Department of Child Development

Personnel Policies and Procedures Manual

Effective 04/2024

Approved 4-21-24

TABLE OF CONTENTS

DEPARTMENT OF CHILD DEVELOPMENT

Personnel Policies and Procedures Manual

SECTION I. 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, and shared governance at all levels. Together, we are dedicated to furthering the university's mission by providing for a faculty of high quality, in our commitment to professional growth and development, due process, retention, tenure, and promotion.

The Department of Child Development (CHLD) adheres to the Faculty Personnel Policies and Procedures of the University (FPPP), the College of Behavioral and Social Sciences (BSS) Personnel Guidelines, and the Collective Bargaining Agreement (CBA) . Personnel decisions may be affected by federal and state laws, CSU System regulations, and other University policies.

All faculty members are required to contribute to the department through their engagement in personnel activities, duties, alignment of department and university strategic plan priorities, curriculum and program development and evaluation, and to support our diverse student population. The tasks and duties around these responsibilities will be given significant weight in the personnel evaluation process.

Faculty Code of Ethics: Child Development Faculty are expected to conduct themselves in accordance with the established Faculty Code of Ethics (see appropriate sections in the FPPP document). Other regulations as defined in the current faculty-administration CBA and in the FPPP shall apply.

SECTION II. PURPOSES

The Department of Child Development Personnel Policies and Procedures purposes are:

1. To delineate policies and procedures related to the:

   a) Recruitment, retention, tenure, and promotion of tenure-track and tenured faculty.

   b) Fifth year evaluation of tenured faculty.

    c) The selection and responsibilities of the department chair.

    d) Hiring and evaluation of part-time and full-time lecturers/faculty.

    e) Evaluation and recommendation of part-time faculty for Range Elevation.

2. To support the programmatic needs and personnel considerations delineated by, and inherent in, the University's Master Plan.

SECTION III. UNIVERSITY AND DEPARTMENT CONTEXTS AND ASSUMPTIONS

A. Student Population

California State University, Chico has become a majority-minority university. Over half of the student population identify as First-Generation and Pell Grant eligible. In 2015 CSU, Chico received a Hispanic-Serving Institution (HSI) designation, and currently approximately one-third of attending students identify as Latinx. To support our diverse student population, departments and faculty must be responsive to current needs and changes.

B. University Strategic Plan 2019-2024

The University's strategic priorities are equity, diversity, inclusion, civic and global engagement, and resilient and sustainable systems. These are linked to the following enduring commitments made by the university to students and each other. These commitments are: academic distinction, transformative student experience, prominent scholarship and innovation, and a culture of excellence and accountability. These priorities and commitments are the guidelines by which the Department of Child Development measures and aligns program goals, internal policies, and practices.

SECTION IV. THE PERSONNEL COMMITTEE

A. Responsibilities

The Personnel Committee is charged with the following:

1. Recruiting and evaluating Child Development tenure-track faculty with respect to the personnel actions of retention, tenure, and promotion according to policies and procedures set forth in the CBA and FPPP.

2. Conducting "Fifth-Year" Evaluations of tenured faculty.

3. Selecting the Child Department Chair according to policies set by the Child Development Department.

4. Recruiting and evaluating Child Development lecture faculty and their respective personnel processes (e.g., Classroom visitation, periodic reviews, etc.) according to policies and procedures set forth in the CBA and FPPP.

5. Implementing Range Elevation policies and procedures for temporary faculty. Letters of support must be written by both the Department Chair and the Child Development Personnel Committee chair and submitted to the College.

6. Reviewing annually the CHLD Personnel Policies and Procedures document for its currency with program needs and consistency with the CBA and FPPP.

B. Membership

The membership of the Personnel Committee will consist of the tenured and probationary full-time faculty of the Department of Child Development. All department personnel committees shall consist of at least three members. Only tenured faculty are eligible to participate in evaluation of faculty. Only Full Professors are eligible to participate in reviews involving promotion to Full Professor. For fifth-year post-tenure evaluations, the committee shall be at least two tenured faculty of equal or higher rank than the person being evalated; Associate Professors may participate in tenure decisions and in reviews involving retention and promotion to Associate Professor and reviews of lecturer faculty (see appropriate sections of the FPPP). The Department Chair may elect to serve on the personnel committee rather than completing a separate review and report.

1. Secretary: The Personnel Committee will select a secretary from the committee who will be responsible for keeping an accurate record of the decisions made by the committee.

2. Quorum: A quorum of the Personnel Committee will consist of three members physically present.

C. Procedures

1. The committee will specify in detail the procedures to be followed in implementing the review policies of the Child Development Department. This section shall be termed the "Committee Operating Procedures" and is found in Part IV of this document.

