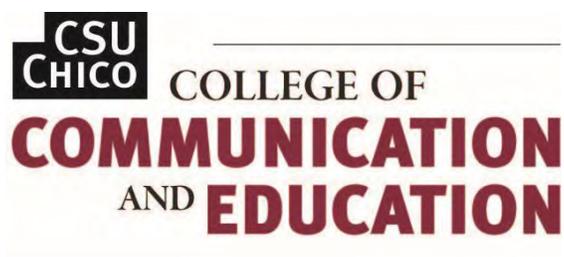


College of Communication and Education

California State University, Chico



Handbook

2022-2023

The mission of the College of Communication and Education is to prepare our students to be effective, educated, engaged, and ethical leaders in their relationships, communities, and professions.

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THE COLLEGE OF COMMUNICATION & EDUCATION

Welcome to the CSU Chico, College of Communication and Education (CME). Established in 1992, The College has a rich history of excellence and includes seven units: one school, five departments, and a program. Degree options include the Bachelor of Arts, the Bachelor of Science, the Master of Arts and Teaching Credentials. While each unit varies in its particular academic foci, career preparation, and degree option, all are united by the interdependence of communication and education as the two critical processes that make the College of Communication and Education an exemplary learning community that nurtures, embraces, and values students' potential. We value the knowledge and expertise of our faculty across the disciplines represented in the college while embracing opportunities for collaborative, interdisciplinary, and innovative teaching, research, and service.

This CME handbook is designed as a companion piece to the CME Constitution and serves to operationalize various policies and practices described therein. The Handbook introduces faculty to the role of the College office, describes the membership, functions, and procedures of College Level Committees, and provides access to College and University resources for faculty, students, and staff.

VISION STATEMENT

As a nationally recognized innovator in professional practice, the College of Communication and Education aspires to be the college of choice for students to develop their full potential.

MISSION STATEMENT

The mission of the College of Communication and Education is to prepare our students to be effective, educated, engaged, and ethical leaders in their relationships, communities, and professions. We do so by building a student-centered learning environment that focuses on the innovative pairing of disciplinary knowledge and applied professional practice to meet the needs of a diverse society.

GUIDING COMMITMENTS

Our mission is driven by these five guiding commitments:

- Preparing Change Agents and Life-long Learners
Our students are leaders and life-long learners who reflect our commitment to effective communication, civic engagement, community building, and the collaborative and holistic development of human potential.

- **Crafting Meaningful Narratives**
Our goal is to educate critical consumers and producers of the stories that shape our individual and collective lives and futures.
- **Educating the Whole Person**
Our pedagogy honors the humanity, well-being and potential of all our faculty, staff and students. Student learning and student success guide our practice.
- **Enabling Access and Equity**
Our programs, practices and curriculum embrace and promote diversity.
- **Building Community through Collaboration**
Our College seeks to continually improve our communication, community-building, and collaborative processes and practices.

THE COLLEGE OF COMMUNICATION AND EDUCATION

DEPARTMENTS, PROGRAMS, AND SCHOOL

[*The Department of Communication Arts and Sciences*](#) provides students with two distinct programs: one leads to comprehensive and clinical understandings of communication sciences and disorders, preparing students for professions in or related to speech language pathology and audiology; the other explores knowledge and skills related to the power of communication in rhetoric, interpersonal relationships, group settings, workplaces, civic organizations, media, and society.

[*The Department of Journalism and Public Relations*](#) is grounded in ethics and professionalism. It offers a skill set in high demand by employers in the digital information industry, focusing on a broad range of written, oral, and strategic communication, including multi-platform storytelling.

[*The Department of Kinesiology*](#) promotes lifetime physical activity for all ages and ability levels by educating students in exercise science, school physical education, coaching, strength and conditioning, and fitness and wellness.

[*The Department of Media Arts, Design, and Technology*](#) prepares students to be professionals and entrepreneurs in media and design through a focus on the synergy of art, craft, and technology. Students emerge with the critical thinking, collaboration, and leadership skills necessary to thrive in their media professions.

[*The Department of Recreation, Hospitality and Parks Management*](#) creates a welcoming community committed to academic excellence that prepares students to lead and serve others in the fields of recreation, hospitality, and parks management. The department values choice, civic engagement, community, diversity, globalism, honesty, joy, happiness, quality of life, knowledge, scholarship, lifelong learning, service, including service learning opportunities, and sustainability.

[*The Liberal Studies Program*](#) is an interdisciplinary program that provides students with the foundational knowledge, critical inquiry, problem solving, and collaborative skills that are the necessary preparation for entering a teaching credential program or other careers that require broad-based skills.

[*The School of Education*](#) focuses on the power of education to create a diverse, democratic, and socially responsible society in which every learner is valued and students learn to become effective, reflective, and engaged educators.

THE COLLEGE OFFICE

The CME office is located in Tehama 203. The general number is (530) 898-4015 and the zip is 0145. During the academic year, the College office is open to the public from 8:00 a.m. - 5:00 p.m. Summer hours are Monday-Thursday, 7:00 a.m. - 5:30 p.m. The college office houses the Dean, the Administrative Analyst (AAS) and office staff.

The CME Office is the location of all department and college staff mailboxes. The CME office serves as a repository for personnel files and materials. All Personnel Action Files (PAFs) maintained in the office and faculty dossiers are kept on file there while under review and are available for viewing upon request.

The Office conference room is a convenient and comfortable place for meetings or review of RTP files. Booking arrangements can be made through the office. Please keep the area clean and organized. Sustainable office practices are followed. A private lactation station is available upon request.

SERVICES AND SUPPORT

The role of the Dean and the College staff is to provide fiscal stewardship of all College resources and support for its departments in both face-to-face and virtual environments. CME provides budget allocations to departments and pays for all staff salaries, in-range progressions, and reclassifications in the College. The Dean's office serves as the central headquarters for all faculty and staff evaluations. The Office also maintains file records for forms routed across campus as well as other historical documents. Other support services provided by the CME staff include contract generation, payroll, FTES targets and tracking, and approvals for Tenure Track Hiring, AWTU, and travel requests and claims. In essence, the primary role of the College is to act as a resource for faculty, staff and students. The College Advancement Officer helps CME alums to stay connected to College events and goings on. Resources, supports, and service opportunities provided by the College are described in the following pages.

COVID-19 support and safety are of utmost importance to CME. All COVID-19 related information, practices, policies, resources, and support can be found on Chico State's [COVID Information](#) webpage. In particular, the COVID-19 Employee Guidelines and Expectations is an important webpage for Deans, Chairs, and Faculty to review.

- **COLLEGE LEADERSHIP**

The Dean and Chairs Council (DAC) is the leadership team of the college. This group meets bi-monthly to review procedures, explore new initiatives, and engage in strategic planning. The College assists chairs in managing their budgets and provides budget training to Department ASC's. The Dean meets with DAC and with Chairs individually as needed to review FTES targets and budget allocations.

The AAS supports all Department ASC's and conducts regular meetings with this administrative support group to review and update processes and procedures. Information about Chairs roles and responsibilities is found at FPPP 17.0. Recent updates include the responsibility to promote and respond to calls for nomination of faculty to college, university, and systemwide committees as appropriate and to encourage the scheduling of department meetings in a manner which facilitates and supports participation in share governance service and processes (FPPP 17.1.1.c.8; FPPP 17.1.1.c.9). Recent additions also state that Chair time base will be determined by the Dean in consultation with the Chair after review of campus data related to Chair time base.

- **STUDENT SUCCESS TEAM**

In addition to your major advisors, Our [CME Student Success Team](#)

The CME Student Success Team provides holistic support to students across the college from matriculation through graduation. The College Advising & Retention Specialist (CARS) leads the team and collaborates frequently with chairs on recruitment, advising, and retention; the College Advisor is a general advisor, supporting the work of major advisors in the departments and programs; and the College Advising Interns are upper-class undergraduate students who serve as knowledgeable and welcoming peers in the CME Student Success Center in THMA 111. The team works together to ensure our students receive support for their well-being, learning, and sense of belonging throughout their Chico State experience. Please consider collaborating with the Student Success Team on any and all of your department's recruitment and retention plans.

- **ONLINE RESOURCES**

[The College of Communication and Education](#) website is a good resource for college information and easy access to the departments, programs, and school within the college. The website features links for prospective students, current students, alumni, parents, and friends, faculty and staff, and the office of Outreach, Research, and Grants. The site features regularly updated announcements about opportunities and CME and University events.

CME maintains an online community for the Dean and Chairs (DAC) through Box. The online community houses the CME Constitution, as well as all other governing documents, reports, department forms and resources. DAC members are expected to use the *College of Communication and Education Online Community* area on a regular basis.

- **TRAVEL**

CME recognizes and supports scholarly work and community engagement as an important dimension faculty development. The College office is responsible for reviewing all submitted travel claims for accuracy so that all paperwork associated with travel is and reimbursements occur in a timely manner. In order to avoid delays and assure approval, faculty and departmental support staff responsible for submitting travel claims to the College office should review [campus travel policies](#) and the helpful hints below. In an effort to aid departments to complete forms correctly and avoid repeated errors or missing information, claims that lack complete or

accurate information will be returned for revision. The Dean has final approval for all travel except international travel.

Our college now processes all travel via Concur. Faculty can submit requests and claims directly through Concur. Approvals are also granted through Concur. Receipts can be uploaded directly to Concur. Info can be found at <https://www.csuchico.edu/ap/cte/concur.shtml>.

Before securing travel arrangements, please consult the list of “no Travel” states by consulting the complete list of affected states that is maintained on the [California State Attorney General's website](#) and visit the [Travel Approvals and Restrictions Webpage](#)

- **FACULTY AND STAFF DEVELOPMENT**

In keeping with our guiding commitments, CME aspires to recruit, support and retain diverse, high-quality faculty and staff. Toward that end, the College periodically offers workshops that share best practices in teaching such as inclusive pedagogy, teaching with technology, and interdisciplinarity. Research in the College that bridges-the-gap between theory and practice is encouraged and supported.

- **SCHOLARSHIPS**

The College of Communication and Education, in partnership with alumni, parents, friends, and industry, is committed to providing opportunities, through scholarships, to those students who demonstrate outstanding academic performance and/or financial need. The college awards more than 100 student scholarships each year. Applications can be obtained online through the [Scholarship Office](#).

- **UNIVERSITY STUDENT SERVICES**

CSU, Chico offers many opportunities for students to become involved in campus life. As CME faculty, you may want access to the wealth of services available for students. Much information about academic advising can be found on the [Current Students: Academic Life Website](#).

