



MEMORANDUM

DATE: August 7, 2023
TO: The Academic Campus Community
FROM: Mahalley Allen,
Associate Vice President for Academic Personnel
SUBJECT: Changes to the FPPP 2023-2024

After a careful review of the 2022-2023 FPPP by the FASP Committee, the recommendation of the Academic Senate, and the approval of the President, the following revisions have been made to the FPPP for 2023-2024. Items removed are ~~struck out~~, and items added are in **color**. The document can be found in its entirety at <http://www.csuchico.edu/oapl/fppp/index.shtml>.

INTRODUCTION

The people of California have bestowed a public trust on the California State University to promote and maintain a system of advanced education dedicated to excellence in instruction and research, creative activity, and public service. These common goals unite us as we order our relationships with each other to promote systems integrity, transparency, academic freedom, academic responsibility, and shared governance at all levels.

These Faculty Personnel Policies and Procedures (FPPP) define processes for the effective and fair hiring, development, evaluation, retention, and promotion of a high-quality faculty. These policies and procedures are designed to preserve their cooperation, departmental expertise, and subject matter competency, which are the strengths of our institution.

This FPPP is intended to be used in conjunction with the Faculty Collective Bargaining agreement (CBA), which is the formal contract between the faculty and the CSU administration.

If there should be any conflict between the provisions of this document and the CBA, the CBA shall apply. State and federal law are higher-level regulations than both of these and shall apply in these cases. CSU Executive Orders deal with matters in the scope of the CSU administration and should augment the CBA. The FPPP should be considered on par with campus Executive Memoranda (EMs).

The CBA overrules the FPPP and Department standards and policies, constitutions, and by-laws. The FPPP represents CSU, Chico's local interpretation of the CBA which allows individual campuses to govern many local practices in implementing the CBA. The FPPP is composed by the CSU, Chico Academic Senate in consultation with the President of the University. The FPPP takes precedence over Department standards and policies.

The FPPP is updated annually and the updated FPPP and a summary of changes made over the last academic year are published by the Office of Academic Personnel in August before classes have begun **or within 14 days of beginning in the fall semester**. Faculty dossiers are to comply with the updated FPPP.

DEFINITIONS

CURRENCY IN THE FIELD

Currency in the field is demonstrated by ongoing commitment to augmentation and improvement of pertinent skills in the relevant discipline and thereby directly contributing to preparation and quality of curriculum in the field to which instruction is given. Evidence of *Currency in the field* may include but not be limited to, teaching experience and contribution, involvement in campus and/or community service, course content-related scholarship, and scholarly activity. Refer to the Unit's established Department Standards for further guidance.

RANGE

The term used to designate subdivisions of the *Lecturer unit employees* that denote placement of *lecturer faculty unit employees* on the salary schedule. *Ranges* correspond to the academic ranks of *probationary* and *tenured* faculty as follows (See CBA 31.1):

A *Range* (also designated as 2) corresponds to Instructor Rank **in Salary Schedules**

B *Range* (also designated as 3) corresponds to Assistant Professor Rank **in Salary Schedules**

C *Range* (also designated as 4) corresponds to Associate Professor Rank **in Salary Schedules**

D *Range* (also designated as 5) corresponds to Professor Rank **in Salary Schedules**

1.0 INSTRUCTIONAL FACULTY – RESPONSIBILITIES AND ETHICAL REQUIREMENTS

1.1 Assignments

- 1.1.1 The assignments of a faculty member may include instruction, instruction-related responsibilities, and other activity assignments and duties.
- 1.1.2 Instruction and instruction-related responsibilities may include, but shall not be limited to, instruction; office hours; student advising, including registration and student orientation; service on systemwide and campus committees or task forces; field work; activities that foster relevant professional growth, such as research and creative activity; sponsorship of student groups; curriculum development; and community service relevant to the mission of the campus.
- 1.1.3 Attendance at *Department, College*, and campuswide meetings may be required of full-time faculty members. The Department shall select members of the Department to attend commencement as representatives of the Department.
- 1.1.4 Lecturer faculty have participatory rights in departmental meetings, including voting rights to select the Department Chair, Director, or Program Coordinator. Lecturers can be afforded other voting rights as specified in the Department/Unit regulations. **Full-time Lecturers are eligible to apply for sabbatical leave (see FPPP 13.1.2 and CBA 27.2).**

5.1 Hiring – Tenure Track (*Probationary*) Faculty

5.1.1 Hiring – Tenure Track (*Probationary*) Faculty – Basics

- 5.1.1.a A *probationary* appointment is one made to a position that, upon successful annual *periodic evaluations* and *performance reviews*, may lead to the award of tenure. The initial *probationary* appointment normally will be for two years. The normal *probationary* period is six years, which may in some cases be reduced.
- 5.1.1.b The approved personnel policies, which are a part of the Department/Unit strategic plan, define the status of new full-time faculty unit employee appointments. The normal appointment of a full-time faculty member should be to a *probationary* status. Appointments must be made consonant with the approved strategic plan(s) of the relevant academic unit(s).
- 5.1.1.c An initial tenure-track appointment may be made jointly in more than one academic department or equivalent unit. The President shall determine the proportion of assignment of activity for individuals holding joint appointments. The proportion of such an assignment may be changed by the President during the duration of the joint appointment.
- 5.1.1.d Jointly appointed faculty are expected to participate in faculty governance processes within their respective academic units, colleges or the University. The nature and extent of this participation will be determined in consultation with the Chairs of their respective academic units and the appropriate Dean(s) and must be guided by the proportion of the assignment the joint appointee holds in each academic unit (FPPP 5.1.1.c). A balance must be maintained which will not impose more demands for service on joint appointees than falls upon regularly appointed faculty of equivalent rank and tenure status. This agreement will be explicitly defined in a signed Memorandum of Understanding between the appointee and their Department Chairs and Dean(s), at the time of appointment or as requested by joint appointees. (See also FPPP 10.1.10)
- 5.1.1.e **Any current lecturer faculty who has applied for a tenure track position, and found to be qualified, should be interviewed. The lecturer faculty should be treated as if applying for a new position, using the same probationary appointment hiring procedures (See CBA 12.28).** ~~Any current lecturer faculty unit employees under consideration for a *probationary* appointment should be treated as if applying for a new position, using the same *probationary* appointment hiring procedures.~~

5.1.2 Hiring – Tenure Track (*Probationary*) Faculty – *Equivalency*

- 5.1.2.a **The faculty of each campus shall consist of specialists qualified to give the instruction in each authorized curriculum. The doctorate or equivalent attainment shall be the desirable qualification for appointment to a campus faculty position (see Cal. Code Regs. Tit. 5, § 42711). The term “*equivalency*” is defined here to mean “equivalent attainment”. as it is used in the appointment standard established in the Title 5, Section 42711.**

5.1.2.a.1 In fields where the doctorate is not common, degree *equivalency* shall meet either the standards required for national accreditation of campus programs or the nationally prevailing standards in the field for university-level instruction.