2. The chair of the Personnel Committee will inform faculty of events (e.g., scheduling peer observations of teaching, deadlines to submit dossier, etc.) and other issues regarding actions of the Personnel Committee or assignment of tasks. Unresolved issues will be handled by the department chair.

3. The Personnel Committee will discuss classroom visitations of faculty (probationary and lecturers) under review each fall. The Committee will determine who will conduct classroom visits and write reports of their observations.

4. Faculty under review may request the Committee change the faculty assigned to observe their class(es). Faculty under review will submit in writing this request to the Personnel Chair. The request and resulting change to another tenured faculty member, if granted, will be reflected in the minutes.

5. Probationary faculty are encouraged to request additional faculty, such as mentors or master teachers, to observe their class(es) and submit a written report(s).

6. The Personnel Chair in consultation with the Department Chair will review procedures to be given to each faculty member prior to the initiation of any review cycle.

7. The Committee Chair (either the Personnel Chair or the Search Committee Chair) shall act as liaison between the faculty and the committee and:

   a. Provide copies of personnel materials which are pertinent to the review, including policies and procedures documents and documents which might be helpful in preparation of the working file.

   b. Meet as needed over the course of the review to answer questions about file preparation and committee policies and procedures.

   c. Generally, the Personnel Chair will keep faculty informed about their rights and responsibilities with respect to the review process.

   d. Help faculty develop a representative dossier as required by the FPPP.

   e. Minutes shall be taken at Personnel Committee meetings in which decisions are made. Minutes will include: time, place, date of meeting, members present and absent, and action taken. No discussion of deliberations shall be recorded.

8. Tenured or probationary faculty will be interviewed by the Personnel Committee prior to their final deliberation on personnel recommendations.

9. Written minutes of the Personnel interviews for faculty under review be given to the college office to be placed in their PAF.

10. Once recommendations are finalized, faculty shall receive a written report of their strengths as well as any and all areas needing improvement in their performance. The Committee shall establish minimum acceptable improvement guidelines in their report

and recommend means by which to achieve such improvement. Following receipt of the report, the faculty has 10 working days to provide a written rebuttal.

11. Voting Procedures: All final decisions regarding individual promotion, tenure, and retention will be obtained by secret ballot. The Personnel Committee's final recommendation will be forwarded to the Chair of the Department of Child Development along with any minority reports as required by the current FPPP.

D. Regulations

1. Confidentiality: Any unauthorized discussion of personnel matters, exclusive of policy and procedures, with non-members of the Personnel Committee is considered a breach of confidentiality. To secure the confidentiality of committee discussions and decisions, it is agreed the committee will investigate any indication of information leaks. In the case of any proven breach of confidence, the Chair of the Department of Child Development and Dean of Behavioral and Social Sciences will be notified and appropriate action shall be taken in accordance with University policy.

2. Reports and recommendations shall be submitted to faculty under review only in written form.

3. Reports for probationary faculty shall be submitted electronically to the College office.

4. Reports for lecturer faculty shall be submitted electronically to the College office.

5. Abstentions and minority votes must be submitted in writing.

6. Committee members who generally agree with the evaluations or recommendations, but who wish to submit an additional or alternative analysis and/or interpretation, may submit a concurring report.

7. A quorum consisting of a majority of the Committee must be present to conduct business.

8. No proxies are permitted.

SECTION V. GENERAL PROVISIONS: FULL TIME TENURE TRACK FACULTY

A. Recruitment

New faculty position definition, recruitment, and selection of tenure-track probationary faculty shall be undertaken by the department personnel committee, under the direction of the Search Committee Chair and Department Chair. These activities will include all full-time probationary

and tenured faculty. During recruitment for full-time probationary positions, the Personnel Committee may be augmented with full-time faculty outside of the department after discussion with the Department Personnel Committee members.

B. Procedures

The Department Chair and the Chair of the Personnel Committee shall inform the faculty of their need to create and maintain a Dossier (FPPP definitions p.11) and inform them of the types of material to be included and discuss its use in retention, tenure and promotion. The Department Chair and the Personnel Committee Chair will assist faculty in making certain their Dossier accurately reflect their full performance record. However, ultimately, it is the faculty's responsibility to include all material favorable to retention, tenure, and/or promotion in their WPAF (FPPP 8.1.a.6). Faculty should refer to the FPPP 8.1.c to assure that all required documents are submitted.

Periodic evaluations and *performance reviews* will cover the period since the faculty member's date of appointment. For summer or fall appointments, the period of review will begin on May 31st in the academic year preceding the appointment. Spring appointments will begin on the date of appointment (the date the faculty unit employee begins their employment at CSU, Chico). All faculty member's *evaluations* and *performance reviews* will include work that is part of a service credit year or years and other granted credits.

The closure date for faculty undergoing a *performance review* shall be the Friday of the fourth week of the Fall semester**.** The closure date for faculty undergoing a *periodic evaluation* shall be the Friday of the fourth week of the Spring semester.