- [The Cross-Cultural Leadership Center](#) offers a variety of programs that enhance leadership development, cultural awareness, community education, and the creation of a constructive social change. Each program provides an opportunity for students to build connections keeping students Connected, Respected and Affirmed.
- [The Career Center](#) provides support for students searching for jobs and internships in all fields. Many workshops are available to help students prepare resumes and interview for positions.
- [The Student Support Services \(SSS\) program](#) is one of three TRIO programs originally funded under the Higher Education Act of 1965,

whose objective is to help students overcome class, social and cultural barriers towards the successful completion of their postsecondary education. Funded by the U.S. Department of Education, SSS is committed to helping low-income, first-generation college students, and students with disabilities achieve a bachelor's degree.

- **More Student Support Services.** There might be times when you will need to refer agitated or students in distress to support services. These include the [Counseling and Wellness Center](#) in SSC 430, x6345, [Accessibility Resource Center \(ARC\)](#) in SSC 170, x5959 or [Student Conduct, Rights, and Responsibilities](#) in SSC 190, x6897. Each website includes a rich array of information, partnerships, resources, and supports.

The releasing or public posting of a student's academic record, status, or progress, including grades, without the student's written permission is a direct violation of the Title V [Family Education Rights and Privacy Act](#) (FERPA). In addition, it is not advisable to release any student information, including student identity number, address, or phone number without prior permission from the student. Social Security numbers should never be used.

- **INSTRUCTIONAL SUPPORT, POLICIES, AND APPEALS**

Various forms that are used in conjunction with student needs are available on the College of Communication and Education Online Community or in the department office. Students add or drop classes through the online Chico State Portal system. During the third and fourth week of classes, students must follow the class [add or drop process](#) that requires the instructor's signature. Census date is the fourth Friday of the semester, after which the signature of the Director and College Dean is required. A 'serious and compelling' reason must be filled in on the form. It is the student's responsibility to walk the form through the process and deliver it to Student Records and Registration, since fees are often involved. Occasionally, students request to enroll in a course via Open University.

See the [University Catalog](#) for information on the grading system at CSU, Chico. Faculty members are asked to maintain a complete record (i.e., grade book or equivalent) of the scores and marks used to determine student grades for at least five years. The [Student Conduct, Rights, and Responsibilities](#) website is an excellent source of academic integrity resources for students and faculty.

In the event of a grade dispute, the [University Grading Policy](#) (EM-10-01). Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor of record (Article IX, Assignment of grades and grade appeals). If the matter cannot be resolved informally, the student may pursue the complaint through the Student Grievance Procedures as described in [EM 05-010](#).

PROMOTING & SUPPORTING ACHIEVEMENTS

CME values all its members and seeks to recognize and reward students, faculty, and staff for their outstanding work and accomplishments. The expertise and accomplishments of CME faculty are prime indicators of an institution's quality. The College asks that all tenured, tenure track, and Lecturer Faculty update their CVs each year and submit the past year's scholarly achievements when asked. We support Chico State's Public Affairs and Publications Office in their goal to increase the public's awareness of our high-quality faculty and programs. Here are some of the College's efforts to promote faculty achievements:

- **STUDENT, STAFF, AND FACULTY RECOGNITION**

Each academic year the College plans receptions and events to thank and appreciate staff and faculty. These events include a Welcome Back Reception, Holiday Open House, End-of-the-Year Assembly, and Koffee and Kudos. The College boasts its own Outstanding Student Award and Inspirational Professor Award, established in 2016 by the CME Academic Student Senator. CME awards include the Staff Employee of the Year Award that recognizes an outstanding CME staff member each year, and CME Pedagogy Awards, that honor and support the faculty of the College for their excellence and achievements in one of three categories of teaching and learning that are emblematic of CME's mission: 1) The Innovative Educator Award, 2) the Engaged Educator Award, and 3) the Inclusive Educator Award.

- **THE CME WEBSITE**

The [CME Website](#) features people, programs, and professional opportunities for students the site is a good opportunity for faculty, staff, and student recognition. If you are interested in having your recent accomplishments showcased on the CME Website, please contact CME office staff. Additionally, the website houses all College program portfolios and Annual Program Assessment Reports (APARs) and is the go-to location for faculty and staff resources. The CME Newsletter *Voices* debut is scheduled for 2017-2018 and will be available on the website.

- **THE CME OFFICE OF OUTREACH, RESEARCH, & GRANTS**

The College of Communication and Education established the CME Office of Outreach, Research, and Grants ([ORG](#)) in 2011 to provide support to CME administrators and faculty interested in seeking external grant and contract funding opportunities. The CME ORG office is dedicated to serving faculty and students of California State University, Chico and specifically the College of Communication and Education faculty in their efforts to provide quality education and training experiences for students and professional development opportunities for teachers in partner K-12 schools. Benefits of external funding to students majoring in Communication Arts and Sciences, Communication Design, Journalism, Liberal Studies, Education, Recreation, and Kinesiology include financial support in the form of stipends, experiential field opportunities, and cohorted training programs. The ORG office also provides support and project administration services upon funding

award. Available support and services provided include:

- Proposal Research and Proposal Development
- Budget/Fiscal Management Services
- Project Administrative/Clerical Support Services
- Coordination of Funded Projects
- Sub-Contract and Independent Contractor Agreement Development
- Data Collection and Management
- Performance Reporting Assistance
- Project Liaison Services: Campus Departments; K-12 Schools; Community Agencies. Foundations; Funding Agencies

- **FACULTY EXPERT DATABASE**

The [Faculty Expert Database](#) is used primarily by reporters and editors working on stories and looking for experts. It is also used by the Office of Sponsored Programs to contact faculty about grant and contract opportunities. If you want to be included on the database, contact the Public Relations Officer at x4143.

- **UNIVERSITY SPEAKERS BUREAU**

The Speakers Bureau helps local and regional organizations find speakers among our faculty and staff. The community relations benefits to this service are considerable. If you would like to be considered for future speaking engagements, call x4143 with your topic(s) of choice.

- **PUBLICITY**

The University issues two publications that regularly feature faculty accomplishments. *In the News* is a feature in *Chico Statements*, the campus magazine that is published once a semester, and *Inside Chico State*, is the campus e-newsletter published six times a year that focuses on feature stories about our faculty and students. If you are quoted or featured in the media, particularly outside Chico, please inform the publications staff so that the article can be included in the campus publications as well. Public Affairs and Publication is located in Kendall 114, x4143. Public Affairs and Publications is always looking for ideas for stories in their respective publications so let them know if you are involved in something noteworthy.

FACULTY EVALUATION PROCEDURES

GENERAL PROCEDURES

The role of the Dean's Office is to facilitate and support all evaluation processes and house and maintain specific personnel documents. The following section describes general CME procedures and practices for the evaluation of all faculty as well as the specific requirements for temporary, tenure-track, and tenured faculty, each of which require a similar yet slightly different set of expectations and materials for review. The College adheres to all university policies and procedures for developing, maintaining, and accessing all faculty Personnel Action Files (PAF) and the Working Personnel Action File (WPAF) required for tenure-track and tenured faculty, as well as policies and procedures for evaluation of faculty and Lecturer Faculty (8.0-11.0).

The University processes for managing all RTP evaluations are now electronic. All Academic Appointment forms (AAF), Academic Change forms (ACF), and Special Consultant Agreements should be electronically routed through [Adobe Sign](#) using the OAPL workflows. See the [Box RTP](#) webpage for completing RTP virtually. For general questions, please email AcademicPersonnel@csuchico.edu.

[Faculty COVID-19 Resources](#)(opens in new window) and [HR's COVID-19 Faculty, Staff & Manager Resources](#) are important sites for Deans, Chairs, and Faculty to review. [COVID-related RTP date changes and information/agreements](#) are available on the OAPL website.

The College of Communication and Education is committed to supporting faculty as they undergo evaluation processes for retention, tenure, and promotion. The resources available are intended to offer guidance about the review timelines and processes for both faculty under review and for personnel committees. Faculty will also find information about how to construct dossiers or temporary evidence binders electronically and examples of exemplary excerpts of dossiers and supplemental evidence binders from CME faculty. College resources also include CME's [Tenured-Tenure Track Virtual RTP Workshop \(2020\)](#) and [Part-time/Temporary Faculty Virtual RTP Workshop \(2020\)](#) videos.

The Administrative Analyst/Specialist will work directly with the Department Personnel Committees (DPCs) and chairs to ensure that everyone is on track for the evaluation review process. A draft evaluation calendar is sent out in August, prior to the beginning of the semester (see [Appendix 1, Draft RTP Calendar](#)). Chairs should carefully review the names for accuracy. The Dean's office will email faculty eligible to go up for promotion to see if they would like to be included in the calendar. Faculty going up for promotion early or after their initial eligibility should notify the AAS to be included in the RTP calendar. The College will send out reminder notices two week prior to each calendar deadline and provide pre-populated appropriate forms to insure consistency and accuracy. The college office will hold any rebuttal until completion of the review level. The college staff are

not responsible for editorial review, but simply provide the framework: calendar, reminder and circulation of rebuttals. The college office is committed to providing support through annual RTP workshop for chairs, faculty going up for review and personnel committee members. One member of each department committee should attend the Fall RTP workshop.

The Dean's Office creates a Personnel Action File (PAF) for each faculty member hired. The PAF is the official personnel file for all faculty members managed by and held in the Dean's office. The PAF contains correspondence about employment status and personnel actions (e.g., contract renewals; promotion; award of tenure), as well as information such as peer evaluations, signed statements of evaluation, and summaries of student evaluations. The PAF is maintained throughout the faculty member's career with CSU, Chico.

CME's Student Feedback on Teaching and Learning (SFOT) procedures follow FPPP guidelines regarding storage and are in compliance with the CBA ([FPPP 3.0; 3.4.1](#)). Also see [COVID-related RTP date changes and information/agreements](#).

If, after examination of the PAF, the faculty member believes that any portion of the file is not accurate, he/she may request in writing a correction of the material, a deletion of a portion of the material, or both. Such a request shall be addressed to the Dean, with copies to the appropriate faculty committee, if such material was generated by a faculty committee, and *Appropriate Administrators* (see FPPP 7.0.7 and [CBA Article 11.6](#)).

Periodically, peer evaluations, comments from previous evaluations, and student evaluation summaries will be returned to faculty (in accordance with the FPPP 8.1.4). The faculty member may choose to keep or shred the returned documents. If a faculty member separates from CSU Chico, their PAF is placed in a holding file (in the College Office) and kept for a period of five years. During that time, it is still considered confidential and only authorized personnel may view it. If by the end of five years, the faculty member has not been re-employed by CSU, Chico, the entire PAF is destroyed.

