Guidelines and Procedures of the Department of Nutrition and Food Sciences Personnel Committee 2007-2008

The Personnel Committees of the Department shall be organized and function in a manner consistent with the Faculty Personnel Policies and Procedures (FPPP) document of California State University, Chico and the Collective Bargaining Agreement.

Part I. Committee Characteristics and Charge

A. The Department of Nutrition and Food Sciences Personnel Committee (DPC) shall make specified periodic evaluations and performance reviews and make recommendations concerning retention, tenure, and promotion (RTP).

B. Operation of the DPC shall be in accordance with the University personnel calendar.

C. All tenured and FERP faculty members are eligible to serve on the committee. FERP faculty members are eligible to serve during the active period of employment. All tenured faculty members are eligible to serve on this committee unless:
   1. They serve on the College Personnel Committee.
   2. They are up for periodic evaluation or a performance review by the committee in that year.
   3. The committee is considering promotion of an Associate Professor to Professor, in which case the committee shall be composed entirely of Professors.

D. The minimum size of the DPC or any subcommittee of the DPC shall be three. If the Department Chair elects to serve as a member of the Personnel Committee rather than as a separate report writer, the Department Chair will count toward achieving this minimum size. A majority of members of the Personnel Committee shall come from within the Department of Nutrition and Food Sciences when possible.

Part II. Committee Operations and Regulations

A. Personnel Committee Operations
   1. Each committee shall elect a chair and a secretary.
   2. Minutes shall include
      a. Time, place, date of meeting.
      b. Members present.
      c. Action taken.
      d. No discussion shall be recorded.
B. Committee Regulations
   1. Confidentiality is required.
   2. Reports and recommendations shall be submitted only in written form.
   3. Abstentions and minority votes must submit written reports for such.
   4. A quorum consisting of a majority of the Committee must be present to
      conduct business.
   5. When the Committee meets to vote on the reports and recommendations,
      normally all members must be present. If a member abstains from voting,
      the member shall submit a written reason for the abstention.

C. The approved procedures become the operating document for the Department
   after approval by the Dean and the Provost.

D. Approved procedures are to be given to each person being reviewed, as early as
   possible in the review cycle.

E. The Chair of the DPC shall act as liaison between faculty being reviewed and the
   DPC. The Chair of the DPC shall meet with the faculty member(s) as needed over
   the course of the review to answer questions about file preparation and
   committee policies and procedures. After reviewing the data and evaluations but
   before writing its recommendation, the DPC shall meet with each candidate for
   retention, tenure, or promotion on an individual basis. The purpose of this
   meeting shall be to answer unresolved questions on the part of any of the
   participants in the RTP process (FPPP 20.28.5a.18).

F. The DPC shall prepare its written report and recommendation. Each member of
   the committee will vote for or against the report and recommendation and this
   vote will be recorded on the form provided by the Provost (FPPP 20.58.5.b.1.h).
   The DPC final recommendations will be shared with the candidate and
   forwarded to the Chair of the Department or if the Chair served on the DPC, the
   College of Natural Sciences Personnel Committee along with any minority and
   concurring reports as required by the current FPPP.

Part III. Retention, Tenure, and Promotion

A. The Dossier

A dossier is a cumulative record of a faculty’s professional career since appointment,
   tenure, or promotion, whichever occurred last. The College of Natural Sciences will
   provide the faculty member with a one inch binder.

1. Candidates are expected to follow the outline for a Faculty Dossier as provided
   by the College of Natural Sciences and outlined in FPPP (Faculty Personnel
   Policies and Procedures) 18.48.1.c.1.– The Dossier shall contain the following
   material.
I. Include a copy of the Department standards

II. Include an up-to-date curriculum vitae; this is used to summarize and evaluate your career.

III. Compose a narrative, including: a reflective statement on teaching philosophy, strategies, and objectives; and a reflective statement on professional development

IV. Submit a detailed index or list of support materials (see section B below) that can be supplied on request when the old materials have been returned. The index is a permanent addition to your file, and should be continually updated to reflect any materials added to the file during an evaluation cycle. The index is mandated by the CBA (Collective Bargaining Agreement), section 15.9

The candidate may wish to include additional brief annotations and comments throughout the Dossier.