C. Evaluation Areas for RTP: Department Standards

CHLD Faculty under review for RTP will be assessed on their performance in these evaluation areas: Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the Child Development Department, College, University, and to the Community.

1. Instruction and Related Activities

    Fundamental to the University's mission is the provision of a high quality, inclusive learning environment; thus, effective teaching is the first and indispensable requirement for retention, tenure, and promotion. In order to evaluate teaching effectiveness, the Personnel Committee shall consider: knowledge of the field, inclusive pedagogy that recognizes diverse student needs in order to improve their success in classes, clear course organization, communication effectiveness, utilization of appropriate teaching methods including current technology (e.g., university learning management system), inclusive student learning experiences, student

interaction and involvement with instructor and each other, and the ability to develop and implement rigorous evaluation procedures clearly connected to course objectives.

2. The Personnel Committee will review the following sources of evidence and areas of contribution to the learning environment. Please see Appendix B examples of evidence of contributions and achievement related to Instruction.

   a) A self-reflective and evaluative statement which addresses the candidate's teaching philosophy, teaching strategies and objectives and how these have affected instructional strengths/weaknesses, and student learning goals and assessment of those goals.

   b) In addition, a statement of how teaching and scholarly interests relate to and support one another should be provided. The candidate's narrative should include evidence of self-reflection on efforts to improve one's teaching practices.

   c) Evidence of equity, diversity, and inclusion practices (e.g., addressing DFW rates, equity gaps, and systemic racism).

   d) Selected course materials including syllabi, tests, handouts, assignments, and examples of student achievement.

   e) Peer evaluations: For tenure-track faculty, peer evaluations of teaching will include written reports of direct teaching observations each academic year.

   f) Student Evaluations of Teaching and Learning (SFOT). See Part VII for information related to the administration of SFOT.

   g) Candidates will submit an accurate summary of the SFOT data by each course and interpretation of data. Candidates shall incorporate written student comments in their dossier in compliance with the most recent Collective Bargaining Agreement, Sections 15.17.a and 15.17.b where it states specifically:

      i. Student evaluation collected as part of the regular student evaluation process shall be anonymous and identified only by course and/or section. The format of the student evaluations shall be quantitative (e.g., "Scantron" form, etc.) or a combination of quantitative and qualitative (e.g., space provided on the quantitative form for student comments). Any student communications or evaluations provided outside of the regular evaluation process must be identified by student's name and included in a Personnel Action File.

> ii. Additionally, as noted in the FPPP, for online evaluations, linking a student to his or her answers will not be stored.

3. For Promotion to Associate and Full Professor, achievement and leadership must be demonstrated. Please see Appendix B for examples of evidence of contributions and achievement related to Instruction. The candidate's narrative should describe achievement related to the university learning environment that may extend beyond the department.

4. Professional Growth and Achievement

   Professional and scholarly activities are viewed as essential in the academic community. Faculty are expected to engage in activities that provide for on-going growth, enrichment, contribution to and recognition in the CHLD profession. These include: 1) disseminating beyond the classroom to disciplinary peers and the larger profession, 2) ongoing growth as an expert in scholarship and creative activities, and 3) building the reputation of self, department, and/or university. In its deliberations, the committee will consider the candidate's self-evaluation of their work in this area, as well as whether it addresses any of the University Strategic Priorities (i.e., Equity, Diversity, and Inclusion, Civic and Global Engagement, Resilient and Sustainable System). Evidence of professional activity and scholarship in these areas is identified below.

   In the Child Development Department, both research and application accomplishments in Professional Growth and Achievement are considered valuable. Determination of the summary evaluations will be based on the impact of work to the field of Child Development; type of dissemination (e.g., local, national, presentation, publication), audience, and quantity may also be considered. Please see Appendix B for examples of evidence of Professional Growth and Achievement for early career faculty and candidates seeking promotion to Associate and Full Professor.

5. Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community

   Faculty are expected to participate in their Department and University community and committees, and to contribute to the on-going governance of Department, College, and University Strategic Plans and Goals. Multiple levels of service (e.g., not just department level) are usually preferred to Exceed Expectations. Leadership in service is expected at associate and full professor levels. Please see Appendix B for evidence of Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community.