The CME website will be the location of the CME Faculty Dossier Builder for Tenure-track and tenured faculty and a Lecturer Faculty Supplemental Evidence File Builder that includes electronic Table of Contents and Template. Each academic year the CME website will showcase exemplary faculty dossiers and evidence binders selected by the dean (see [Appendix 8, Retention, Tenure and Promotion \(RTP\) File Purpose, Requirements, and Suggestions](#)).

LECTURER FACULTY EVALUATION PROCEDURES

Lecturer Faculty will be evaluated according to the professional standards of the disciplines in which they are appointed and as defined by the Department/Unit as appropriate to their work assignments (FPPP 9.1.2.a-b). Lecturer Faculty shall be evaluated in accordance with the periodic evaluation procedures ([CBA 15.23-30](#)).

Each semester chairs will notify all Lecturer Faculty about evaluation dates and criteria. Lecturer Faculty are evaluated each year for their first two years of hire and every other subsequent year until their first three-year contract. In the final semester of the sixth year, Lecturer Faculty undergo a cumulative evaluation.

Lecturer Faculty members shall document their teaching effectiveness, which is the primary criterion for evaluating Lecturer Faculty. Evaluations are based upon meaningful evidence of teaching performance consistent with the candidate's Range classification and teaching responsibilities. Evidence should include at least one classroom visit resulting in a peer evaluation of teaching performance shall take place each review year (FPPP 9.1.2.c.1). Supplemental evidence that allows evaluators to accurately assess teaching performance should be included in a *Supplemental Evidence File* (see Appendix 9).

The Supplemental Evidence Files are housed in the department offices.

Departments will notify temporary, part-time faculty when supplemental evidence binders are due to department offices.

Criteria for RANGE elevation for Lecturer Faculty (excluding coaches) shall be appropriate to lecturer work assignments ([CBA 12.19](#)). For elevation to the RANGE of Lecturer B or above, the individual must have achieved professional growth and development since the initial appointment or last RANGE elevation, whichever is more recent (FPPP12.0).

Professional growth and development for lecturer RANGE elevation eligibility is defined as teaching excellence and maintaining currency in the field, unless the faculty member's work assignment includes duties in addition to teaching. In addition to other evidence of teaching, Lecturer Faculty may be evaluated on performance related to any other work assignment(s), besides teaching, as applicable, as specified in the appointment letter along with clear expectations for satisfactory performance of these assignments.

Refer to Department guidelines for a description or definition of Teaching Excellence. The list below may provide some suggestions of types of evidence that demonstrate maintaining currency in the field. A brief summary of other activities that support currency in the discipline or other activities and achievements related to the individuals work assignment (FPPP 9.1.2.c.3-4) may also be included.

- Increased mastery of the discipline evidenced by additional relevant education or an additional degree
- Effectively using course materials that reflect the current state of knowledge and practices in the field

- Contributing to and planning professional development activities on campus
- Presenting original work at professional meetings and conferences
- Collaborative research and creative activity involving the campus and the community
- Publications, exhibitions, and/or performances that advance knowledge
- Research and/or creative activity in discipline related pedagogy
- Editing professional publications
- External fundraising and resource development related to the mission of the University
- Grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University

TENURE TRACK (PROBATIONARY) AND TENURED FAULTY EVALUATION PROCEDURES

For tenured and tenure-track faculty, the evaluation process is focused on the stages of retention, tenure, and promotion (RTP) (FPPP 10.0-11.3). *Probationary* faculty are subject to two different types of performance evaluations. The first, called *periodic evaluation*, focuses on providing the *probationary* faculty member with important developmental feedback, both positive and negative, with the goal of maintaining and/or improving performance. The ultimate goals of excellence and a successful tenure/promotion decision are to be kept firmly in mind by all involved with the process. The closure date for faculty undergoing a periodic Evaluation shall be the Friday of the fourth week of the Spring semester.

The second type of performance evaluation is called the *performance review*, wherein a critical assessment of the faculty member's performance is conducted and the probability of a successful tenure/promotion decision is estimated. Formal *ratings* of performance in each area of review are used, and a decision is made whether or not to retain the faculty member. The closure date for faculty undergoing a performance review shall be the Friday of the fourth week of the Fall semester.

Normally, *periodic evaluations* are done in the faculty members' first, third, and fifth years; *performance reviews* are conducted in the faculty members second, fourth, and sixth years. It is in this sixth year that the decision is made to offer tenure or to release the faculty member from employment (FPPP10.1.5). Periodic evaluations and performance reviews will cover the period since the faculty member's date of appointment. For summer or fall appointments, period of review will begin on May 31st in the academic year preceding the appointment.

Requests to apply for *accelerated tenure or promotion* must be made in writing to the Department Chair and the Dean (FPPP 10.5.4 and 11.1.4). See FPPP section 10.5 for qualification expectations and further information on accelerated tenure and promotion or 10.3.3 for qualifications and further information on accelerated promotion to full professor. Inasmuch as consideration of accelerated tenure or promotion is not the normal pattern, the recommendation for accelerated tenure or promotion must be accompanied by its justification as an exceptional record at each level of review. To

facilitate creating the case for acceleration, faculty applying for accelerated tenure or promotion should include a detailed explanation of how they meet the criteria for exceptionality in their letter of request and dossier.

For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to *periodic evaluation* at intervals no greater than five years. This evaluation is most commonly referred to as a *5th year Review* (FPPP 11.2). Faculty participating in the Faculty Early Retirement Program (FERP) are not required to undergo post tenure evaluation unless an evaluation is requested by the FERP participant or the Appropriate Administrator (FPPP 11.2.1.c).

All Tenure track and tenured evaluations begin with the *Working Personnel Action File (WPAF)* which is a combination of your CME PAF and your Dossier (FPPP 7.0 and [CBA Article 11](#)). This file documents your accomplishments in the areas of teaching, professional growth, and achievement, and other contributions to the university. All recommendations and decisions regarding retention, tenure, and promotion shall be based upon information contained in your WPAF. The College adheres to all university policies and procedures for developing, maintaining, and accessing the Personnel Action File and Working Personnel Action File (FPPP 7.0 and [CBA Article 11](#)).

The Dossier is the professional file created, maintained, and kept by each tenured or tenure-track faculty member. It contains data in the possession of the faculty member that documents accomplishments in the areas of teaching, professional growth and achievement, and service that contributes to the Strategic Plans and Goals of the Department/Unit, College, and Contributions to the University, and Community (also referred to as "Service") FPPP 8.1.3.e.4.

When up for review, faculty will be notified when dossiers are due to the college office. The Dossier should be a 1.5" binder with an accompanying 3" Supplemental Evidence Binder (see [Appendix 8, Retention, Tenure and Promotion \(RTP\) File Purpose, Requirements, and Suggestions](#)).

Upon conclusion of a review cycle and after the grievance filing period has passed (45 days after last report), the college office shall notify (in writing) the faculty members whose dossiers remain in the custody of the Dean's office to retrieve their dossiers. If the faculty member has not removed the dossier at the end of twenty working days after such notice, it shall be delivered securely to the faculty member (FPPP 8.1.3.c-d.). The Dossier is returned to the faculty member annually following the review cycle. Periodically, peer evaluations, comments from previous evaluations, and student evaluation summaries will be returned to faculty (in accordance with the FPPP 8.1.4.g). The faculty member may choose to keep or shred the returned documents.

If a grievance has been filed, the dossier shall remain in/with the PAF until the grievance is resolved. The faculty member has twenty working days following the grievance resolution to remove the dossier from the PAF so you can continually update it for reviews.

RTP TIMELINE AND LEVELS OF REVIEW

The University processes for managing all RTP evaluations are now electronic. All Academic Appointment forms (AAF), Academic Change forms (ACF), and Special Consultant Agreements should be electronically routed through [Adobe Sign](#) using the OAPL workflows. See the [Box RTP](#) webpage for completing RTP virtually. For general questions, please email AcademicPersonnel@csuchico.edu.

[Faculty COVID-19 Resources](#)(opens in new window) and [HR's COVID-19 Faculty, Staff & Manager Resources](#) are important sites for Deans, Chairs, and Faculty to review., as well as [Faculty COVID Agreements](#).

The following is a brief Chronological Account of the RTP Process. Three LEVELS of review exist in this process (1) Department, (2) College, and (3) University (See FPPP Definitions sections). At all LEVELS of review, Candidates have the right to respond or submit a rebuttal statement or response in writing and/ or request an opportunity to discuss the recommendation with the recommending party no later than ten calendar days following receipt of the Recommendation (FPPP 7.0.7-7.0.9/[CBA 11.5-11.6](#)). If a rebuttal is submitted prior to the completion of a level of review, the college office will hold the rebuttal until completion of the review level. During the fall semester faculty will receive an RTP Deadline Calendar that functions as a timeline for the process from the Administrative Analyst/Specialist (AA/S). It is very important to note when your Dossier is due to the College Office.

- **DEPARTMENT.** Each department in the college has its own Personnel Review Committees and Personnel Guidelines. The DPC will review the materials in the PAF and your Dossier in accordance with FPPP 8.0. They will conduct a classroom observation/s and will hold an interview with you before submitting their report to your file and the next level of review. Departments within the college may choose to have a separate level of review for the department chair before submitting their reports for LEVEL 2 reviews. Separate and independent reports shall be issued by each level of review from each department personnel committee, department chair (if not included in the DPC) college committee and dean. Review by the College RTP Committee is guided primarily by FPPP 10.0, "Evaluation of Tenure Track (Probationary) Faculty," and [CBA 15.38-48](#), "Performance Review."
- **COLLEGE.** The College RTP Committee participates only in performance reviews, which are evaluative and formative, judgmental and developmental. The CME college personnel committee composition is composed entirely of Professors. A majority of members come from within the college. The committee includes one representative from each department when possible. In cases where this is not possible, the CME college personnel committee may consist of three or more faculty unit employees from closely aligned disciplines outside the unit (FPPP4.1.11a-d). For College Personnel Committee procedures see the College Standing Committee section of this handbook.
- **DEAN.** After the College Dean has written their report and you have been given the appropriate response time, all the reports and your Dossier will be forwarded

to the Provost for their review and decision.

- **UNIVERSITY.** After review of the files in cases of retention, tenure, and promotion, the Provost (as the President's designee) shall inform each candidate by letter of the decision in regard to retention, tenure, and promotion. Once the President has made their personnel decision, the Provost shall supervise the return of the reports and recommendations to the PAF (FPPP 10.3.23).