B. Support Material for Dossier

The dossier should include as much support material (in binders separate from the one inch binder described above) as the RTP candidate deems necessary to reflect his or her career, and to substantiate and explain the significance of achievements mentioned in the one-inch binder. These materials should be organized as follows: a. Instruction (perhaps including tables that provide the SET results at a glance); b. Professional Growth and Achievement; Other contributions to the University and Community; d. Contribution to Strategic Plans and Goals of the Department/Unit, College, and University. Materials other than those required in the dossier can be submitted in a separate appendix.

C. General Requirements

1. In all promotion decisions, a minimum rating of effective in teaching and related activities is required (FPPP 18.38.5.b)

2. In consideration of promotion, the review process shall only take into account the candidate’s record of performance for all years since appointment or the last performance report for promotion, whichever is most recent.

D. Faculty members will only be recommended for promotion on consideration of merit, with a higher degree of excellence and involvement expected at each successive rank. The concept of time is not interpreted to mean that individuals will be rewarded a promotion nor tenure on the basis of length of service.
E. Four areas of evaluation will be considered in making recommendations on retention, tenure and promotion: Teaching (Instruction); Professional Growth and Achievement; Community Service; and Contribution to the Strategic Plans and Goals of the School, College and University (FPPP 48.0.a8.5.a.2). Specific Department of Nutrition and Food Sciences’ Criteria for evaluations are outlined below. These criteria are consistent with those of the College and University level review procedures and policies.

F. Specific Requirements

1. Retention

A rating of at least “adequate” for teaching, professional growth and achievement, and service with demonstrable progress towards effectiveness in all the rated areas of evaluation and evidence of contributions to the strategic plans of the Department, College, and University are the minimum requirements to warrant a recommendation for retention.

2. Tenure

Successful candidates must: 1) achieve ratings of at least “effective” in teaching and in professional growth achievement or service; 2) have a rating in the area of professional growth or service of at least “adequate” (see Table); and, 3) demonstrate contributions to the strategic plan of the Department, College, and University.

3. Promotion

Associate Professor

Successful candidates must: 1) achieve ratings of at least “effective” in teaching, professional growth achievement, and service as indicated in the Table; and 2) demonstrate contributions to the strategic plan of the Department, College, and University.

Professor

Successful candidates must achieve a “superior” rating in two of the rated categories and a rating of at least “effective” in the third rated category as indicated in the Table. Also, the evidence must demonstrate contributions to the strategic plan of the Department, College, and University. Candidates for promotion to Professor must also clearly demonstrate substantial professional recognition at and/or beyond the University itself (FPPP 24.3g8.5.b.2.e.5) and have an earned doctorate in nutrition or a related field.

The following table presents those ratings typically required for a positive recommendation for tenure and promotion.
Listed below are the activities, materials, and evidence that will be examined by the DPC in the process of performance evaluation.

**Teaching**

“Effective” instruction is the first minimum and indispensable requirement for promotion. The evaluation of instruction is based on the courses taught during the regular fall and spring sessions; in addition, special session and extension courses may also be evaluated. Inclusion will be determined by the Chair or special request of the faculty member. The DNPC will focus on the extent to which the candidate engages in the seven practices of good teaching as described in Seven Principles for Good Practice in Undergraduate Education (Chickering and Gamson, 1987). For its deliberations the Committee will review the following:

a. **Instruction**
   i. Self-evaluation (using the *Seven Principles for Good Practice in Undergraduate Education*)
      - Encourages student-faculty contact
      - Encourages cooperation among students
      - Encourages active learning
      - Gives prompt feedback
      - Emphasizes time on task
      - Communicates high expectations
      - Respects diverse talents and ways of knowing
   ii. Written course material
   iii. Peer evaluations (a minimum of two independent evaluations)
iv. Student evaluations
v. Written input from individuals or organizations
vi. Contribution to K-14 and general education
vii. Coordination and/or collaboration on course development and/or delivery
viii. Other

