviations should be explained in the teaching narrative,
19 particularly for courses with experimental teaching methods and for courses
20 offered for the first time.

21

22 *Additional Elements*

- 23 3. b Demonstrates consistent excellence in teaching
- 24 A. Teaching and/or advising awards, success of students in post-graduate
25 endeavors, or other recognition/communication from students.
- 26 B. Materials should demonstrate a pattern of persistent improvement or consistent
27 excellence in teaching.

28

29

30

31

1 *Additional Elements*

2 4. Participation in curriculum development and assessment of student learning may be
3 demonstrated by the creation of new courses and/or the significant revision of
4 existing courses, curricula, or Programs; development or utilization of assessment
5 tools; syllabi developed; materials presented to Curriculum Committee; listings in
6 catalogues.

7 A. Courses developed show alignment with the B&E Program and/or the
8 University mission; e.g., the courses take an interdisciplinary, multicultural,
9 service-learning, student-centered, and/or international focus.

10 B. When appropriate, curriculum utilizes technology to enhance the
11 effectiveness of course activities and materials to provide different
12 perspectives on the curriculum, and/or to improve communication among
13 course participants.

14

15 *Additional Elements*

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

20 A. Candidates participate in activities designed to improve their quality of
21 teaching at CSUCI.

22 B. Candidates work with colleagues in formal and/or informal ways to
23 implement ways to increase teaching effectiveness.

24

25 **B. SCHOLARLY ACTIVITIES**

26 Evaluation of B&E faculty members for retention, tenure and/or promotion shall be based
27 upon the following criteria:

28 1. Engage in an ongoing program of scholarship activity that demonstrates
29 intellectual and professional growth; produce scholarship achievements that
30 contribute to the advancement, application or pedagogy of the discipline or

1 interdisciplinary studies; disseminate scholarly work to appropriate publications
 2 and audiences; serve as peer reviewer; perform editorial assignments in
 3 recognized journals, newsletters, electronic media; conduct applied research and
 4 consulting assignments to address theoretical or practical problems/issues
 5 important to a discipline or to general society.

6

7 2. Examples of Evidence of Performance:

8 *Required Elements*

- 9 • Publication in refereed journals, and/or
- 10 • Publication of peer reviewed books, book chapters or other electronic media

11

12 The B&E Program will seek AACSB Accreditation when eligible. The AACSB
 13 generally understood standard for “Academically Qualified Faculty Members” is
 14 the publication of 3 articles in peer-reviewed refereed journals within a 5 year
 15 period.

16

17 *Additional Elements*

- 18 • Publication of book chapters, books, films, videos, CD ROM, DVD or other
- 19 electronic media
- 20 • Reports of consulting assignments that contribute to teaching and/or to
- 21 scholarship
- 22 • Creating, editing or reviewing articles/cases/chapters/course materials for
- 23 academic journals and publications
- 24 • Presentations at professional meetings and conferences
- 25 • Publications in Proceedings of professional meetings and conferences
- 26 • Earning patents or establishing copyrights
- 27 • Appearances on media that contribute to the advancement of teaching and/or
- 28 scholarship
- 29 • Reports of applied research
- 30 • Preparing applications grants, commissions, fellowships, prizes, other awards
- 31 • Awarded peer reviewed grants
- 32 • Awarded grants
- 33 • Computer software developed
- 34 • Participation in colloquia, seminars, symposia, conferences – including
- 35 leading sections
- 36 • Significant leadership of professional organizations
- 37 • Performance of post-doctoral work

38

- 1 3. Professional growth shall be measured in terms of consistent progress towards
2 new and ongoing goals, as reflected in the PDP.

3

4 **C. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE**

- 5 1. Faculty members are expected to participate in shared governance through service
6 on Senate Committees and Task Forces and/or University Committees and Task
7 Forces.

- 8 2. Faculty are expected to participate in Program-related activities, such as serving
9 on the Program Personnel Committee, participating in developing new courses,
10 emphases, or degree Programs, serving as academic advisor, or other areas of
11 B&E Program service.

- 12 3. Faculty are encouraged, but not required, to participate in service to the
13 community beyond the University in such ways as giving public talks, readings or
14 performances, serving as members or on Boards of Directors of community
15 groups or not-for-profit organizations, or other activities.

16

17

18 **D. PROFESSIONAL DEVELOPMENT PLAN**

- 19 1. A Professional Development Plan (PDP) is the faculty member's agenda for
20 achieving the professional growth necessary to qualify for retention, tenure and
21 promotion.

- 22 2. The initial PDP shall normally be prepared, reviewed, and approved (by the B&E
23 PPC and the Dean) by the end of the faculty member's first year of appointment.

- 24 3. The PDP shall describe the activities and intended outcomes the faculty member
25 expects to achieve during the evaluation period.

- 26 4. PDP narratives shall not exceed 500 words (in each area) for teaching, scholarly
27 activities and service.

28

29

- 1 5. These narratives shall describe the faculty member's
 - 2 a. professional goals,
 - 3 b. areas of interest,
 - 4 c. resources required, and
 - 5 d. expected accomplishments in the three evaluation areas to meet the Program
 - 6 Personnel Standards for retention and tenure.
- 7 6. The PDP will be reviewed by the PPC and the Dean, each of whom will provide
- 8 written feedback on a timetable to be determined by the Division of Academic
- 9 Affairs but prior to the end of the faculty member's first full year of service.²
 - 10 a. In the event the PPC or the Dean does not approve the PDP, the faculty
 - 11 member shall revise it and resubmit it within two weeks.
 - 12 b. After re-submittal, if the PPC or the Dean makes further suggestions for
 - 13 modifications, the faculty member may, within two weeks, submit a revised
 - 14 PDP.

15

16 **E. PORTFOLIO**

- 17 1. The preparation of the Portfolio is the sole responsibility of the faculty member.
- 18 The faculty member should be sure that the Portfolio is current and complete
- 19 before submission to the PPC. Evaluations, recommendations, and rebuttals, if
- 20 any, are added at the various levels of review. The portfolio shall contain the
- 21 following:
 - 22 a. a concise self-assessment of accomplishments in the three areas of
 - 23 evaluation (not to exceed 1000 words each);

² 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."

- 1 b. teaching assignments for period under review: list of classes with briefly
- 2 described relevant information, including new preparations, etc.;
- 3 c. a minimum of one peer review of classroom teaching from each
- 4 probationary year;
- 5 d. statistical summaries of student evaluations; it is highly recommended that
- 6 student evaluations be included from all classes taught.
- 7 2. If material documenting a substantial change in the status of an activity
- 8 contained in the Portfolio becomes available after the Portfolio is declared
- 9 complete, this new material may be added with permission from the PPC.
- 10 3. When weaknesses have been identified in earlier review cycles, the faculty
- 11 member must address these weaknesses explicitly and show appropriate
- 12 improvement.ⁱ

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.