5.1.2.a.2 In vocational fields where experience may be substituted for academic training, experience *equivalency* shall be based upon recognized achievement as well as length of experience in the field.

5.1.2.b Standards establishing *equivalency*, or proposals to revise *equivalency* standards, shall be put forward by the Department *Personnel Committee* for ratification **prior to the position being advertised**. Those who may vote to ratify *equivalency* standards are tenured faculty, and those tenure-track faculty, and lecturer faculty in the Department may vote to ratify *equivalency* standards. who (1) have a terminal degree, if the terminal degree is required; or (2) have met the *equivalency* standards of the Department unit *Personnel Committee*. If ratified at the Department level, the College Dean shall review the standards and forward the ratified *equivalency* standards and their *recommendation* to the Provost. If approved by the Provost, these *equivalency* standards become part of the Department's personnel policies. **If the *equivalency* standards are not approved, the Provost will respond within 30 days of the application to the department and dean with a written explanation of the reasons for refusal and points to consider for reapplying successfully.**

~~5.1.2.c The doctorate or equivalent attainment shall be the desirable qualification for appointment to a campus faculty position. However:~~

~~5.1.2.c.1 In fields where the doctorate is not common, degree *equivalency* shall meet either the standards required for national accreditation of campus programs or the nationally prevailing standards in the field for university level instruction.~~

~~5.1.2.c.2 In vocational fields where experience may be substituted for academic training, experience *equivalency* shall be based upon recognized achievement as well as length of experience in the field.~~

5.1.2.cd A degree or its equivalent must be completed at the time of initial appointment whenever possible.

5.1.2.de At the minimum, *equivalency* must be achieved by the beginning of the third year of a *probationary* appointment, otherwise the *probationary* faculty member will be released from University employment.

5.1.2.ef Should *equivalency* not be met at the time of initial appointment, the *equivalency* requirement shall be stated in writing before the initial appointment begins. The specific *equivalency* requirements to be met by the *probationary* faculty member shall be drawn up by the Department Chair and submitted to the Department *Personnel Committee* for its approval or disapproval. These *recommendations* shall be forwarded to the College Dean for review and approval. After approval, this statement shall be placed in the *personnel action file* of the faculty member, with copies forwarded to the affected applicant, the Department Chair, and the Provost (or designee).

5.1.2.fg Issues regarding the terminal degree or any *equivalency* should be resolved before tenure is granted. Thus, *equivalency* should not be in question for promotions considered at the same time as, or subsequent to, the granting of tenure.

5.1.3 Hiring – Tenure Track (*Probationary*) Faculty – Procedures

- 5.1.3.a Selecting new personnel primarily is the responsibility of the Department seeking the new employee. The faculty unit employees of the Department are in the best position to understand their needs and to evaluate the professional competence of candidates in relevant fields. Review by the College Dean and the Provost is necessary to assure compliance with legal requirements, to obtain a wider perspective than is possible within a single Department, and to ensure equity and comparability of appointment rank and salary across the College and University.
- 5.1.3.b The Department's approved personnel policies shall specify the procedure by which the Department will determine its appointment (hiring) *recommendations*, including:
- 5.1.3.b.1 Prior to any recommendation for hiring, all department faculty who have participated in finalist visits must be surveyed to gain their input, and the perspectives of those respondents shall be considered by the search committee prior to voting.
- 5.1.3.b.2 If a Department/Unit includes separate subunits, such as programs, options or areas of concentration, defined in its *Department/Unit* constitution, and its personnel policies give a subunit the authority to determine the *Department/Unit recommendation* for appointments to that subunit, faculty in the subunit shall participate in the search committee, and shall be invited to provide input following campus visits by finalists.
- 5.1.3.c Internal applicants shall not participate in the hiring decisions related to recruitment or selection process, and shall not have access to other applicants' application materials.
- 5.1.3.d A new Search Committee shall be formed for each new search. The purpose of the Search Committee is to assist in the recruitment of applicants, review applicant materials, and make an appointment *recommendation* to the Department. Confidentiality of all applicant materials and committee deliberations is required of members of the search committee throughout the process.
- 5.1.3.e The Department Search Committee shall be composed of a minimum of three department faculty members elected in a manner specified in the Department's personnel policy plus, when possible, the Department Chair.
- 5.1.3.f Those eligible to be on Search Committees are the Department's:
- tenured faculty,
 - *Probationary* faculty at the discretion of the President in response to the Department's request,
 - FERP faculty who are able to fully participate in the search process, and
 - one tenured- faculty member from another department is recommended to enhance the

diversity of perspectives, unless otherwise indicated by department policy.

- 5.1.3.g Exceptional circumstances or budgetary issues may require that Departments appoint new personnel when the University is not in session. When this occurs, the Department Chair must make every effort to convene a quorum of the Department Search Committee, or to establish a Committee if one has not been formed.

If a Department anticipates the need for a Search Committee while the University is not in session, it may designate a subcommittee to take action on behalf of the whole Department.

- 5.1.3.h Each Department Search Committee shall elect a chair and a secretary. The chair shall be responsible for ensuring that the recruitment process adheres to university policy, including those related to equal opportunity and confidentiality. The chair shall call and preside at meetings and carry out other appropriate duties. The secretary shall keep minutes. These minutes shall indicate time, place, and date of meetings; members present; and any action(s) taken. No minutes on details of the committee's discussion or deliberations shall be taken. The secretary will also carry out other appropriate duties, as determined by the committee.

