DEPARTMENT OF DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

Personnel Policies

These policies shall be reviewed annually by the Department Personnel Committee and full-time faculty of the Department of Dual Language and English Learner Education.

Section I. Personnel Committee Membership

A. The Department of Dual Language and English Learner Education Personnel Committee shall consist of at least three persons elected from tenured members of the faculty.

B. Members of the Personnel Committee at the rank of Associate Professor shall neither deliberate nor vote on recommendations for the rank of Full Professor. When such circumstances arise, and if the resulting reviewers number less than three, the faculty shall elect additional member(s) from the eligible faculty from the College of Education or University to become member(s) of the Personnel Committee for the sole purpose of making promotions decisions.

C. Election shall be initiated by the Chair of the Department at the end of each spring semester, following full Department determination of the size of the committee.

D. All tenured and tenure-track members of the faculty of the Department shall be eligible to vote and will be requested to make at least three (3) choices from among the eligible faculty. The members receiving the greatest number of votes shall be declared elected. Relevant tie votes shall be submitted to the electorate for the purposes of breaking the tie.

E. In the event that there are fewer than three members of the Committee eligible to make promotion recommendations, the Department Chair, if eligible, shall become a member of the Committee and one departmental-level recommendation shall be put forward to the College. In the event that the Committee is still less than three, the tenured and tenure-track faculty members of the Department will nominate eligible faculty of the College of Education or University, and shall elect the individual(s) to serve on the Committee.
Section II. Duties and Procedures of the Personnel Committee

A. The first meeting of the Department Personnel Committee shall be called by the Chair of the Department. The committee shall organize itself at this meeting.

B. The committee is charged with the responsibility of recommending policy to the Department of Dual Language and English Learner Education in matters of appointment, reappointment, tenure, promotions, post-tenure review, and sabbaticals.

C. The committee shall make recommendations on all matters regarding reappointment, tenure, promotions, post-tenure review, and sabbaticals. Following such recommendations, candidates will be apprised of their rights.

D. The committee may serve as a consultative body to the Chair regarding other personnel matters.

Section III. Criteria for Reappointment, Tenure, and Promotion

Criteria for the awarding of tenure and promotion are further specified in the current SDSU Policy File (Section: Reappointment, Tenure & Promotion Criteria; Files Sections 2.0-6.0; pgs. 81-86) and the College of Education Policies (Section II-B).

A. Evidence of Teaching Effectiveness and Performance of Assigned Duties

Teaching in the graduate and professional programs in the Department of Dual Language and English Learner Education encompasses all of those faculty activities which promote the academic, professional, and personal growth of our students. Thus teaching effectiveness is broadly conceived across several dimensions (weighted 50%).

(1) Effective Teaching in the Classroom is documented by two-part College student evaluation forms and by peer reviews.

In addition to the materials called for in the PDS, the Department requires that at least two peer reviews be submitted for all faculty being considered for tenure and/or promotion. These reviews must result from personal class visitations by tenured faculty members of the Department who will be named by the committee.

The Department encourages peer reviewers to meet beforehand with candidates to determine dates and times for personal visits. It is desirable for the observation to be framed within a context to permit appropriate
evaluative review and to enable the reviewer to present feedback within a meaningful framework.

Following a post-observation meeting between the reviewer and the candidate, copies of the peer evaluation will be sent to the Department Personnel Committee chair and to the candidate.

(2) **Effective Supervision of Practicum and/or Field Experiences** is documented by formal student evaluations (College or Departmental form) and, if appropriate, peer reviews.

(3) **Mentoring of Students** beyond the classroom and supervision experience is highly valued by the Department. It is possible to document mentoring effectiveness through student products and/or acknowledgements.

(4) **Development of Curriculum and Instructional Materials** is integral to maintaining course currency. Faculty efforts may include, for example, innovative activities and assignments, collected and coordinated readings, course proposals, program development proposals, grants for curriculum development, and videotape productions.

(5) **Assigned Teaching-Related Activities** may include, for example, coordination of a program, development of documents for external program review, development of community-based field experiences, recruitment of under-represented students, student advising, faculty mentoring, and administrative assignments. While reports of external review teams may be used to document effectiveness of many of these activities, the candidate, in consultation with the Department chair, is encouraged to develop a system of evaluation for other activities.

While faculty in the Department of Dual Language and English Learner Education are expected to engage in at least three of these dimensions in teaching, a record of excellence in classroom teaching and/or supervision is necessary for reappointment, tenure, or promotion.

**B. Evidence of Professional Growth**

The professional growth of faculty in the Department of Dual Language and English Learner Education should reflect their roles as scholar, practitioners, or scholar practitioners and inform their teaching and supervision. Professional growth is broadly conceived across three domains. Ordinarily evidence submitted should be supported by some form of external review (weighted 40%).