The candidate's dossier establishes the context for the evaluation of teaching. This document will address teaching philosophy, goals, methods, strengths and weaknesses in the practice of teaching and in the knowledge of the professional discipline as it relates to the candidate's teaching assignments.

Written course material will include course requirements, lecture and laboratory outlines, examination material, text selections and reading lists, handouts, and various exercises and assignments. Course materials should show organization, relevant learning experiences, and evaluation procedures. Samples of written comments on student work may be included.

Peer evaluations of instruction will include committee deliberations and reports of findings of classroom visitations. There will be a minimum of three classroom visitations; two will be by members of the DPC and one by the Department Chair. Peer evaluations by colleagues who are not on the personnel review committees are encouraged. If possible, peer evaluation reports should include whether the candidate encourages student-faculty contact and students to work together, promotes active learning both in and out of the classroom, provides prompt feedback on assignments, or uses class time wisely. The peer evaluation should also use applicable attributes in the Seven Principles for Good Practice in Undergraduate Education as a guide to their evaluation.

Student evaluations of teaching will include SET scores and written comments submitted by students to the Personnel File. These evaluations and comments will not weigh excessively in the overall evaluation of teaching and may not be used in determining a candidate’s knowledge of the field (FPPP 18.28.5.a.17).

The candidate may submit letters of commendation from individuals or organizations for evaluation. The letters must include the name and the signature of the individual submitting the letter.

b. Innovation in instruction (in general order of significance)
   i. Teaching recognition
   ii. New courses or syllabi developed
   iii. Efforts to enhance instruction and learning through a variety of in-class pedagogical means, e.g., cooperative learning, case study presentation, debate, etc.
   iv. Efforts to enhance instruction and learning through the introduction and use of various instructional technologies
   v. Efforts to enhance student learning through the development and use of devices/techniques that assess student outcomes
Examples of the above include:

- Participation in course and curriculum development and implementation
- Development of new courses or teaching techniques to enhance students’ learning process
- Accepts new teaching assignments
- Introduction of web-based technology into teaching
- Use/development of surveys, essays, pre- and post-course exams, etc., that are designed to assess student learning outcomes

c. Support of student learning (in addition to teaching assignment)
   i. Supervision of student externships
   ii. Academic advising
   iii. Mentoring students in research and other scholarly activities
   iv. Mentoring in other capacities

Examples of the above include:

- Evidence of effective academic and career advising (e.g., student, alumni, employer testimonials)
- Support of student projects (e.g., professional paper) on a one-to-one basis;
- Service on professional paper committees
- Development and supervision of student externships
- Adviser to student organizations
- Contribution to the development of student leadership

d. Other

The DPC invites candidates to submit for consideration other instructional and related activities not mentioned above.

Performance Standards for Teaching

Adequate — manages teaching assignment, office hours; course materials are consistent with the state of the discipline; and courses are taught in a manner appropriate to the material. In general, the candidate has demonstrated competency in a majority of the evaluative items listed in “instruction” above.

Effective — same as adequate plus evidence of above average commitment to high quality teaching and advising as demonstrated by effectively participating in some or all of the activities listed in “instruction” and “innovation in instruction” above.