- 5.1.3.i Department Search Committee members shall read carefully and thoroughly the files of all candidates under consideration by the committee, and shall attend all meetings and deliberations of the committee. If a committee member is absent from a meeting, they shall either be replaced on the committee or shall review with the other committee members the deliberations that were missed.

- 5.1.3.j All information about candidates in the recruitment process is considered personal and private. Without express permission from a candidate, disclosure of information is restricted to the person to whom the information pertains and to those employees where disclosure is necessary in the performance of their official recruitment related duties. Sharing information about a candidate with others is prohibited outside of these parameters. The candidate must sign a written release before the Search Committee contacts references not submitted by the candidate.

- 5.1.3.k The Department Search Committee shall solicit applications from the widest *range* of eligible people. A goal of the Department should be recruitment of personnel from a variety of institutional sources. Advertising of a position is required. The advertisement must state whether a position is *probationary* in unequivocal terms. Advertising for *probationary* faculty unit positions shall be on a national level. Advertising must fulfill the requirements of reaching a wide circulation. A minimum of 30 calendar days shall elapse from the time of posting the vacancy to review of applications.

- 5.1.3.1 Following the application period, the Department Search Committee shall screen the applicants' materials against the minimum criteria as stated in the vacancy announcement. The Search Committee shall document the use of these criteria for all candidates. Criteria, as appropriate to the position being filled, include:

5.1.3.1.1 Educational or experiential preparation for university teaching, including the terminal degree or its equivalent from an accredited institution;

5.1.3.1.2 Evidence of teaching ability – either potential or based on previous

- experience – as appropriate to the position;
- 5.1.3.1.3 Potential for, and commitment to, professional activities and growth;
 - 5.1.3.1.4 Scholarly activity and productivity;
 - 5.1.3.1.5 Evidence of the human relations skills and cultural competencies necessary to work with diverse students and colleagues;
 - 5.1.3.1.6 Disciplinary specialties, skills, and flexibility that coincide with current and future needs of the Department as summarized in the Department *Personnel Plan*; and
 - 5.1.3.1.7 Evidence of effective oral and written communication skills.
- 5.1.3.m Prior to making an appointment *recommendation*, search committees shall typically conduct campus interviews with at least three candidates. Exceptions to this must be approved by the College Dean and the Provost or Provost designee. At least two members of the Department Search Committee and, when possible, the Department Chair shall conduct each interview.
- 5.1.3.n No candidate may be hired unless there have been at least three reference checks. Reference checks must be by phone or in person, unless the person who is the reference prefers to answer a set of questions via email. All references shall be asked the same set of questions, as prepared by the Search Committee.
- 5.1.3.o After completing its screening process, the Search Committee shall make a *recommendation* to the Department, following the procedure specified in the Department's personnel policy.
- 5.1.3.p The Department will make a *recommendation* to the College Dean on the chosen candidate(s), following the procedure in its personnel policy. The Dean then will make a hiring *recommendation*. Should the Dean disagree with the Department's *recommendation(s)*, the Dean will meet with the Department faculty to discuss the basis for disagreement. If these differences cannot be resolved, the matter will be forwarded to the Provost, who will work with the parties to attempt to achieve mutual agreement. In instances where this is not possible, the appointment decision normally will be sent back to the Department and new candidates will be sought.
- 5.1.3.q Additionally, Departments will make *recommendations* to the College Dean on the level of appointment for the candidate(s). Once the Dean has determined to whom an offer of employment will be made, the Dean then will make a decision on the level of appointment. Should the College Dean disagree with the Department's appointment level *recommendation*, the Dean will meet with the Department to discuss the basis for disagreement. If these differences cannot be resolved at this level, the matter will be forwarded to the Provost at the request of either party. It will be the responsibility of the Provost to work with the parties to attempt to achieve mutual agreement. In instances where this is not possible, the level of appointment will be determined by the Provost.

- 5.1.3.r The Provost normally delegates to College Deans the authority to make offers of employment. However, if the Provost disagrees with the Department and Dean's *recommendation*, the Provost will meet with the Department and the College Dean to explain the basis for disagreement. If these differences cannot be resolved, the appointment decision will be sent back to the Department and new candidates will be sought.
- 5.1.3.s Upon conclusion of the recruitment process, regardless of whether a successful hire is made, documentation of the recruitment process shall be kept for ~~at the retention period of three years in accordance with the Recruitment Document Retention Procedures posted on the Academic Personnel website.~~ **required by the CSU's Records Retention and Disposition policy.**
- 5.1.3.s.1 Documentation of the recruitment process shall include evidence of compliance with University policies of Affirmative Action/ Equal Opportunity Employment.
- 5.1.3.s.2 Among the documents forwarded by the Dean to Academic Personnel shall be the California State University, Chico form titled "Academic Appointment Form." This document should be accompanied by a declaration by each unit and officer involved that local, system-wide, and state and federal guidelines have been complied with. Appointment *recommendations* requesting an appointment above minimum rate must be justified in the appropriate section of the document. The requests shall then be submitted to the Office of Associate Vice Provost for Academic Personnel for review prior to the submission to the Provost. The Associate Vice President for Academic Personnel shall confer with the Campus Equity Council whenever this is practical and when any doubt exists before completing their review. These forms must then be approved by the Provost or designee. The approved Academic Appointment Form will be returned to the appropriate College Dean and Department Chair.

5.2 **Hiring – Lecturer Faculty**

5.2.1 General Policies – Definition of "Lecturer"

A *lecturer* appointment is offered for a specified period of time with an explicitly stated ending date, with appointment periods being in compliance with the CBA. On this campus, *lecturer* faculty appointments are normally made for a semester or one academic year, but full-time appointments may be made for more than one year up to a maximum of three years per appointment. Whereas tenure-track appointments are made to academic ranks, *lecturer* appointments are made to corresponding *Lecturer ranges*.

5.2.1.a Rationale for *Lecturer* Appointments.

The personnel section of each approved *Department/Unit* strategic plan shall provide a rationale for *lecturer* appointments. *Lecturer* appointments may be justified in the strategic plan on the basis of anticipated patterns of curriculum and student demands, tenure-track faculty on leave or released time, or lack of qualified tenure-track applicants.