Faculty have the right to respond or submit a rebuttal statement or response in writing and/or request an opportunity to discuss the Recommendation(s) from each level no later than ten calendar days following receipt of the Recommendation(s). A copy of the response or rebuttal statement shall accompany the WPAF and also be sent to any previous Levels of Review. This provision shall not require that the timelines be altered or extended. Responses and rebuttals are to address interpretive issues; they are not vehicles for the introduction of new evidence (FPPP 10.2.8).

STAFF EVALUATIONS PROCEDURES

The goal of the performance evaluation process is to encourage communication between the evaluator and the employee. Information regarding staff evaluation procedures is available through the [Performance Management System](#) located in the Human Resources Service Center. This resource page contains all position descriptions, evaluation forms, due dates, suggested steps for evaluation, tips and resources, and Collective Bargaining Agreement (CBA) information.

In CME, the department Chair is typically the evaluator for department staff. The [position description](#) and previous evaluation goals are the basis of the performance evaluation. The position description sets the expectations for duties and responsibilities, prioritizes tasks, and should be reviewed annually. (It no longer needs to be attached to the performance evaluation form.) The Dean's approval and signature is required as the Provost's designee.

All Permanent Employees are reviewed annually ([Annual Review Periods and Due Dates](#)). The CME ASC sends performance review reminders to Chairs and collects and approves all evaluations. All Probationary Employees and Temporary Employees Shall be evaluated at periods defined by the Collective Bargaining Agreement (see [CBA Information below](#)).

COLLEGE STANDING COMMITTEES

There are many opportunities for service in the College. The CME Constitution provides guidance for the procedures are relevant for establishing Standing Committee membership (see Article VII, *Section 4*).

The CME office maintains a list of Communication and Education committee appointments for each academic year that is located on the CME web page and updated annually. The list includes (1) the names of department level Personnel Committee members by department, (2) the department representative for each college level committee, and (3) the CME representatives on university committees (see [Appendix 6, *University Committees that Require College Representation*](#)). Additional opportunities for University Committee service can be found on the [Academic Senate University Committees List](#).

The operating procedures for each College Standing Committee are described below in the order specified in the CME Constitution:

- 1). *Personnel Committee*
- 2). *Leaves Committee*
- 3). *Curriculum Committee*
- 4). *Academic Status Committee*
- 5). *Student Learning Fee Committee*
- 6). *Equity, Diversity & Inclusion Advisory Committee*
- 7). *Library Committee*
- 8). *Assessment Committee*

Each committee description includes information about membership, function, and procedures. The description and companion documents, templates, and sample memos found in the appendix are intended to guide the work of each committee and provide consistent practices and expectations.

Personnel (RTP) Committee

MEMBERSHIP

The committee shall consist of one tenured, full professor from each department, elected by the tenure-track faculty of their home department. If Directors or Chairs serve on the personnel committee, they may not participate in the Chair/Director level of review. College Personnel Committee members represent the College, not any department or other entity. The committee shall consist of at least three full professors from the College. Committee members may not participate in more than one level of review ([CBA 15.42](#)) for any given candidate. If committee members served at the department level, they may not participate in or listen to deliberations regarding candidates they already have reviewed. For *Additional Rules Regarding College Personnel Committees* see FPPP 4.1.11a-d.

FUNCTIONS

Responsible for making Level 2 (College) recommendations to the dean for reappointment, promotion, and tenure for tenured and tenure-track faculty. The report and recommendation of the College Personnel Committee shall be based on a full and independent review of the evidence after a review and recommendation of the Level 1 (Department) report (s). Any variations to the College Personnel Committee process, such as assigning subcommittees, voting abstentions, or minority reports are addressed in FPPP 10.3.15. Any committee member wishing to be recused from an individual's review must do so prior to the review.

The Committee participates only in performance reviews, which are evaluative and formative, judgmental and developmental. The CME Personnel Committee members are the report writers for the performance reviews. For the faculty under review these performance reviews typically occur in their second, fourth, and sixth year (FPPP 10.2.1).

PROCEDURES

The college encourages the committee to elect its chair prior to the start of the semester. The College RTP calendar is sent to chairs Aug. 1st. Ideally, committees should be formed by May of the previous AY. At minimum, by the 1st week of semester, the committee should meet face-to-face to elect a college committee chair, distribute the calendar to the committee accordingly and set committee meetings. The chair will be responsible for ensuring that the committee meets the many RTP deadlines. Committee members are expected to provide their individual wet signatures on the reports, as well as sign into the PAFs whenever reviewed.

Typically, there are four or five meetings during the year lasting one to two hours depending on the workload and situations with the individual performance reviews. The meetings need to be scheduled in accordance with the RTP Calendar (see [Appendix 1, Draft RTP Calendar](#)). See suggestions below.

Meeting 1 (August)

The CME Personnel Committee should meet in early fall (September is recommended) to determine who will be chair and find out what the workload is for the year. See Chair Selection in this section for additional information.

Meeting 2 (September)

Once the chair has been determined there should be a meeting to assign primary and secondary reviewers for all three rounds of performance reviews that occur during the year. **If the committee determines at the first meeting when the chair is elected that the chair can to the best of his or her ability equitably assign the reviews, then this meeting does not occur and the chair sends out the assignments via email to committee members.**

Meeting 3 – Round 1

RETENTION 1st & 2nd Year Probationary Performance Reviews

This meeting should occur in November or early December.

The CME Personnel Committee reviews written report drafts and determines if any changes, edits, corrections need to be done. A vote is then taken and recorded for each of the reports. Committee members must sign each of the Personnel Action Files for faculty under review and their CME Personnel Committee recommendation form.

Meeting 4 – Round 2

TENURE &/OR PROMOTION Performance Reviews

This meeting should occur in late January or early February.

The CME Personnel Committee reviews written report drafts and determines if any changes, edits, corrections need to be done. A vote is then taken and recorded for each of the reports. Committee members must sign each of the Personnel Action Files for faculty under review and their CME Personnel Committee recommendation form.

Meeting 5 – Round 3

RETENTION 3-5 Years Performance Reviews

This meeting should occur in late February or early March.

The CME Personnel Committee reviews written report drafts and determines if any changes, edits, corrections need to be done. A vote is then taken and recorded for each of the reports. Committee members must sign each of the Personnel Action Files for faculty under review and their CME Personnel Committee recommendation form.

Chair Selection

Departments elect or designate eligible faculty to serve on the CME Personnel Committee. Sometimes a situation arises where a department does not have an eligible faculty member to serve. In that situation, the Dean appoints a faculty a member or members to serve to represent the faculty from that particular department. The chair should be determined from the faculty who were elected or designated by their departments and not appointed by the dean, as they may be temporarily on the committee. All faculty at this level are serving on numerous committees and hold many responsibilities. Faculty need to come together and determine a fair and equitable way to appoint a chair.

Evaluation Process

Committee members will be assigned roles as primary and secondary report writers for all three rounds of reviews. Assignment duties are based on the numbers of faculty under review in the given academic year. All faculty on the CME Personnel Committee review the dossiers and personnel action files (PAFs) for faculty under review in all three rounds. They take notes and jot down any questions, concerns, or compliments they may have for each of the faculty under review. These can then be discussed at the CME Personnel Committee meeting for that particular round. CME Personnel Committee members should review all dossiers and PAFs well in advance of the CME Personnel Committee meetings.

Primary Report Writer – Committee members assigned as primary report writers review all dossiers and PAFs and make notes, etc. as a committee member. Then they focus very intently on writing a good draft of the CME Personnel Committee report. They share this report with their assigned secondary reviewer for feedback, suggestions, edits, prior to CME Personnel Committee meeting for that round.

Secondary Reviewer – Committee members assigned as secondary reviewers review all dossiers and PAFs and make notes, etc. as a committee member. They will receive a draft copy of CME Personnel report from a Primary Report Writer. They provide feedback, suggestions, and edits to the Primary Report Writer prior to CME Personnel Committee meeting for that round.

An example of an Excel Spreadsheet used by the CME Personnel Committee to keep assignments, timelines, and tasks organized has been provided (see [Appendix 2, College Personnel Committee \(CPC\) Review Calendar](#)). Department names were listed for each faculty under review. CME Personnel Committee members' names and assignments were listed in the green columns.

Reports

The reports written by the CME Personnel Committee are all Performance Reports and the following are included in it:

1. Span of the review period

2. Vote taken (Yes, No, Abstentions) and recorded in the report
3. Ratings of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations are provided for Instruction, Professional Growth and Achievement, and Service

The final digital copies of the reports are given to the CME Office staff person who works with the CME Personnel Committee for final printing and distribution. **Any drafts of the reports in hard copy are collected at the meetings and shredded. Any emailed copies of the reports among CME Personnel Committee members should be promptly deleted.**

Leaves Committee

MEMBERSHIP

The committee is composed of tenured faculty, with one representative per department/school.

FUNCTIONS

Responsible for making recommendations to the Dean on sabbatical, Difference-in-pay leaves, and leaves without pay.

PROCEDURES and TIMELINE

- **Eligibility.** The targeted percent of awards is based upon the number of faculty eligible as determined by Faculty Affairs.
- **Submission.** The call for sabbaticals is sent by the Leaves committee in early September of each academic year after the college office receives an eligibility list from faculty affairs (see [Appendix 3, Sabbatical Leave Review Procedures and Criteria](#)). The deadline for completed applications to the College Faculty Leaves Committee will be the last Friday in September in the fall semester prior to the academic year for which the leave is requested (13.1.2.d.2).
- **Evaluation Process.** Each member of the college committee independently evaluates all submitted proposals using Sabbatical Leaves Evaluation Criteria and rank orders all meritorious sabbatical proposals in accordance with established percentages (see [Appendix 4. Sabbatical Application Ranking Form](#)). [If a Chair/Director wishes to include an additional letter articulating concerns about the curricular, budgetary or other challenges posed by the proposal, the letter will go directly to the Dean for consideration. The committee's role is simply to evaluate the strengths of the proposal on its own merits relative to the criteria articulated in the Sabbatical Application Ranking Form.](#)
- **Candidate Interviews.** Candidate interviews of at least 10-15 minutes each are scheduled for early October.

Recommendation. The committee meets for a final deliberation and ranking

using the *Sabbatical Application Ranking Form*. Rankings are submitted to the dean early in the second week of October. The dean reviews the recommendations and then makes a recommendation to the President shortly thereafter.

- All faculty shall be notified of the awarding of leave positions on or before the second Friday in November. Such notification shall specify the purpose of each awarded leave (13.1.2.e.6).

All procedures are guided by relevant sections of the FPPP (13.1.2.a.1-f.3 for Sabbatical Leaves and 13.1.3.a.1-13.1.3.e.2 for Difference-in-Pay Leaves) and the CBA ([Article 27](#) for Sabbatical Leaves and [Article 28](#), Difference for in Pay Leaves).