(1) **Professional Competence** is demonstrated by professional publications, grants and contracts, professional presentations, professional consultations and task forces, research and development activities, delivery of academic consultation services, professional certifications and/or licensure.

(2) **Professional Impact** is demonstrated by application of professional expertise through leadership in professional associations, professional publications and presentations, professional consultation and task forces, conducting professional training programs, public policy development, development of resources and materials for the public, and awards or honors received.

(3) **Professional Recency** is demonstrated by advanced study in seminars and institutes, active participation in professional associations, research and development activities, and pertinent travel and study.

C. **Evidence of Service for the University and the Community**

Service is viewed as a natural outgrowth of one’s role as a faculty member. The disciplines of Dual Language and English Learner Education imply participation in the wider communities, both intra- and extra-mural. For this reason the Department both expects and rewards evidence of service.

(1) **Service within the University** is demonstrated though participation in leadership at the departmental, College, and/or University levels. Along with contributions to committees, the Department values student outreach, recruitment, advising, mentoring, and retention activities.

(2) **Service to the Community** may be expressed through a wide variety of activities extending the mission of the Department, College, and University (weighted 10%)

When a candidate distinguishes himself or herself in performing such duties to the significant benefit of the University and this performance is appropriately documented over a significant length of time, then such service for the University shall have more than the usual bearing on reappointment, tenure, and promotion decisions.

**Section IV. Performance Review Procedures for Reappointment, Tenure, and Promotion**

Candidates are evaluated by the Department Personnel Committee, the College of Education Personnel Committee, the University Promotions and Tenure Review Panel, the Department Chair, the College Dean, and the President,

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who makes the final decision. The independent recommendations of the Department Chair and Personnel Committee are forwarded to the College committee. The independent recommendations of the College committee and the dean are forwarded to the University Promotions and Tenure Review Committee whose own recommendations are forwarded though the Vice President for Academic Affairs to the President. At all levels of review below the University committee, the candidate will be informed before a recommendation goes forward.

Documentation for the criteria in Section III is further specified in the Policy File of the College of Education, and the format for the presentation of such data is part of the University Personnel Data Summary (PDS), which is standardized across the University.

Section V. Periodic Evaluation of Probationary and Temporary Faculty

Probationary faculty are subject to periodic evaluations in the first year of appointment and in subsequent years between reappointment until tenured. Reappointment, tenure, and promotion decisions require a full performance review (see Sections III and IV). Evaluation criteria and procedures shall be made available to temporary faculty no later than 14 days after the first day of instruction of the academic term in accordance with the current SDSU Policy File (Temporary Faculty Evaluations Section 1.0-5.0 pg. 90).

Periodic evaluations of temporary faculty are conducted annually when the candidate has taught for two (or more) consecutive semesters. The scope of the evaluation varies according to the nature of the appointment; however, a record of excellence in classroom teaching and/or supervision is necessary (see Section III, A).

A. Probationary and Full-Time Temporary Faculty

Probationary and full-time temporary faculty members must document their accomplishments in the areas of their job description by submitting a vita with portfolio. The portfolio shall include (1) all teaching evaluations for the last six semesters, (2) at least two peer review, and (3) no more than five accomplishments and relevant documentation for each category of evaluation. Probationary faculty members and temporary faculty members intending to pursue a tenure track position should be guided by the criteria in Section III.

B. Part-Time Temporary Faculty

The scope of the evaluation of part-time temporary faculty members is limited to the area(s) of responsibility for which they were hired. Typically
the evaluation is based on effectiveness in classroom teaching and/or supervision.

Part-time temporary faculty members seeking an increased in salary must document their accomplishments by submitting a vita with portfolio which shall include all teaching evaluations for the last four semesters and at least two peer review.

**Section VI. Periodic Evaluation of Tenured Faculty**

Periodic evaluations of tenured faculty members are conducted at five-year intervals following tenure. When a tenured faculty member is positively recommended for promotion, the five-year cycle begins from the date of promotion. The scope of the evaluation includes: (A) teaching effectiveness and performance of assigned duties, (B) professional growth, and (C) service for the university (see Section III for definitions of each). Tenured faculty must document their accomplishments in each of these three areas.

**Section VII. Meeting Procedures and Establishing Timelines**

A. Department Personnel Committee shall consist of at least three persons elected from the tenured members of the faculty.

B. Members of the Department Personnel Committee shall establish a timeline to carry on its review, have time to consult, and make personnel recommendation.

C. Department Personnel Committee shall meet in person to carry on its review, consult, and make personnel recommendation. Each Committee member will be prepared to discuss the candidate papers.

D. Department Personnel Committee shall have the option of meeting with the candidate to review issues, concerns, or seek clarification of the candidate’s personnel papers.

E. The Chair of the Department Personnel Committee shall have the responsibility of drafting the Committee’s candidate recommendation for review and seek final input from Committee members.

H. The Chair of the Department Personnel Committee shall submit final draft to the next level of review.