Superior — same as effective plus a record of outstanding accomplishment recognized by peer and student evaluations; a consistent demonstration of commitment to excellence and innovation in teaching and advising as demonstrated by substantive accomplishments in some or all of the activities in “instruction,” “innovation in instruction,” and “support of student learning” above.
Professional Growth and Achievement (a-f are listed in general order of significance)

The Department of Nutrition and Food Sciences requires that faculty demonstrate an ongoing commitment to professional growth and achievement. Professional growth and achievement may encompass ongoing professional development and academic scholarship. The Department of Nutrition and Food Sciences values collaborative efforts in all professional development and scholarly activities including grant writing, publication, professional meetings, and presentations. Each author in collaborative or coauthored activities needs, however, to document their level of participation in the activity. These activities enhance excellence in teaching and the student-centered learning environment. Evaluation in this area will assess the quality, continuity, and the level of effort associated with a candidate’s scholarship. The DPC will consider the candidate’s self-evaluation of professional growth and achievement (which must include a discussion of the quality, continuity, and level of effort associated with their scholarship) to establish the context for its deliberations. Evidence of professional growth and achievement is demonstrated by activities listed below.

a. Authorship (in general order of significance)
   i. Peer reviewed book
   ii. Peer reviewed manuscript in a professional publication
      - Full articles
      - Research briefs
   iii. Peer reviewed book chapter
   iv. Non-printed medium or computer software
   v. Development of a new technology or patent
   vi. Non-refereed book
   vii. Non-refereed manuscript in a professional publication
   viii. Non-refereed book chapter
   ix. Consultancy reports and funded research reports

b. Research and grants (in general order of significance)
   i. PI or Co-PI of major grants and contracts (>=$40,000)
   ii. PI or Co-PI of minor grants (< $40,000)
   iii. Submitted, but not funded major grant
   iv. Co-operator on a grant or contract
   v. Submitted, but not funded, grants and/or contracts
      - PI of major grants or contracts (>=$40,000)
   vi. PI of minor grants (< $40,000)
   vii. Co-PI of major grants and contracts (>=$40,000)
   viii. Co-PI of minor grants (< $40,000)
   ix. Submitted, but not funded major grant (must include reviews that can address the quality of the proposal, and submission of grant proposal can only be counted once).
   x. Co-operator on a grant or contract
vii. Submitted, but not funded, minor grants or contracts (must include reviews that can address the quality of the proposal, and submission of grant proposal can only be counted once).

c. Scholarly activities within one's profession (in general order of significance)
   i. Presentation of research at a professional meeting, workshop, or symposium
      • International
      • National/Regional
      • State
      • Local
   ii. Organization of a professional meeting, workshop, or symposium
   iii. Editor of a professional publication
   iv. Reviewer/referee of a professional publication
   v. Attendance at professional meetings, workshops, or symposia

d. Professional awards and honors
   i. International
   ii. National
   iii. Regional
   iv. State
   v. Local
   vi. Honorary appointment (e.g., visiting, or adjunct professor)

e. Consultancy/Certification
   i. Professional consultant dealing with issues specifically related to the candidate’s areas of expertise.
   ii. Specialty Certification
   ii. Service as a non-paid consultant or member of an advisory board or council, dealing with issues specifically related to the candidate’s area of expertise.

f. Other
   The DPC invites candidates to submit for consideration other professional activities not mentioned above.

Performance Standards for Professional Growth and Achievement

Adequate — demonstrates acceptable level of currency within areas of the assigned discipline. The candidate has a minimum level of two substantive contributions in “a-f” above.

Effective — same as adequate plus recognition beyond the campus of professional competence in areas of the assigned discipline. At a minimum, the candidate has a combination of four substantive contributions from “a,” “b,” and/or “c” with at least one in “a” and one in “b.”
Superior — same as effective plus demonstrated leadership within areas of assigned discipline. At a minimum, the candidate has a combination of six or more substantive contributions from “a,” “b,” and/or “c” with at least two in “a” and one in “b.”