Curriculum Committee

MEMBERSHIP

The college committee is composed of a representative of each department who also serves as the chair of the department committee.

FUNCTIONS

Responsible for making recommendations to the Dean on the implementation, modification, and suspension or discontinuation of courses and curriculum. The committee's charge includes discussing and approving new proposed courses/curriculum for the College that serves multiple departments and/or is interdisciplinary. Questions to be addressed might include rationale, need and demand, relationship of the course/program to mission of department and college, level of resource support required, tentative sources of resource support, relation of proposed curriculum to the University [Strategic Plan](#), plans for program feedback and assessment.

PROCEDURES

All procedures are guided by the [Academic Department Manual](#) and support from [Curriculum Services](#) in Academic Affairs.

- **Selection.** The committee meets to select a chair early in the fall semester.
- **Date-setting.** The committee chair and the ASC determine dates for Memos of Intent that meet catalogue dates and the EPPC and Senate calendars for appropriate approvals. The ASC then sends out as an email of the timeline to the chair and committee.
- **Meetings.** The committee meets one each month to review curriculum changes, additions, and deletions that have been approved by the department curriculum committees and other department approval processes. For minor changes that happen off-cycle, the committee conducts reviews and approvals via email.

- **Approval Process.** All curriculum forms that are approved by the College committee and are routed to the Intent Distribution List for Campus Advertisement and/or forwarded for technical review and approvals follow the [Administrative Curriculum Process](#) and are logged in the College office.

Academic Status Committee

MEMBERSHIP

The Dean of each college shall establish an Academic Status Committee consisting of at least one faculty representative from each department or program. The College of Communication and Education has determined that the Dean and Chairs Committee (DAC) will serve this function.

FUNCTIONS

The committee will:

- Receive and act upon appeals on disqualification for majors within that college.
- Place students on and remove students from administrative- academic disqualification.
- Receive recommendations from appropriate academic units regarding administrative-academic disqualification and will determine appropriate action.
- Receive and act upon appeals from students on administrative-academic disqualification who are declared majors in that college.

Academic Advising Programs will notify the dean of the college when a meeting of the committee is required.

PROCEDURES

All procedures are guided by Academic Probation and Disqualification EM [05-003](#) and [Executive Order 823, Minimum Requirements for Probation and Disqualification.](#)

Committee procedures (other than specified within EM 05-003) will be determined by committee consensus.

Student Learning Fee Committee

MEMBERSHIP

Consists of the College Dean, or Dean's representative, two faculty, and three voting student representatives, including a non-voting student senator, as specified in the [Student Learning Fee College Committee Guidelines](#). Each fall, a call for nominations of faculty, student, and staff membership is made. Nomination forms can be found on-line at the [Student Learning Fee Proposal Site](#).

FUNCTIONS

The committee is responsible for soliciting, collecting, reviewing, and ranking proposals for the Student Learning Fee (see [Appendix 5, Student Learning Fee \(SLF\) Proposal Rubric](#)). The college committee is charged with recommending the proposals that are to be considered for funding in rank order with justifications for the ranking to the college dean. The dean subsequently reviews the committee recommendations and forwards proposals to the Provost with their recommendations. At the dean's discretion, matching fund arrangements for any of the recommended proposals may be conveyed to the Provost with their recommendations.

PROCEDURES

All procedures are guided by the University's [Student Learning Fee College Committee Guidelines](#) and the [Student Learning Fee Step-by-Step Instructions](#) documents available online.

Timeline:

1. A call for Student Learning Fee proposals will be sent out via email to All Announce and to All Students in early October. Proposals are to be submitted via the [Student Learning Fee Proposal Site](#). The deadline for proposals is typically the first week in December.
2. Proposals are then collected and reviewed by the college's fee committee (see [Appendix 5, Student Learning Fee \(SLF\) Proposal Rubric](#)). The committee can request clarification of proposals or presentations from nominators as desired. Proposals totaling no more than 50% of the available funds for that year are then ranked by the committee and recommended to the dean.
3. The dean will then attach a cover memo to the Provost to acknowledge the priority rankings and provide justification, if the dean's priority rankings differ from those of the committee's. Priority rankings are due annually to the Provost the first Monday of April. An annual report of funded proposals by college/unit will be published by the Provost.

Equity, Diversity, & Inclusion (EDI) Advisory Committee

MEMBERSHIP

The Equity, Diversity, & Inclusion Committee will be chaired by the Dean or the Dean's designee. Membership will include a representative from each department and includes temporary, tenure-track, and tenured faculty, and staff as well as the CME student senator.

FUNCTIONS

The Equity, Diversity, & Inclusion Committee serves to advise the Dean on the development of new college-wide EDI initiatives on teaching, research, and outreach. The committee will identify projects that serve to deepen and extend the College's five guiding commitments*:

- Preparing Change Agents and Life-long Learners
- Crafting Meaningful Narratives
- Educating the Whole Person
- Enabling Access and Equity
- Building Community through Collaboration

In addition to monetary resources, the committee provides support and guidance to leaders and staff to more effectively address equity, diversity and inclusion issues, including EDI initiatives that are priorities for the College and the University, that are not readily perceived or easily understood, such as eliminating equity gaps across our programs.

PROCEDURES

1. The Dean calls the first meeting in early fall after the committee has been selected.
2. The committee will determine the EDI priorities, aligned with College and University priorities. This might be a review of current practices, an identification of best practices, and/or an understanding of the tools and data available to better facilitate our response to EDI opportunities and concerns.
3. The committee will facilitate, a call for EDI proposals that will further these efforts. See Appendix XX for the EDI proposal form and application.
4. The committee reviews, evaluates, and makes recommendations to the Dean for EDI proposals according to the degree to which they demonstrate a commitment

to excellence in research and education through the advancement of equity, diversity, and inclusion and are anchored by the Guiding Commitments.

5. Initiatives are implemented in either spring of the same academic year or fall of the subsequent year and assessed in the following academic year.

**For the complete description of each Guiding Commitment see p. 4*

Library Committee

MEMBERSHIP

One College book chair is elected from the department book chairs to represent the College. The College book chair will serve on the University Library Advisory Committee while serving as the respective college book chair.

FUNCTIONS

To serve as a college liaison for department faculty library liaisons whose role is to request, receive, and evaluate suggestions, comments, and information from faculty, students, and staff concerning the use of the Library in the pursuit of the academic mission of the University.

As a member of the University Library Committee, the college liaison contributes to the following responsibilities:

- Evaluates proposed and existing policy, procedures, and services concerning the role of the Library in the pursuit of the academic mission of the University.
- Discusses matters of academic concern related to existing and future library policies, procedures, services, and goals.
- Reviews the impact of new curricular proposals on the library at the request of the Educational Policies and Programs Committee.
- Reports at least annually, or as needed, and to make recommendations when deemed necessary, to the Educational Policies and Programs Committee regarding matters of the library that are of academic concern.

PROCEDURES

For specific procedures refer to [EM-01-018](#)

Assessment Committee

MEMBERSHIP

Membership is made up of CME Program Assessment Facilitators, the CME Assessment Coordinator, and any other staff or administrators necessary to the support on-going quality assessment. The College Coordinator is appointed by the Dean and represents the College on the Academic Assessment Council (AAC). Each department appoints a program assessment facilitator. According to the Academic Assessment Council, a Program Assessment Facilitator may be selected in each program through a process determined by the program, or a program can take collective or shared responsibility for the facilitation of assessment tasks and responsibilities. Membership on the CME Assessment Committee is part of each Program Facilitator's/Department's responsibilities.

FUNCTIONS

Supports the regular process of program assessment activity, reporting, and the overall pursuit of continuous improvements in student learning throughout the College. The College Coordinator meets with designated department assessment facilitators or team to engage in on-going assessment discussions that support and improve upon program practices and reports, as well as contribute to college plans around assessment, and possibly university level initiatives. When necessary, Department Chairs, Associate Deans and/or the Dean will be asked to join discussions.

This committee will determine the best ways to provide support for program assessment in CME, which could include facilitator meetings, one-on-one meetings with College Coordinator, report feedback sessions, program meetings with College Coordinator, sharing of practices, tools, experiences, and information. The CME College Assessment Blackboard Learn Organization site will operate as a digital repository for assessment reports, feedback, best practice information, tools, guides, etc.

Additional College Assessment Committee responsibilities include the facilitation of College Level outcomes and indicators based upon the College Guiding Commitments. College assessment work is aligned to the University Strategic Plan and University accreditation processes.

PROCEDURES

The committee will meet at least once, early in the fall and spring semesters and then as needed. The purpose of the meetings will be to review college and university expectations for assessment work, ensure the timely submissions of reports for the September 30 deadline, and facilitate the various forms of support needed for continuous assessment work.

Each degree Program, undergraduate and graduate, completes an Annual Program Assessment Report (APAR) and Annual Program Assessment Status Update (APASU). The Report follows a standard template with complete information about the previous year's assessment work, while the Status Update is a summary chart with key points of

information pulled from the report.

The report templates, program assessment facilitator responsibilities, and much more information about assessment, can be found at the Academic Assessment Council website (<http://www.csuchico.edu/assessment>).

All APARs and APASUs are due in September 30 and are delivered to the Department Chair and/or Program Coordinator, as well as to the College Coordinator who shares them with the CME Dean, as well as passes them on to the Office of the Dean of Undergraduate Education, who then shares required information with the Chancellor's office and stores for Reaccreditation and other University needs.

All procedures are guided by the [Academic Assessment Council \(AAC\)](#) website where the Academic Program Portfolios, resources, and sample plans and reports are housed.

SECURITY CONSIDERATIONS

It is the policy of the College of Communication and Education to make public only work phones, office numbers, and email addresses of faculty and staff. Home addresses and phone numbers will not be provided, except as specifically approved by the individual faculty or staff member. Do not provide personal information about faculty and staff to students or others who may contact you with requests.

Your safety and the safety of students is essential for an effective learning environment. For life-threatening emergencies call 911. The call will be routed to campus police as well. For non-life-threatening problems with students who cause extreme disruptions, contact the University Police immediately at 898-5555. There are also red phones around campus that connect you directly to University Police by dialing x5555. Notify your department chair and/or the Dean and Student Judicial Affairs after you encounter a serious classroom disruption, filing incident reports or responding to disruptive or threatening student behavior. This is one step we can take to protect the safety of everyone who works for the college. If you receive an email or voicemail message that you consider threatening or expressing anger, please do not delete the message. Rather, retain the message and contact your chair about next steps. In some situations, a record of the message may be needed by the department or by Judicial Affairs. Please report any suspicious activity or potentially threatening activity at once to [Student Conduct, Rights, and Responsibilities](#) and/or the [University Police](#).