5.2.1.b *Department/Unit* Appointment Procedures

Department/Unit personnel procedures shall include time and method of application, appointment procedures, and evaluation procedures. These procedures shall be approved by the appropriate Dean and the Provost, published within the *Department/Unit*, and filed with the Office of Academic Personnel.

5.2.1.c Information Due *Lecturer* Faculty

During onboarding of *New Faculty Unit Employees*, such as during an orientation, *Lecturer* faculty shall be informed of ~~by *Appropriate Administrators*~~ as to their rights and responsibilities, health benefits, sick leave, pension plans, salary warrants, unemployment compensation, disciplinary actions, *grievance process*s, and departmental policies on advancement and evaluation. The California Faculty Association will be allotted time in the orientation program up to a maximum of thirty minutes (CBA 6.26-31). All new faculty are strongly encouraged to attend onboarding events.

Lecturer faculty should be informed about, and supported with, opportunities for professional development, department, college, and university service, and activities that contribute to currency in their field.

5.2.2 *Lecturer* Faculty Appointments

5.2.2.a Advertising

Following the course assignments of 3-year appointees, departments shall notify the Office of the Associate Vice President for Academic Personnel (OAPL) of their need for advertising for *lecturer* faculty positions.

5.2.2.b The OAPL Office will publish an advertisement describing all of the university's open positions and then refer applicants to the appropriate *Departments/Units*.

5.2.2.c During this time period each *Department/Unit* shall send reminders to currently employed *lecturer* faculty unit employees (other than those in an existing 3- year appointment) informing them of its openings.

5.2.2.d In cases where a *Department/Unit* has a specialized need, that *Department/Unit* shall create a specialized advertisement, shall send a draft of the advertisement to the OAPL Office for review, and shall then publish the advertisement.

5.2.2.e If there is a need to advertise during mid-year, *Departments/Units* shall follow the same process.

5.2.3 Full-Time *Lecturer* Faculty Appointments

5.2.3.a The procedures for recruitment and appointment of full-time *lecturer* faculty shall conform to CBA Article 12.

5.2.3.b Full-time *lecturer* appointments shall not be conditional.

5.2.4 Eligibility for Appointment

Following the application closing date, departments shall review all applications to determine whether each applicant meets minimum qualifications based on the criteria established by the *Department/Unit*.

5.2.5 University **Initial** Appointment Standards for *Lecturer Faculty Ranges*

Appointment of lecturer faculty shall be commensurate with their demonstrated qualifications. Successful lecturer faculty candidates will fulfill the needs of the Department/Unit by addressing their strategic personnel plan for anticipated patterns of curriculum subject matter competence, student demands, loss of tenured or tenure-track faculty, and the desire to continue, maintain and cultivate the academic mission of the unit.

If ~~the~~ a lecturer faculty ~~members~~'s scheduled responsibilities straddle the responsibilities of two or more *ranges*, the appointment shall be to the higher *range*.

- 5.2.5.a Department/College Standards for lecturer faculty ranges. This document establishes standards on appointments to lecturer faculty ranges on the basis of education, experience and responsibilities. Individual Departments/Units may establish their own standards on the same basis within these general parameters, subject to the approval of the Chair/Program Director of the Unit making the appointment and the College Dean.
- 5.2.5.b CBA Article 20 should be consulted for information on Faculty Professional Responsibilities and workload. Not all sections in CBA Article 20 will apply to all faculty.

The following schedule provides a guide for the minimum criteria a lecturer faculty must meet in order to be placed in a range within the salary schedule.

Range – A (2) Initial appointment at this range follows an eEducational sStandard of a relevant: Baccalaureate or Master's Degree related to or specifically for the Discipline or Recognized Equivalent such that an alternative degree and additional specialized professional expertise in a relevant field and/or teaching experience that is deemed equivalent to the degree.

Responsibilities ~~of the:~~ The individual will generally ~~include~~ ~~have responsibility for~~ teaching specific lower-division courses, where the course curricula are already well defined. The individual must demonstrate currency through *professional activity* appropriate to the instructional assignment. ~~All candidates with a terminal degree appropriate to teaching in the discipline shall not be appointed in the lecturer A classification (See CBA 31.16).~~

Range – B (3) Initial appointment at this range follows an eEducational sStandard of a relevant: Master's Degree or Doctorate related to or specifically for the Discipline or Recognized Equivalent such as an alternative degree and additional specialized professional expertise in a relevant field and/or teaching experience that is deemed equivalent to the degree.

Responsibilities ~~of:~~ tThe individual will generally ~~include~~ ~~preparation~~ ~~have responsibility for~~ preparing and teaching of department/program-specific courses at multiple levels, including levels beyond lower division. The individual must demonstrate currency through *professional activity* appropriate to the instructional assignment.

Range – C (4)

Educational Standard: Terminal Degree for Discipline or Recognized Equivalent.

Responsibilities: The individual will generally have responsibility for developing, preparing, and teaching a variety of courses at multiple levels. **Although not required, appointment at this level demonstrates confidence in the individual to teach advanced upper division and/or graduate-level courses.** The individual must demonstrate currency through *professional activity* appropriate to the instructional assignment.

Range – D (5) Initial appointment at this range demonstrates confidence in the individual as an established senior educator and/or scholar or practitioner of the discipline. This appointment follows an Educational Standard of a: Terminal Degree related to or specifically for the Discipline or Recognized Equivalent such as an alternative degree with recognized and extensive professional expertise in the field and teaching experience that is deemed equivalent to the degree. The individual must demonstrate notable achievement(s) and/or contribution(s) in the field as an educator, practitioner, or scholar.

Responsibilities of: The individual will generally include have responsibility for developing, preparing, and teaching of a variety of courses at multiple levels including, as needed, advanced upper division and/or graduate-level courses. The individual must demonstrate currency through *professional activity* appropriate to the instructional assignment- which may contribute to the Department/Unit Strategic Planning and the University or wider community and must also demonstrate substantial professional recognition at and/or beyond the University.

5.2.5.a – Department/College Standards for *Lecturer Ranges* This document establishes standards on appointments to *Lecturer Ranges* on the basis of education and responsibilities. Individual *Department/Units* may establish their own standards on the same basis within these general parameters, subject to the approval of the appropriate Dean and Provost.