**Service to University, Profession, and Community (a-f are listed in general order of significance)**

In addition to teaching and related activities, and professional growth and achievement, faculty are expected to contribute towards the vision and mission of the University and the vision, mission, goals and objectives of the Department of Nutrition and Food Sciences and the College of Natural Sciences. Activities that contribute to increasing the number of majors through recruitment and retention, improve the image of the Department or College, improve internal communication and teamwork, and help to increase private support of our programs are encouraged.

The Department recognizes that all service activities are not equivalent when it comes to workload, and that all committee members do not accomplish the same amount of work. The Committee must consider the quality, continuity and level of effort associated with each service activity. It is in the candidate’s interest to document heavy workload service activities and/or document special responsibilities assumed.

a. **Service to professional organizations (in general order of significance)**
   i. Service as an elected/appointed official of a professional organization
   ii. Service as a committee member of a professional organization

b. **Service to the Department, College, and University (in general order of significance)**
   i. Serve as Chair of an Academic Senate subcommittee
   ii. Serve as member of an Academic Senate subcommittee
   iii. Serve as member of the Academic Senate
   iv. Serve as Chair of a Department, College, or University committee
   ii. Serve as member of a Department, College or University committee

c. **Perform outreach/recruiting/extension activities**

d. **Guest lectures and other public presentations**
   i. Presentations at public forums, meetings, field days/tours, and other events where specific knowledge possessed by the candidate is shared with the campus community and/or general public
   ii. Off-campus lectures in person or through electronic delivery systems
   iii. Guest lectures in courses on campus

e. **Contributions to the educational, cultural, and economic needs of Northern California as related to one’s professional competency.**

f. **Other**
The DPC invites candidates to submit for consideration other types of service not mentioned above.

Performance Standards for Service to University, Profession, and Community

Adequate — the candidate demonstrates significant service on appropriate Department committees and is a member of professional organizations within the assigned discipline. Must serve on at least one committee at the college or university level for tenure and promotion.

Effective — the candidate demonstrates significant service on appropriate Department and College committees, is a member of professional organizations within the assigned discipline, and either serves professionally within the community or serves on at least one university committee.

Superior — the candidate demonstrates significant service on, and at times provides a leadership role on appropriate department, college, and university committees; candidate demonstrates leadership in professional organizations or provides significant professional contributions to the community.

Contribution to Strategic Plan and Goals of the Program, College, and University

a. Contributions to K-14 through the development/presentation/examination of new instructional technologies, methods, or materials
b. Contributions to creating high quality learning environments through the development/presentation/examination of new instructional technologies, methods, or materials
c. Integration of new technologies to improve student learning both in and out of the classroom
d. Volunteer for or accept and complete assignments which further one or more of the goals of the College or University (see the five University Strategic Priorities)
e. Volunteer for or accept and complete assignments that contribute towards the realization of the objectives specified in the Department or College of Natural Sciences Five Year Review Implementation Plan.

4. Contribution to strategic plan and goals of the Program, College and University

This category is not rated. It is expected that any successful candidate will contribute to the strategic plan of the Department, College, and University. Evidence of those contributions will be listed by the candidate in the dossier and substantiated by the DPC.

E. Early Tenure/Promotion

Tenure and Promotion to Associate Professor may be conferred earlier than the normal sixth year of employment.
a. Consideration of tenure/promotion before the beginning of the sixth consecutive full-time probationary year shall be regarded as consideration of “early tenure/promotion.”

b. Any faculty member wishing consideration of early tenure/promotion must request it in writing. They should only do so if they believe their record of accomplishment is exceptional and warrants special consideration. The DPC may initiate early tenure/promotion consideration at the Department level if, after careful examination of the candidate’s file, it determines that the candidate's record is exceptional and warrants special consideration.

c. Inasmuch as consideration of early tenure/promotion is not the normal pattern, a recommendation for early tenure/promotion must be accompanied by its justification as an exceptional case that warrants special consideration. To be considered for early tenure/promotion a candidate should have been rated superior in all three rated categories (or have the reasonable expectation of superior ratings in all three categories based on past reviews) and significantly exceed the minimum qualifications for the rating of superior in one of them. A candidate could be considered for early tenure/promotion if they were rated effective in either the teaching or service categories but significantly exceeded the minimum requirement for superior in the other two categories.