The [University Police Department](#) webpage includes information about Safety Programs such as the Blue Light Phones and Safe Place to Campus wide Safety initiatives such as the Campus Crime Map, Campus Emergency response Team (CERT), Emergency Notification, and Emergency Preparedness. The Blue Lights nearest to Tehama Hall are located at Whitney Hall South, Sutter Hall North, and Plumas Hall/Butte Station. The Blue Light Phones automatically dial 9-1-1 and ring directly into the CSU, Chico Police Department when the button is pushed.

GLOSSARY

- CBA** Collective Bargaining Agreement (Union agreement between CSU & faculty, a.k.a. Contract or Agreement)
- CME** College of Communication and Education
- CPC** College Personnel Committee
- CV** Curriculum Vitae
- DAC** Dean and Chairs' Council
- DPC** Department Personnel Committee
- FPPP** Faculty Policies & Procedures Manual (Local Academic Senate, Union, and Administration Agreement, CSU Chico specific)
- LWOP** Leave without Pay
- DIP** Difference-in-Pay Leave
- PAF** Personnel Action File
- PAR** Performance Assessment Report
- RTP** Retention, Tenure, and Promotion
- WPAF** Working Personnel Action File

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Appendix 1

SAMPLE – Retention, Tenure and Promotion (RTP) Calendar

RTP DEADLINE CALENDAR DR ACADEMIC YEAR 2018/2019

Three LEVELS of review exist in this process (1) Department, (2) College, and (3) University (See FPPP Definitions sections).

At all LEVELS of review, **Candidates** have the right to submit a rebuttal statement or response in writing and/or request an opportunity to discuss the Recommendation with the recommending party no later than ten calendar days following receipt of the recommendation (CBA 15.5).

The dates are deadlines for the actions indicated; the actions may be completed earlier than the deadlines, **provided** all required notifications and opportunities for response are met.

TYPE OF REVIEW	LEVEL ONE (1)			REBUT	LEVEL TWO (2)				REBUT	LEVEL THREE (3)			
	CANDIDATE SUBMITS DOSSIER TO DEAN'S OFFICE. (WPAF CLOSURE DATE) (per FPPP 9.0.3)	DEPT COMMITTEE REVIEW TO DEPT CHAIR (if Chair not on Dept Committee) & CANDIDATE	DEPT CHAIR REVIEW TO CANDIDATE		LEVEL ONE REVIEW(S) TO COLLEGE COMMITTEE	LEVEL ONE REVIEW(S) TO DEAN	COLLEGE COMMITTEE REVIEW TO DEAN & CANDIDATE	DEAN REVIEW TO CANDIDATE		LEVEL ONE AND LEVEL TWO REVIEWS TO PROVOST	LETTER FROM PROVOST TO CANDIDATE		
PERFORMANCE REVIEW OF PROB. FACULTY RETENTION 1-2 YEAR	FRIDAY SEPT 21	Recommendations Due: FRIDAY OCT 19	Recommendations Due: FRIDAY NOV 2	CANDIDATE HAS TEN (10) CALENDAR DAYS TO RESPOND TO DEPARTMENT LEVEL REPORT(S)	Recommendations Due: WEDNESDAY NOV 14		Recommendations Due: FRIDAY DEC 14	Recommendations Due: FRIDAY FEB 1	CANDIDATE HAS TEN (10) CALENDAR DAYS TO RESPOND TO COLLEGE LEVEL REPORT(S)	Recommendations Due: TUESDAY FEB 12	FRIDAY MAR 15		
PERFORMANCE REVIEW FOR TENURE &/OR PROMOTION (includes early)	FRIDAY SEPT 21	Recommendations Due: FRIDAY NOV 16	Recommendations Due: FRIDAY DEC 14		Recommendations Due: MONDAY DEC 31		Recommendations Due: FRIDAY FEB 8	Recommendations Due: FRIDAY MAR 1		Recommendations Due: TUESDAY MAR 12	FRIDAY APR 19		
PERFORMANCE REVIEW OF PROB. FACULTY RETENTION 3-5 YEAR	FRIDAY SEPT 21	Recommendations Due: FRIDAY DEC 14	Recommendations Due: FRIDAY FEB 8		Recommendations Due: TUESDAY FEB 19		Recommendations Due: FRIDAY MAR 15	Recommendations Due: FRIDAY APR 5		Recommendations Due: TUESDAY APR 16	FRIDAY MAY 10		
PERIODIC EVALUATION OF PROB. FACULTY	FRIDAY FEB 15	Evaluations Due: FRIDAY MAR 15	Evaluations Due: FRIDAY APR 5			Evaluations Due: TUESDAY APR 16		Evaluations Due: FRIDAY MAY 10 (per FPPP 10.7.1)					
PERIODIC EVALUATIONS OF TEMPORARY AND TENURED FACULTY					PERIODIC EVALUATIONS OF TEMPORARY AND TENURED FACULTY								
FALL CYCLE	FRIDAY SEPT 21	Evaluations Due: FRIDAY OCT 19	Evaluations Due: FRIDAY NOV 2			Evaluations Due: WEDNESDAY NOV 14		Evaluations Due: FRIDAY DEC 14 (per FPPP 9.1.1.b/11.2)					
SPRING CYCLE	FRIDAY FEB 15	Evaluations Due: FRIDAY MAR 15	Evaluations Due: FRIDAY APR 5			Evaluations Due: TUESDAY APR 16		Evaluations Due: FRIDAY MAY 10 (per FPPP 9.1.1.b/11.2)					

Faculty unit employees, students, academic administrators and the President may contribute information to the evaluation of a faculty unit employee. Information submitted by the faculty unit employee and by academic administrators may include statements and opinions about the qualifications and work of the employee provided by other persons identified by name (CBA 15.2) prior to the WPAF closure date.

FINAL 08/07/2018

Appendix 2

SAMPLE - College Personnel Committee Review Calendar

RTP Deadlines for 2018-2019 AY

If N/A, committee report due on chair date

2nd Yr Retention (Performance Review)	Dossier to college office <small>Sep 21, 2018</small>	Dept. Committee reports available for Dept. Chair & candidates <small>Oct 19, 2018</small>	Dept. Chair reports available for candidates <small>Nov 2, 2018</small>	Dept. reports to college office/committee <small>Nov 14, 2018</small>	Coll Personnel Committee reports for Dean & candidates <small>Dec 14, 2018</small>	Dean reports available for candidates <small>Feb 1, 2019</small>	Dean reports to Provost <small>Feb 12, 2019</small>	Provost to notify candidates <small>Mar 15, 2019</small>
3rd, 4th & 5th Yr Retention (Performance Review)	Dossier to college office <small>Sep 21, 2018</small>	Dept. Committee reports available for Dept. Chair & candidates <small>Dec 14, 2018</small>	Dept Chair reports available for candidates <small>Feb 8, 2019</small>	Dept. reports to college office/committee <small>Feb 19, 2019</small>	Coll Personnel Committee reports for Dean & candidates <small>Mar 15, 2019</small>	Dean reports available for candidates <small>Apr 5, 2019</small>	Dean reports to Provost <small>Apr 16, 2019</small>	Provost to notify candidates <small>May 10, 2019</small>
Tenure/ Promotion (Performance Review)	Dossier to college office <small>Sep 21, 2018</small>	Dept. Committee reports available for Dept. Chair & candidates <small>Nov 16, 2018</small>	Dept Chair reports available for candidates <small>Dec 14, 2018</small>	Dept. reports to college office/committee <small>Dec 31, 2018</small>	Coll Personnel Committee reports for Dean & candidates <small>Feb 8, 2019</small>	Dean reports available for candidates <small>Mar 1, 2019</small>	Dean reports to Provost <small>Mar 12, 2019</small>	Provost to notify candidates <small>Apr 19, 2019</small>
Periodic Evaluations <i>Probationary Faculty (Alternates thru Yrs 1-5)</i>	Dossier to college office <small>Feb 15, 2019</small>	Dept. Personnel Committee reports avail for Chair & candidates <small>Mar 15, 2019</small>	Dept. Chair reports available for candidates <small>Apr 5, 2019</small>	Evaluations from Dept. to Dean <small>Apr 16, 2019</small>		Evaluations from Dean to candidates <small>May 10, 2019</small>		
Periodic Evaluations <i>*5-Year/ Post Tenure/ FERP review</i>	Evidence** to Evaluation Committee <small>Feb 15, 2019</small>	Post-Tenure Periodic Evaluation Committee (Incl. Chair if full Professor) Report to candidate <small>Mar 15, 2019</small>	No Separate Dept. Chair Report Needed <small>Apr 5, 2019</small>	Evaluations from Dept. to Dean <small>Apr 16, 2019</small>		Evaluations from Dean to candidates <small>May 10, 2019</small>		
3-year Lect & 6th Yr. 1-Yr Reviews	Dossier to Dept. office <small>Feb 15, 2019</small>	Dept. Personnel Committee reports available for Dept. Chair & candidates <small>Mar 15, 2019</small>	Dept. Chair reports available for candidates <small>Apr 5, 2019</small>	Evaluations from Dept. to Dean <small>Apr 16, 2019</small>		Signature Page from Dean to candidates <small>May 10, 2019</small>		
						* Only signature pages go to candidates, not the report		

Appendix 3

Sabbatical Leave Review Procedures and Criteria

Procedures

1. The committee will review each leave proposal to determine whether it is meritorious. The committee need not make recommendations based on any considerations beyond the merits of the proposal. Merit will be determined by examining the quality of the proposed activity as a research and creative project as well as the relevance of the proposed activity to the applicant's University-related professional development. A vote of "meritorious" from a simple majority of the committee will be sufficient to proceed to the next step.
2. All meritorious full-year, half-pay proposals will be recommended for funding (CBA 27.10.b).
3. All meritorious half-year, full-pay proposals will be ranked according to the following criteria:

Criteria

Merit of the proposed activity as a research, scholarly and creative activity, instructional improvement or faculty retraining (CBA 27.1). This includes the quality of the application and proposed project, the contribution to knowledge, and the potential value to the reputation of the institution.	50%
Relevance of the proposed activity to the individual's development as an academic. This includes how the project connects with the applicant's past and anticipated future scholarship, furthers the applicant's abilities, and can be completed in the requested time.	25%
Relevance of the proposed activity to the individual's contribution to the department and university. This includes how the project connects to and enhances the applicant's work and effectiveness on campus.	25%

Addendum for Difference-in-Pay Leaves and Leaves of Absence without Pay

Evaluation

Evaluation criteria for DIP leaves are the same as for sabbaticals. However, since a DIP leave may directly benefit the department as well as the individual applicant, the evaluation criteria are applied less rigorously for a DIP leave.