5.2.5.b – CBA Article 20, should be consulted for information on Faculty Professional Responsibilities and workload. (Not all sections in CBA Article 20 will apply to all faculty.)

5.2.6 Lecturer Faculty Salary Increases

5.2.6.a All *lecturer* faculty salaries are increased at the same percentage as tenured and tenure-track faculty when a general salary increase (GSI) is negotiated through collective bargaining between the California Faculty Association and the CSU Administration.

All *lecturer* faculty may also be awarded Service Salary Increases (SSI) after they have taught 24 semester WTUs in a single department or unit since being appointed, or since receiving a previous SSI or range elevation. These SSI increases are received only when funded after collective bargaining. Additional information may be found in Article 31 Salary and 12.10 of the CBA.

5.2.6.b *Lecturer* faculty salaries may also be increased within a particular range or beyond this in several ways.

- *Lecturer* faculty may be moved into a higher range or rewarded a salary increase by an *appropriate administrator*, for example, *lecturer* faculty may be granted a salary increase

when they attain a higher degree, their instruction is markedly improved, or they have demonstrated meaningful participation in faculty professional service.

- A *lecturer* faculty may be appointed, in consecutive academic years, to a similar assignment in the same department or equivalent unit and, in doing so, shall receive the same or higher salary placement than their previous appointment (See CBA 12.9).
- A *lecturer* faculty who receives a new appointment may be placed on the salary schedule above the maximum Service Salary Step Increase rate within their then-current salary range (See CBA 12.11).
- A *lecturer* faculty may receive an equity increase intended to address faculty equity issues, inversion, and compression (See CBA 31.2 and 31.12).
- A *lecturer* faculty may be granted a salary increase when their range was not initially assigned correctly and thus should be corrected, such as the example stated in CBA 31.16.

5.2.76 Hiring *Lecturer* Faculty – Assignment of Courses

5.2.76.a Order of Assignment of Available Work: See CBA Article 12.29, Preference for available *lecturer* work and CBA Articles 20.1, 20.2 and 20.3 regarding workload. For questions, consult with the Office of Academic Personnel or Representatives of the California Faculty Association.

5.2.76.b By June 30th of each year, Departments must post a list of *lecturer* faculty who are eligible for a ~~three~~3-year appointment. Eligible employees include those faculty employed during the prior academic year with six or more years of prior consecutive service on a single campus in a single department. Employment for at least one semester during an academic year shall be counted as one year of service credit for these purposes.

Eligible *lecturer* faculty shall be offered a three-year appointment following an evaluation where there is a determination by the appropriate administrator that they have satisfactorily performed the duties of their position, work for which they are qualified is available, and absent documented serious conduct problems (See CBA 12.12).

5.2.76.c ~~Each department shall review expected course demand for the next Academic Year~~ (Note: ~~Part-time~~ *Lecturer* faculty appointments, including ~~part-time~~PT ~~three~~3-year appointments are conditioned upon enrollment or financial reasons that determine the size of the departmental workforce.)

5.2.76.d Departments perform the required review of all *lecturer* faculty available to teach, which requires evaluation of each applicant's application materials and careful consideration of the *personnel action file* (~~documented by signing the file log~~) of those PT faculty previously evaluated. If a department chooses to use other tools (e.g., interviews or reference checks) these must be utilized for all similarly situated applicants who are considered.

8.0 Evaluation of Faculty – Evidence

8.1.3 Evaluation of Faculty – Evidence – *Dossiers*

8.1.3.a Each faculty member shall maintain a *dossier* concerning their teaching, professional

growth and achievement, and other contributions to the University. The *dossier* shall be updated ~~at least annually~~ **for each review cycle**. The maintenance and storage of the *dossier* is the responsibility of the faculty member.

- 8.1.3.b During any review cycle affecting a faculty member, their *dossier* becomes an **electronic** attachment to the faculty member's WPAF, and shall be submitted to the Dean or designee for custody in accordance with the RTP calendar.
- 8.1.3.c Upon the conclusion of a review cycle, and after the *grievance* filing period has passed, the College Dean or designee shall notify Faculty members whose *dossiers* remain in custody of the Dean's office **that access to their electronic dossier is being returned to the faculty member**. ~~to retrieve their dossiers.~~ This notification shall be in writing. ~~If the dossier has not been removed by the faculty member at the end of twenty working days after such notice, it shall be delivered securely to the faculty member.~~
- 8.1.3.d If a faculty member files a *grievance* as a result of action taken during the Review Cycle, the *dossier* shall remain in 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.~~
- 8.1.3.e As 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.1 A Copy of the Department Standards

8.1.3.e.2 Current *Curriculum Vita* (CV)

8.1.3.e.3 A Narrative

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 they do 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*.

8.1.3.e.4 Support Materials

The candidate will present evidence that they are performing the tasks for which they were hired, and to which they are assigned. As appropriate to the individual faculty member's circumstances, *dossier* contents include:

Instruction. Evidence regarding teaching effectiveness should address the specific Department standards for courses to be considered in the evaluation, and other support materials required by the Department. Even though peer evaluations and SFOTs/SETs are in the candidate's WPAF, the candidate may wish to place a table summarizing these evaluations in the *dossier*, along with their comments and interpretations.

Professional Growth and Achievement. The *dossier* must contain the materials specified by the Department standards. When compiling these materials, the candidate should keep in mind that the quality of these activities is more important than the quantity of activities. The *dossier* should provide reviewers with the information necessary to make accurate judgments regarding such quality.

Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and Community (also referred to as "Service"). Other materials that would help evaluators assess the candidate's performance and Service that contributes to the Strategic Plans and Goals of the Department/Unit, College and University and to the Community 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 add 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.

- 8.1.3.f See Section 9, 10, or 11, as appropriate, for additional details on recommended/required *dossier* contents for *lecturer*, full-time *lecturer*, or *probationary* faculty.

9.0 EVALUATION OF LECTURER FACULTY

9.1 Evaluation of Lecturer Faculty – Evidence of Teaching Effectiveness

9.1.1 Evaluation of *Lecturer* Faculty - Introduction

- 9.1.1.a All *lecturer* faculty will be evaluated following the procedures and guidelines contained in this section.
- 9.1.1.b Evaluations shall be conducted in either the fall or spring semester and *reports* shall be concluded with copies delivered to the faculty member and to the *personnel action file*, on or before the Friday immediately preceding final exams.