Promotion to Full Professor may be conferred earlier than the normal fifth year of employment at the Associate Professor level.

a. Consideration of promotion before the beginning of the fifth consecutive year at the level of Associate Professor shall be regarded as consideration of “early promotion.”

b. Any faculty member at the Associate Professor level wishing consideration of early promotion to Full Professor must request it in writing. They should only do so if they believe their record of accomplishment is exceptional and warrants special consideration. The DPC may initiate early promotion consideration at the Department level if, after careful examination of the candidate’s file, it determines that the candidate's record is exceptional and warrants special consideration.

c. Inasmuch as consideration of early promotion from Associate Professor to Full Professor is not the normal pattern, a recommendation for early promotion must be accompanied by its justification as an exceptional case that warrants special consideration. To be considered for early promotion, a candidate must demonstrate significant continuity in professional growth and achievement, service and teaching quality, have completed a minimum of three years at the level of Associate Professor and must be rated superior in all three rated categories (or have the reasonable expectation of superior ratings in all three categories based on past reviews) and significantly exceed the minimum qualifications for the rating of superior in one category. A candidate could be considered for early promotion if they were rated effective in either the
teaching or service categories but significantly exceeded the minimum requirement for superior in the other two categories."

Part IV. Periodic Evaluation of Tenured Faculty
The DPC, or a subcommittee thereof, will serve as the evaluation committee which in this case shall consist of tenured faculty at the rank of Professor. The committee shall consist of at least three members, one of whom is the Chair of the Department. Members of the committee who are undergoing a fifth-year evaluation cannot participate in their own evaluation.

A. Data for Evaluation
The candidate shall collect all data that are pertinent to the evaluation of the quality of instructional performance, professional currency, and service and include these in their personnel file. These data shall be representative of the faculty member’s responsibilities and activities during the five year period immediately prior to the evaluation. Data shall include those described under Part III.

B. Evaluation Process
1. The evaluation committee shall analyze the data collected and prepare a report of its findings. Before writing the report, the committee shall meet with the faculty member to provide an opportunity to clarify any unresolved questions.
2. The evaluation report will address in detail the committee’s findings on the quality and effectiveness of instructional performance, level of professional currency, and service.
3. The report will be submitted to the College Dean who may meet with the faculty member to discuss the report’s findings. If areas for improvement are identified in the report, the Dean, if requested by the faculty, will discuss these and advise the faculty member of assistance available within the College or University.
4. The faculty member may respond in writing to the report’s findings within seven days. The evaluation report, the faculty member’s response, if any, and any suggested means of assistance will be placed in the candidate’s personnel file.
5. Upon completion of the evaluation process all data that are not normally kept in the College personnel file will be returned to the faculty member.

Part V. Periodic Evaluation of Part-Time Faculty
The DPC will evaluate all part-time temporary faculty for teaching effectiveness annually for the initial two personnel cycles. These will be followed by biennial evaluations unless the individual’s course assignment changes, in which case the evaluation process returns to the initial two-year review cycle. All part-time faculty will participate in the student evaluation of faculty process each semester in which they teach. Personnel files will be updated annually.

The DPC will submit a report of its findings to the faculty member, the Chair of the Department, and the College personnel file.
A. Data for Evaluation

Data used by the DPC are described in Part III. Although the criteria and standards of the Department review of part time faculty will focus predominantly on instruction, professional activities and service related to their teaching appointment or other positive assistance to the Department will be considered. (FPPP 8.2.b) Upon receipt of the evaluation report, the faculty member may request a meeting with the committee to discuss it, may file a written reply, or may accept the report as written. Any revision of the report shall be left to the discretion of the DPC and the Chair of the Department.

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