Deadline

While faculty members may submit DIP leave applications at any time, it should be noted that applications submitted later than the deadline identified for sabbatical leaves may be less likely to be approved. Since advance preparation is needed for departments to plan curriculum offerings and maintain effective operations, a late application may not permit sufficient lead-time for the department. Application forms for a Leave of Absence without Pay are found on the [Academic Personnel](#) website (FPPP 13.1.4.c.1)

Appendix 4

SAMPLE – Sabbatical Application Ranking Form

Sabbatical Application Ranking Form Fall 2019 (For 20-21)							
NAME	DEPT	COMMENTS ABOUT LEAVE	MERITORIOUS Yes or No	CRITERIA RATINGS AND RATING TOTALS		RANK ORDER	SEMESTER
				1	50	0	
				2	25	0	
				3	25	0	
				Total	100	0	
				1	50	0	
				2	25	0	
				3	25	0	
				Total	100	0	
				1	50	0	
				2	25	0	
				3	25	0	
				Total	100	0	
				1	50	0	
				2	25	0	
				3	25	0	
				Total	100	0	
				1	50	0	
				2	25	0	
				3	25	0	
				Total	100	0	

Appendix 5

Student Learning Fee (SLF) Proposal Rubric

	Not Acceptable 0-2	Acceptable But Minor Issues 3-4	Well done Complete 5
Proposal Description	Confusing, hard to understand what the person wants to do.	Complete but some questions exist	Very clear and concise
Enhances Student Learning Experience	Weak justification of how project will improve learning.	Solid educational methodology.	Creative approach to address an educational issue.
No Student Learning Impact	Confusing explanation of why there is no student learning impact.	Reasonable explanation of why the project doesn't impact student learning	Clear explanation of why the project doesn't impact student learning
Data	Missing more than 1 item.	Missing 1 item	All Data present
Overall Project	Shouldn't be funded with Student fees.	Reasonable project if it can't be funded any other way.	This is the kind of project student fees should be spent on.
Financial Match	Add one point for projects that have some kind of financial match.		
Budget - Rational for list of budget items are listed in description.	No detail given for the items to be purchased. Can't look up items to see range of prices.	Question on some budget items. Was tax and shipping included. If necessary component is missing from the budget is it in the description. (Purchasing software but no mention of computer to run it on.)	Complete budget, Tax, shipping, and all components make sense, nothing left out.
Bang for Buck \$/Total # of Students	\$51-\$999	\$11-\$50	\$0-\$10

CME SLF Proposals

Rank	Name	Proposal Description	SL Experience	Data	Overall Project	Financial Match	Budget	Bang for Buck	Total	Notes	Department/ Courses

Appendix 6

University Committees that Require College Representation*

The following are the Academic Senate Committees and Committees to which the Senate makes appointments that require college representation:

Academic Status Committee:

Eight faculty (one from each College) in accordance with ([EM 05-03](#)).

All University Responsibility Teacher Education Council (AURTEC):

One faculty member who is the Chair of the Educational Policies and Program Committee (EPPC). Provides program and policy oversight of the teacher education programs. ([EM 89-10](#))

Commencement Policy Committee:

One faculty representative from each of the colleges chosen by the Dean of the College (AG, BSS, BUS, CME, ECC, HFA, NS, Graduate Council) for a 1-year term. Plans and conducts commencement exercises in accordance with the Policy on Commencement Exercises. ([EM 14-015](#))

Curriculum Advisory Board (CAB):

Eight "elected" faculty members, one each "elected by and from" each college and one by and from the Library, 2-year staggered terms, renewable. Responsible for making recommendations to the Provost or designee on the implementation, monitoring, and development of the GE program. In consultation with appropriate disciplinary faculty, it is responsible for the coordination of assessment and the addition or deletion of individual courses as well as any proposed substitutions. Since CAB will advise the Provost on a major university program, it may either initiate advice or respond to requests for advice. ([EM 10-01](#))

Educational Policies and Programs Committee (EPPC):

One of the two Standing Committees of the Academic Senate, through which the Senate does most of its work. In addition to the senators appointed to the committee, there are seats for three faculty (non-senators), 1-year terms. Establishes, reviews, and monitors all curricular policies and academic requirements. Reviews changes in reorganization of departments, schools and programs. Meetings are Thursdays at 2:30 pm in Kendall 207. Please go to <http://www.csuchico.edu/fs/meetings.shtml> for EPPC meeting dates.

(Guidelines are available by contacting the Academic Senate office)

Enrollment Management Advisory Committee: Eight faculty members from each college for a 3-year terms, in accordance with ([EM 02-109](#))

Internal Research Grants Committee, formerly known as Research & Sponsored

Programs Committee: Eight elected faculty members from each college for a 3-year term. ([EM 14-012](#))

University Writing Committee: The Provost appoints one faculty member from each college in accordance with ([EM 99-03](#))

*For a complete list of University Committees please visit the full [University Committee List](#) link located on the Academic Senate web page.

The following are additional University committees with college representation:

Library Advisory Committee

Seven college book chairs, appointed by their respective deans, will serve while serving as college book chairs.

University Technology Advisory Committee: The membership of the UTAC includes one faculty representative from each of the colleges appointed by the respective college dean. The UTAC makes technology and policy recommendations to the CIO.

Appendix 7

Program Assessment Report (PAR) Template for Assessment

CALIFORNIA STATE UNIVERSITY, CHICO ANNUAL PROGRAM ASSESSMENT REPORT

Date: _____
Due: 9/xx/xx

I. Assessment of Student Learning Outcomes

1. Name and Contact Information of Program Assessment Coordinator:

2. Student Learning Outcomes

List current version of SLOs here for reference, or provide URL.

3. Course Alignment Matrix:

Insert matrix here for reference or provide URL.

4. Learning Outcome(s) Assessed in AY 2007-08:

Which SLOs were assessed this year?

5. Assessment Methodology Used:

What kinds of assessment methods were used: embedded assessment of student work in a particular course? Type of assignment? Performance on standardized or other exams? Sample size? Sampling strategy? Who evaluated student performance? How was successful performance measured? Etc.

6. Assessment Results:

Please describe outcomes of assessment. How well did students perform on the assessment task? Feel free to use the table below to report results, adapting the table as necessary, or provide narrative describing the assessment results.

Student Learning Outcome	Sample and Sample Size	Measure	Percent of Students Achieving

7. Analysis / Interpretation of Results

How do the assessment data you have collected and evaluated inform your understanding of student learning? How were the results shared with faculty, students, and/or other stakeholders?

8. Planned Program Improvement Actions Resulting from Outcomes (if applicable)

How will the assessment data and their evaluation be used to improve the program? Possible actions might include revising pedagogy, courses, curricula, or other learning support mechanisms.

9. Planned Revision of Measures or Metrics (if applicable)

A possible revision of a measure might be to recommend a change in the assignments that are evaluated for program assessment, or the number of assignments examined, and by whom. A metric revision might be for program faculty to decide to change the “bar” for acceptable performance.

10. Planned Revisions to Program Objectives or Learning Outcomes (if applicable)

After examining the assessment data, it might be appropriate to revise one or more of the Program Objectives or Student Learning Outcomes.

11. Changes to Assessment Schedule (if applicable)

Do the results create a need for change in your assessment schedule? If so, please describe.

12. Information for Next Year

What learning outcome(s) are you examining next year and who will be the contact person?

II. Appendices (please include any of the following that are applicable to your program)

A. Assessment Data Summaries (Details that elaborate on item 6, above.)

B. Measurement Standards (Rubrics, etc.)

C. Survey Instruments

Please submit completed reports electronically to your college assessment coordinator and your dean by 9/xx/xx.

Appendix 8

Retention, Tenure and Promotion (RTP) File: Purpose, Requirements, and Suggestions

The RTP file is comprised of three elements: 1) the working personnel action file (WPAF); 2) the dossier; and, 3) the supplemental evidence binder. Together, they serve as the repository for all documentation related to evaluation.

Your dossier is actually comprised of the following three documents:

1. Working Personnel Action File (WPAF).

Your WPAF which and contains your original vita and contract as well as a current vita, all reports from periodic and performance reviews, any reprimands, and your student evaluations of teaching (SETs). Your WPAF is maintained by the College and held in the College office. You have the right – and responsibility – to review it periodically and submit materials for inclusion (See FPPP section 7.1). The binder is provided by the college and stays in the college office.

2. Dossier.

The College Office will provide an individualized binder and organizational tabs for you to use as you build your dossier, upon request. Whether or not you elect to take advantage of this service, please be mindful that your evidence should be presented in an organized manner that aligns with the Table of Contents outlined below, based on FPPP. Additionally, please refrain from using plastic sleeves to protect your materials as they can impede the evaluation process.

The purpose of the *dossier* is to provide evaluators with the information and material necessary to accurately judge the candidate's performance in the areas listed herein, the *dossier* shall contain the following material (8.1.3.e). The FPPP (8.1.3.e) requires that dossiers shall contain a copy of department standards, a current Curriculum Vitae, a **narrative** that includes reflective statements on your teaching philosophy and professional growth and achievement, and **support materials**. The dossier is a relatively short accumulation of your work that will be carefully reviewed by the department, chair, college committee, dean, and provost during a performance review. This dossier binder is returned to you after a round of review is complete and should be routinely updated. Below you will find descriptions of the two components of the dossier, the narrative and the support materials.

The Narrative

According to FPPP 8.1.3.e.3, the narrative should provide a context for the reviewers to understand and evaluate the candidate's activities and achievements contained in the *dossier*. The candidate should use the narrative to highlight the scope and quality of their performance in all the areas to be evaluated, making the case that the performance under review has met or exceeded expectations as stated in the Department standards, other sections of

the FPPP, and the CBA. At a minimum, the narrative should include the following:

- A reflective statement on the candidate's teaching philosophy/strategies/objectives and how these have impacted the candidate's teaching, (i.e., how these are evidenced in the candidate's classes, assignments, and other learning experiences provided for students), and
- A reflective statement on the candidate's professional development, describing what he/she does and why, how it has evolved and where it might be going in the next few years, and how it has impacted the candidate's teaching.

The candidate may wish to include additional brief annotations and comments throughout the *dossier* in the support materials.

The Support Materials

You should be strategic about the support materials you choose to include in the 1.5" dossier binder. For example, a quantitative and qualitative summary of student and peer evaluations should be included as support for your reflective statement about teaching.