9.1.2 Evaluation of Lecturer Faculty – Categories

- 9.1.2.a Teaching effectiveness is the first, minimum, and indispensable requirement for appointment, reappointment, and range elevation of Lecturer faculty who teach.
- 9.1.2.b 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. **It is each Department's/Unit's responsibility to assist the candidate in building this evidentiary basis.**
- 9.1.2.c The following shall provide the basis for evaluating Lecturer faculty, as documented by evidence in the personnel action file.
- 9.1.2.c.1 Evaluations of teaching performance for those who teach. Student Feedback on Teaching and Learning (SFOT) shall be used, but shall not weigh excessively in the overall evaluation of teaching performance and shall not be used to determine a candidate's knowledge of their discipline. Consequently, it is in the candidate's best interests to carefully provide supplemental evidence in a manner that allows evaluators to accurately assess teaching performance. The candidate must diligently provide meaningful evidence of teaching performance consistent with the candidate's Range classification and teaching responsibilities.
- 9.1.2.c.2 **As long as this evidence is consistent with department standards, this can include:**
- **peer reviews of teaching during the regular course of each academic year. Colleagues should visit classes and provide developmental and evaluative feedback. The records of these visits should be included in the candidate's WPAF. Peer evaluation of instruction is not limited to departmental colleagues, of course; the candidate may request a visit by anyone who is qualified to comment on some aspect of instructional effectiveness. For example, one visitor may be well versed in classroom communication techniques, while another may focus on the content of the instructor's presentation. Classroom visitations can be initiated by the candidate or the Department Chair or department personnel committee (see FPPP 8.1.1.e.).**
 - **evidence of Equity, Diversity, and Inclusion in the classroom, such as:**
 - **Data showing reductions in grade equity gaps or a lack of grade equity gaps in the candidate's courses.**
 - **Evidence of efforts to reduce equity gaps in student performance, including one or more of the following: use of diverse course materials that include BIPOC and/or queer authors; incorporation of culturally relevant and/or culturally sustaining pedagogy; creation of class assignments and activities that implement equitable and authentic methods of assessment; or completion of training and professional development opportunities that center equity, diversity, and inclusion.**
 - **student letters supporting the faculty;**
 - **peer review of course modules and structure;**
 - **evidence of revision of updating of course syllabi and materials, lesson**

- plans;
- alternative student evaluations.

9.1.2.c.3 Evaluation of performance related to any other work assignment(s), besides teaching, as applicable. As there is no common basis for evaluating non-teaching work assignments, non-teaching assignments will be specified in the appointment letter along with clear expectations for satisfactory performance of these assignments. The candidate must provide supporting evidence of achievement related to non-teaching work, 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).

9.1.2.c.43 Evaluation of any activities by the faculty member that support currency appropriate to the individual's appointment. Activities supporting currency in the discipline are defined by the *Department/Unit*. A variety of means may be used to support currency, including, but not limited to, continued education, research (broadly defined, including applied research in education), scholarship, and other creative and professional activities. Expectations for activities supporting currency must be consistent with the candidate's *Range* classification and responsibilities.

9.1.2.c.54 Evaluation of any other activities or achievements related to the individual's work assignment(s) that contribute to the Strategic Plans and Goals of the Department/Unit, College and University as well as the Community. Such activities or achievements may include, but are not limited to, innovations in diversity, sustainability, service learning, and civic engagement, and service to the North State.

9.1.2.d The chair of the *Department/Unit Personnel Committee* shall notify the *lecturer* faculty at the beginning of each personnel cycle that it is the responsibility of the faculty member to update their personnel file and supporting materials on an annual basis regardless of whether the faculty member is scheduled for review during that cycle.

10.0 **EVALUATION OF TENURE TRACK (PROBATIONARY) FACULTY**

10.2 **Evaluation of Probationary Faculty – Performance Reviews**

10.2.1 For those *probationary* faculty with instructional assignments, student evaluations must be used (if available) with such other kinds of information the *Department/Unit* normally uses in assessing teaching effectiveness. It must also include consideration of professional growth and achievement and other service to the University. While a *performance review* will necessarily contain both developmental and judgmental components, the *periodic evaluation* should be primarily developmental in nature. It shall consider the faculty member's past performance and future plans in the areas of teaching effectiveness, professional growth, and service to the University. The *probationary* faculty member may meet with each *level of evaluation* participating in the *periodic evaluation* to discuss their strengths and weaknesses in these areas. The *report* issued by each level should summarize this discussion and include suggestions, if any, for the *probationary* faculty member's improvement in the areas of teaching effectiveness, professional growth, and service to the University.

Normal Sequence of *Periodic Evaluations and Performance Reviews*

Probationary Year	Type of Report	Report Writers
1 st Year	<i>Periodic Evaluation</i>	Dept. <i>Personnel Committee</i> * Department Chair ** College Dean
2 nd Year	<i>Performance Review</i>	Dept. <i>Personnel Committee</i> * Department Chair ** College <i>Personnel Committee</i> College Dean President and/or Designee
3 rd Year	<i>Periodic Evaluation</i>	Dept. <i>Personnel Committee</i> * Department Chair ** College Dean
4 th Year	<i>Performance Review</i>	Dept. <i>Personnel Committee</i> * Department Chair ** College <i>Personnel Committee</i> College Dean President and/or Designee
5 th Year	<i>Periodic Evaluation</i>	Dept. <i>Personnel Committee</i> * Department Chair ** College Dean
6 th Year	<i>Performance Review</i>	Dept. <i>Personnel Committee</i> * Department Chair ** College <i>Personnel Committee</i> College Dean President and/or Designee

* *May include the Department Chair when the Department Chair elects not to serve as a separate report writer.*

** *When the Department Chair elects not to serve as a member of the Department/Unit Personnel Committee.*

10.2.2 General Notes on Evaluation: Due Care

10.2.3 The *Department/Unit* faculty and Chair must carefully assess the performance record, taking account of the quality, as well as quantity and rate of accomplishment, of the candidate's achievements. The evaluation becomes (1) the primary information to the candidate regarding performance expectations and (2) the basis for evaluations at subsequent *levels of review*.