Additional evidence in the Instruction section of your dossier should include data, interpretation, and reflection about your teaching. Your complete SETs and peer evaluations are contained in your WPAF. Do not duplicate them in your dossier. Instead, summarize them into a table that displays means by item and course and include a few representative comments from students. You might want to create a narrative analysis of the results in which you identify areas of strength and areas of growth and describe patterns that emerge over time.

Additionally, while it is required that you list the courses you have taught at Chico State, you are not required to include every syllabus of every course you have ever taught. Instead, you should consider including selected course syllabi or evidence of successful course instruction for illustrative purposes that support the reflective statement on your teaching philosophy.

Regarding your professional growth and achievement, you might include a selected exemplar publication or creative activity that exemplifies your summary of professional growth and achievement, but not include the printed version of all your publications or creative endeavors. When you address the integration of your teaching and scholarship, as required by the reflective statement on professional development, you might purposefully select a supporting document that demonstrates how your teaching has informed your scholarship and/or the ways in which your scholarly activity has contributed to your teaching.

In the area of Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, and University, and Community (Service), materials that would help evaluators assess the candidate's service performance should be included. When compiling these materials, the candidate should keep in mind that the reviewers will assess the quality as well as the quantity of activities; therefore, this section of the dossier should provide reviewers with the information necessary to make accurate judgments about such quality and quantity. The candidate may wish to consider adding a statement that guides reviewers to the evidence in the dossier that relates to strategic plans and goals. Such activities or achievements may include, but are not limited to, innovations in diversity, sustainability, service learning, civic engagement, and service to the North State (FPPP 8.1.3.e.4).

The Supplemental Binder Index

Your support materials should also include an index of the evidence contained in your supplemental evidence binder. This ensures that, at every level of review, all contributions to the WPAF will be indicated. This supplemental evidence binder index, as well as the dossier table of contents will be included in the "Current RTP" section of your Personnel Action File (PAF) housed in the CME Dean's Office.

It is important for you to be both selective and reflective in your dossier as you create your case for evaluation. Ultimately, promotion is based on individual performance, not on years of seniority.

Binder Requirements: 1.5-inch white, heavy-duty binder with a table of contents and tabbed dividers to clearly separate materials. The binder and organizing materials will be provided by college.

Format: CME provides the following Dossier Table of Contents to help you organize and format your materials. Please include the Table of Contents in the front of your dossier (see below) binder.

Table of Contents

Department Standards

Curriculum Vitae

Narrative

Reflective Statement on Teaching Philosophy

Reflective Statement on Professional Growth and Achievement

Support Materials

Instruction

- List of Courses
- Selected Syllabi
- Summary of Student Evaluations of Teaching
- Peer Evaluations
- Comments and Interpretation of Instruction Support Materials

Summary of Professional Growth and Achievement

Summary of Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and to the Community

Index for Supplemental Evidence Binder

3. Supplemental Evidence Binder.

This binder contains additional evidence that supports the case you make in your dossier. You should be selective in the evidence choices that you make. For example, you should include copies of course materials that support your teaching and copies of published works and/or conference presentations you are using as evidence of academic achievement. It's also important to include verification of service, such as letters of appointment to committees.

This supplemental evidence binder is held in the College office along with the WPAF and dossier and is used by the department- and college-level committees, the chair, and the dean to support, verify or clarify claims made in your primary binder. This supplemental evidence binder is returned to you after a round of review is complete and should be routinely updated. This binder remains in the College office unless requested as additional evidence to resolve questions or disputes resulting from previous levels of evaluation.

Binder Requirements: 3-inch white, heavy-duty binder with a table of contents and tabbed dividers to clearly separate materials.

- Copies of articles from publications
- Conference papers / presentations
- Selected book chapters or manuscripts
- Book, textbook and manuscript reviews
- Grant proposals awarded, technical reports, and project evaluations
- Evidence of other activities specified in your department's RTP standards, such as accreditation reports
- Samples of student work/feedback (redacted)
- Evidence of service, such as appointment letters
- Examples from courses such as assignments and rubrics

ADDITIONAL SUGGESTIONS AND TIPS

- Select and reflect. Choose the most illustrative and persuasive pieces of evidence to describe and support your case.

- Create an executive summary that highlights your accomplishments for the current review period.
- Consult with your chair regarding dossier expectations. Ask for names of faculty members with dossiers that best represent department expectations. Seek out these faculty members for mentoring – ask to see their dossiers.
- Take time to create your first dossier. If you do it right the first time, you can use the basic structure all the way through your academic career at Chico State.
- Be strategic in your choices. No one wants to see a syllabus for every class.
- Choose your most representative work. For example, if you created a class from scratch, that would be an excellent syllabus to include, with a very short explanation of how the course came into being preceding it.
- Your dossier and the supplemental binder should work together. Structure them in a similar manner. List your publications in your dossier and include the manuscripts in the same order the supplemental.
- Dossier reviews must take place in the college office and there is not a computer available to reviewers. If you have a creative work that cannot be printed, provide it on a jump drive or point to its location on the Web (e.g., a video). Many computers no longer CD-ROMs, so avoid including CDs. If your exemplars are text based, please provide printed copies (of publications, conference papers, photographs of creative works).
- Keep your dossier on track. Use lots of bullets. Simplify. Make lists. Your main dossier should not be more than 50 pages. If you can't easily turn the pages in the binder because there is too much information, either whittle down the material or move some of it to the supplemental.
- There is no one right way to present a dossier. The dossier is a personal creation that reflects you and your teaching, research, growth, and service.
- Finally, remember your audience. During performance review, in particular, several people unfamiliar with your field and RTP document may review your dossier. You need to be factual and persuasive.

Appendix 9

Lecturer Faculty Evaluation File: Purpose, Requirements, and Suggestions

Your Lecturer Faculty evaluation consists of two elements: 1) the Personnel Action File (PAF) and 2) the Supplemental Evidence File. Together they serve as the repository for all documentation related to evaluation.

1) The CME Personnel Action File (PAF)

The CME Personnel Action File (PAF) is the official personnel file for each faculty member managed by and held in the dean's office. The PAF contains correspondence about your employment status and personnel actions (e.g., contract renewals; promotion; award of tenure), as well as information such as peer evaluations, signed statements of evaluation, and summaries of student evaluations. The PAF is maintained throughout the faculty member's career with CSU, Chico.

2. The Supplemental Evidence File

Lecturer Faculty have a responsibility to update their vita/resume annually, review materials in their personnel action files (in the Dean's Office), and provide supplementary materials for their evaluations in a Lecturer Faculty Supplemental Evidence File to their Department office when notified. The file must be submitted to the Department Office by the specified date. The file should be contained in a half-inch (0.5") binder organized by the table of contents listed below:

- A current faculty curriculum vita/resume,
- A statement of the faculty member's philosophy of teaching,
- Summaries of SET and/or University Supervisor Evaluation results,
- Copies of current syllabi for courses taught (instructors only) and descriptions of student assignments and assessments,
- Additional materials that provide evidence of teaching and/or supervision effectiveness,
- a brief summary of other activities that support currency in the discipline or other activities and achievements related to the individuals work assignment (FPPP 9.1.2.c.3-4), and

- performance related to any other work assignment(s), besides teaching, as applicable, which may include advising; research; scholarship; creative activity; service to the University, profession, and to the community; or other professional responsibilities (See CBA article 12).

It is in the best interest of all Lecturer Faculty to submit a supplemental evidence file as part of the annual evaluation process. Failing to submit a dossier in a timely manner according to the published deadline, will create an incomplete evaluation, and therefore might lead to an evaluation of —Not Satisfactory.

The CME website will be the location of the CME Faculty Supplemental Evidence File that includes an electronic Table of Contents and Template. Each academic year the CME website will showcase exemplary faculty dossiers and supplemental evidence files selected by the Dean.

The Support Materials

You should be strategic about the support materials you choose to include in the 0.5” evidence file binder. For example, a quantitative and qualitative summary of student and peer evaluations should be included as support for your reflective statement about teaching.

CURRICULUM VITA/RESUME

Should be updated annually and submitted to the dean’s office.

TEACHING PHILOSOPHY

The teaching philosophy should be a reflective statement about your beliefs/strategies/objectives and how these have impacted your teaching, (i.e., how these are evidenced in the your classes, assignments, and other learning experiences provided for students), and you might also include a reflective statement on the candidate’s professional development, describing what he/she does and why, how it has evolved and where it might be going in the next few years, and how it has impacted the candidate’s teaching. You may also wish to include additional brief annotations and comments throughout the *binder* in the support materials.

SETs

Your complete SETs and peer evaluations are contained in your WPAF. Do not duplicate them in your evidence file. Instead, summarize them into a table that displays means by item and course and include a few representative comments from students. Create a narrative analysis of the results. Identify areas of strength and opportunities for growth. Describe patterns that emerge over time.

SYLLABI

Additionally, while it is required that you list the courses you have taught at Chico State, you are not required to include every syllabus of every course you have ever taught. Instead, you should consider including selected course syllabi or evidence of successful course instruction for illustrative purposes that support the reflective statement on your teaching philosophy.

It is important for you to be both selective and reflective in your Supplemental Evidence File as you create your case for evaluation. Ultimately, evaluation is based on individual performance, not on years of seniority.

Binder Requirements: 0.5-inch white, heavy-duty binder with a table of contents and tabbed dividers to clearly separate materials. The binder and organizing materials will be provided by college.

Format: CME provides the following Evidence File Table of Contents to help you organize and format your materials. Please include the Table of Contents in the front of your file (see below) binder.

Table of Contents

Resume/Curriculum Vitae

Narrative

Reflective Statement on Teaching Philosophy

Support Materials for Instruction

List of Courses

Selected Syllabi

Summary of Student Evaluations of Teaching

Peer Observations and Other Evaluations

Additional Materials Providing Evidence of Teaching and/or Supervision Effectiveness

Brief Summary of Other Activities that Support Currency

ADDITIONAL SUGGESTIONS AND TIPS

- Select and reflect. Choose the most illustrative and persuasive pieces of evidence to describe and support your case.
- Consult with your chair regarding supplemental evidence file expectations.
- Take time to create your first file. If you do it right the first time, you can use the basic structure all the way through your academic career at Chico State.
- Be strategic in your choices. No one wants to see a syllabus for every class. Choose your most representative work. For example, if you created a class from scratch, that would be an excellent syllabus to include, with a very short explanation of how the course came into being preceding it.
- Finally, remember your audience. During performance review, in particular, colleagues unfamiliar with your specific area of expertise may review your file. You need to be factual and persuasive.