10.2.4 The Department's and Chair's evaluations, based upon information in the WPAF, must be related to the established standards and criteria, and elucidated so that evaluators outside of the candidate's discipline can understand and further evaluate them.

10.2.5 Teaching Effectiveness

10.2.5.a Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion of teaching faculty. Student Feedback on Teaching and Learning (SFOT) data shall be used, but will not weigh excessively, in the overall evaluation of instructional effectiveness, and shall not be used when determining a candidate's knowledge of their field. The candidate must diligently provide meaningful evidence, beyond SFOTs, of teaching performance.

10.2.5.b It is each Department's/Unit's responsibility to assist the candidate in building this evidentiary basis. As long as this evidence is consistent with department standards, this can include:

- ~~peer reviews of teaching during the regular course of each academic year. letters; student letters; academic peer review of course modules and structure; evidence of revision and updating of course syllabi and materials; alternative student evaluation; lesson plans; inclusive pedagogy and diversity and equity development; extraordinary mentoring of students; contributions to improving graduation rates; HSI related priorities, Accessible Technology Initiatives; etc.~~
- 10.2.5.b ——— The candidate is not alone in this process; as stated above, it is each *Department's/Unit's* responsibility to assist the candidate in building the evidentiary basis, in this case by providing peer reviews of teaching during the regular course of each academic year. Colleagues should visit classes and provide developmental and evaluative feedback. The records of these visits should be included in the candidate's WPAF. Peer evaluation of instruction is not limited to departmental colleagues, of course; the candidate may request a visit by anyone who is qualified to comment on some aspect of instructional effectiveness. For example, one visitor may be well versed in classroom communication techniques, while another may focus on the content of the instructor's presentation. Classroom visitations can be initiated by the candidate or the **Department Chair or department personnel committee (See FPPP 8.1.1.e) University.**
- evidence of Equity, Diversity, and Inclusion in the classroom, such as:
 - Data showing reductions in grade equity gaps or a lack of grade equity gaps in the candidate's courses.
 - Evidence of efforts to reduce equity gaps in student performance, including one or more of the following: use of diverse course materials that include BIPOC and/or queer authors; incorporation of culturally relevant and/or culturally sustaining pedagogy; creation of class assignments and activities that implement equitable and authentic methods of assessment; or completion of training and professional development opportunities that center equity, diversity, and inclusion.
- student letters supporting the faculty member;
- peer review of course modules and structure;
- evidence of revision and updating of course syllabi and materials, lesson plans;
- alternative student evaluation.

10.2.5.c Departments should recognize that many activities that help the candidate be an effective and informed instructor may also be considered as Professional Growth and Achievement (see below).

11.0 EVALUATION OF TENURED FACULTY

11.1 Evaluation of Tenured Faculty – Performance Reviews for Promotion

11.1.1 Tenured faculty (1) ~~not eligible for an SSI or~~ (2) having served four years at the same rank normally will be reviewed annually for promotion unless the individual requests in writing that the review not take place in a particular academic year. (See CBA, Article 14.3.)

12.0 RANGE ELEVATION (LECTURERS)

12.2 Range Elevation (Lecturers) – Procedures

12.2.1 Application Information

The application shall consist of a written letter or memorandum clearly stating the applicant's request, a complete up-to-date vita, and documentation of teaching excellence and currency in the field since the initial appointment or last *range* elevation, whichever is more recent. Although not required, the documentation may include a description of other activities or accomplishments that contribute to the instructional mission of the University.

12.2.2 Procedures

12.2.2.a Pursuant to CBA 12.18, *Lecturers* who met the criteria above (FPPP 12.1.1) will be notified thirty (30) days prior to the commencement of the annual campus *range* elevation process. In that notification, the campus shall inform the *Lecturers* that receipt of a previous FMI may affect their eligibility for *range* elevation (CBA 12.18).

12.2.2.b Eligible individuals must apply for RANGE elevation ~~prior to~~ **by** March 10.

12.2.2.c Applications are submitted to the department chair with a copy to the College Dean. The chair shall obtain a *recommendation* from the Department *Personnel Committee*, add their own *recommendation*, and forward the application and both *recommendations* to the Dean no later than April 3~~4~~0.

12.2.2.d The College Dean shall make a decision and notify the applicant **in writing** no later than April 17~~24~~. **If the College Dean's decision is to deny the range elevation application, the written notification shall include information about the appeal process.**

12.2.2.e *Range* elevation applications that are denied may be appealed ~~pursuant to Article 12 of the Collective Bargaining Agreement~~ **no later than 14 (fourteen) days from the date of notification to the Lecturer that the range elevation was denied.** Appeals shall be submitted to the Office of Associate Vice President for Academic Personnel. **All materials that were submitted in the original range elevation application should be submitted at the time of the Lecturer's appeal. The Lecturer should also include the denial letter.**

Appeals will be reviewed by a **Peer Review Panel** (~~see CBA Article 10~~) **comprised of**

three faculty members and an alternate, selected to hear appeals in that fiscal year. The Peer Review Panel shall convene to hear the appeal within thirty days of the appeal. The Lecturer may make a presentation to the Peer Review Panel. ~~and~~ The Peer Review Panel's decision is final. The ~~Peer Review Panel~~ shall notify the appellant of its ~~written~~ decision within ~~thirty~~fourteen days of ~~hearing the appeal~~ receiving the appeal ~~from the Associate Vice President for Academic Personnel~~ (CBA 12.20).

12.2.2.f Pursuant to CBA 12.16, *range* elevation increases shall be effective at the beginning of the next academic year following the decision granting *range* elevation.

12.2.2.g *Range* elevation for *Lecturers* shall be accompanied by advancement of at least five percent (5%) on the salary schedule (CBA 31.6).

16.0 COUNSELOR FACULTY

16.0.1 This document clarifies the specific policy and procedural differences between Instructional Faculty and Counselor Faculty. In addition, this document specifies the intent and criteria that the *Unit* uses in the evaluation process with Counselor Faculty.

16.0.2 References to “teaching effectiveness” can generally be translated in the case of Counselor Faculty to effectiveness in “professional performance” in the areas of either counseling or testing. There is no *Lecturer* category for counselor faculty, counselor faculty hired to fill *temporary* positions are classified as SSPAR 1, 2, or 3.

16.0.3 The role of Unit Director is a combination of the roles of Department Chair and College Dean. The position is like that of a Department Chair in that they supervise the daily activity of the unit. The position is like that of a Dean in that they are a member of management and reports directly to the Vice Presidential level of University administration. In the RTP process the Director writes a single review in the place of the Department Chair and Dean. References to the Department Chair or the College Dean may generally be interpreted as the Unit Director except where noted otherwise in the document. In matters not specifically addressed, past practice is the general guideline.

16.0.4 References to the Provost, in the case of Counselor Faculty, shall be translated to the Vice President for Student Affairs (VPSA).

16.4 Faculty Personnel Files

16.4.1 The ~~personnel files~~ ~~College Professional Status~~ portion of counselor faculty files shall be established and maintained in the Office of the Vice President for Student Affairs (VPSA). ~~The University Employment status~~ portion will be established and maintained in the Office of Academic Personnel.

16.4.2 Personnel Action File (CBA, Article 11) (See Section 7.0)

16.4.2.a Such files will be established and maintained in the Office of the VPSA, who is the official custodian of the file.

16.4.2.b References in Section 7, that indicate the Dean will be understood as VPSA.

APPENDIX H

FACULTY PERSONNEL FILE

See CBA, Article 11, for additional information regarding personnel files.

1. ~~The one personnel file maintained for each faculty member has two major subdivisions: a University Employment Status Subdivision and a College Professional Status Subdivision.~~
2. ~~The University Employment Status portion shall be established and maintained by the Office of Academic Personnel (OAPL) and shall consist of a general section and a closed section. The College Professional Status Subdivision (personnel action file, or PAF) shall be maintained in the college office.~~
3. ~~The general section of the University Employment Status Subdivision shall contain offers of employment; records of actions on employment status; general materials related to personnel matters, such as insurance, payroll deductions, seniority points, etc.; and other official personnel records dealing with the employment status of the faculty member.~~
4. ~~The closed section of the University Employment Status segment shall contain only the privileged matter received and considered prior to the employment of the faculty member. Material in the closed section shall be retained until three years after separation from employment. A faculty member shall have access to such pre-employment materials when they are used in personnel action other than appointments.~~
5. ~~The PAF shall contain the original hire vita and a current vita, official transcripts, offers of employment, and other items identified in the definitions section of this document under personnel action file.~~

APPENDIX III

FACULTY CODE OF ETHICS

PREAMBLE

An atmosphere of intellectual freedom is an indispensable condition for an effective university. However, with freedom comes responsibilities. It is incumbent upon us, the faculty, to accept the responsibilities that are concomitant with the academic freedom we require and are granted. Therefore, it is necessary that we adopt ethical and professional standards to guide us in our conduct and that effective mechanisms be established to monitor and enforce compliance with these standards.

We hold the following general principles as aspirations that serve as a guide in determining ethical courses of action in various contexts, challenging us to meet the highest ethical ideals of our profession.

GENERAL PRINCIPLES AND ETHICAL STANDARDS

Responsibility: We hold ourselves to professional standards of conduct, accept appropriate responsibility for our behavior, and seek to manage conflicts of interest that could lead to exploitation or harm.

Integrity: We seek to promote accuracy, honesty, and truthfulness in teaching, scholarship, and all other practices of our profession.

Respect for People's Rights and Dignity: We strive to respect the dignity, equality, and worth of all people and the rights of individuals to privacy, confidentiality, and self-determination.

Stewardship: We recognize the ecological unity and interdependence of all species and resolve to act ethically to sustain the long-term stability, viability, and aesthetic beauty of the natural world and all its resources in perpetuity.

Guided by these principles, we establish the following standards for our conduct.

APPENDIX III

SUPPORT PROGRAMS FOR DEPARTMENT CHAIRS, DIRECTORS, AND PROGRAM COORDINATORS

- New chair, director, and program coordinator orientation program
- Seminars/workshops to be offered throughout the academic year to include topics such as navigating the CBA and FPPP, negotiation, and budget
- Serve as an associate chair, associate director, or associate program coordinator prior to appointment
- Colleges to develop a mentor program
- Annual professional development funds to each chair, director, or program coordinator
- Additional professional development funds available in an annual grant program so chairs, directors, or program coordinators may attend more costly national or international trainings
- An annual year-long leadership development program
- Reward or recognition for chairs, directors or program coordinators
- Other ideas that are developed at University Chair's Council and presented to the Provost and Vice President for Academic Affairs

APPENDIX IV

DEPARTMENT RTP STANDARDS

At a minimum, department RTP standards should:

1. Define Expectations, and indicate the performance necessary to earn the ratings “Meets Expectations”, “Does Not Meet Expectations”, and “Exceeds Expectations”, clearly stating the criteria for retention, tenure, and promotion to Associate and Full Professor, whether in text or table format.
2. Include criteria for early tenure and accelerated promotion (including the updated language in **FPPP 10.5**; accelerated promotion to full **FPPP 11.1.3**), as well as lecturer evaluation and 5-year review of tenured faculty.
3. State who is responsible for guiding candidates through the RTP process and when that will occur.
4. Include website links to current FPPP and CBA documents.

5. Recognize evidence of inclusive pedagogy, regardless of discipline, to meet the needs of CSU Chico's diverse student body.
 6. Recognize service that demonstrates evidence of contributions to historically underserved populations.
 7. Require documentation of quality as well as quantity of service per **FPPP 8.1.3.e.4**: *“[o]ther materials that would help evaluators assess the candidate's performance in Other Contributions [Service] to the University and Community 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.”*
 8. Use inclusive language throughout (e.g., their and they instead of his/her, he/she).
1. Recognize participation in and/or presenting at diversity, equity and inclusion professional development opportunities (e.g., Faculty Learning Community on Inclusive Pedagogy, Diversity Academy and/or Certificate Program, Safe Zone Ally Training).
 2. Recognize extraordinary time advising and/or mentoring students.
 3. Recognize contributions aligned with improving graduation rates, eliminating equity gaps, HSI related priorities, Accessible Technology Initiative priorities, Basic Needs Initiative priorities, healing-centered campus priorities, etc.