D. Dossier

Faculty under review shall prepare a dossier. It shall include:

1. A copy of these Department standards.
2. A current curriculum vitae (CV) addressing period of review in available recommended format.
3. An expanded narrative. The case should be made by the faculty member under review that they have met or exceeded expectations as stated in the Department standards and shall include the following areas:

    a) Instruction

        i. Teaching Philosophy: A reflective, self-evaluative statement that addresses the faculty's teaching philosophy, strategies/objectives, and how these have affected their teaching, as well as how feedback is sought and applied to improve one's teaching practice. This narrative should describe goals set for students and how students achieve those goals that reflect a consideration of diverse student needs (e.g., addressing DFW rates, equity gaps, and systemic racism). It is recommended that the faculty use the Seven Principles for Good Practice in Undergraduate Education or a similar guide for this narrative.

        ii. Integration of Teaching and Scholarship: In one-page, the faculty shall explain how their teaching and scholarly interests relate to and support one another.

    b) Professional Growth and Achievement

    A reflective, self-evaluative statement that addresses what they do in these areas and why, their current and projected professional and scholarly activities, how these have evolved (e.g., how scholarly work converges, are aligned, or themed), future directions (e.g., research plans), how these activities (e.g., presentations, publications) impact the field of study, and how they affect the faculty member's teaching.

    c) Service that Contributes to the Strategic Plans and Goals of the Department, College, University, and Community

    A reflective, self-evaluative statement that describes the *quality* (e.g., level of involvement or responsibilities, types of required tasks and participation) of the service contributions as well as breadth or quantity: What did they do, what impact did/does the committee have on the department, college, university, or community, and how it relates to any of the University Strategic Priorities (i.e., Equity, Diversity and Inclusion, Civic and Global Engagement, Resilient and Sustainable Systems).

In the narrative, a candidate should describe how their service coheres, and how they have contributed to student success, especially among historically marginalized or underrepresented populations, as well as the success of the department, college, and university or community. It is recommended that the faculty member provide statements that guide 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 service to the North State.

4. Support Materials. (as outlined by FPPP)
    a) Data and Interpretation: Instruction and Related activities.
        i. Summary of Student Feedback of Teaching (Part I).

           The faculty under review should include a copy of the summary sheet for each course evaluated since the last review, grouped by sections of a course.

        ii. Summary of Student Feedback of Teaching (Part II).

            The faculty under review should provide a narrative summary (one page) of the student comments from Part II of the SFOT form since the last review. This narrative should focus on identified strengths and weaknesses in teaching.

        iii. Summary of Peer Evaluations of Teaching.

             The faculty under review should provide a narrative summary (one page) of peer evaluations received and letter of support since the last review. This narrative should focus on identified strengths and weaknesses in teaching, particularly those noted by multiple evaluations.

        iv. Reflections on SFOTs and Peer Evaluations.

            The faculty under review should provide a narrative reflection (one to two pages) on the evaluations of teaching provided by students and peers. FAculty should identify what was learned and what changes have been made to improve teaching as a result of these evaluations.

        v. List of courses taught at CSU, Chico during period under review:

           The faculty under review should include course number, course title, year/semester taught, new course: yes/no, and new syllabus: yes/no.

b) Instruction: Optional documentation that supports teaching or contributions to the University Strategic Plan, including but not limited to data, reflection, plans, or set goals related to addressing possible equity gaps in the candidates courses, pre-kindergarten involvement, K-12 involvement, General Education involvement, and/or enhancement of instructional technology.

c) Professional Growth and Achievement: The faculty should provide a list of professionally relevant activities as specified in this document.

d) Service that contributes to the Strategic Plan and Goals of the Department, College, University, and the Community: Using department policies, the faculty should provide a list of service activities.

e) Index of optional supplemental Support Materials.

E. Ratings (see FPPP)

1. Teaching Effectiveness

   Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion of faculty. 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. Therefore, it is in the candidate's best interests to carefully provide data in a manner that allows evaluators to accurately assess teaching performance. The candidate must diligently provide meaningful evidence, beyond SFOTs, of teaching performance.

   As Equity, Diversity & Inclusion is one of the University Strategic Priorities, the implementation of inclusive teaching practices and the creation of equitable learning environments may be used by a candidate as evidence of teaching effectiveness. Evidence may include: efforts to reduce equity gaps in student performance or data showing reductions in equity gaps in the candidate's courses, the implementation of Universal Design for Learning to improve access and to diversify opportunities for learning, the use of diverse course materials that include Black, Indigenous, and/or People of Color (BIPOC) and/or queer authors, the incorporation of culturally relevant and/or culturally sustaining pedagogy, the creation of class assignments and activities that implement equitable and authentic methods of assessment, and/or the completion of training and professional development opportunities that center equity, diversity, and inclusion.

   a) Rating Definitions

Recognized ratings are "Exceed Expectations", "Meets Expectations", and "Does not Meet Expectations". The use of hyphenated rating (e.g., "Meets expectations-to-Exceeds Expectations") is NOT permissible. For specific criteria in the areas of evaluation (i.e., teaching, professional development, and service) for these ratings and for different levels of promotion, see Appendix B, which provides rubrics of the criteria and minimum point values for "Meets Expectations" and Exceeds Expectations" for probationary and tenured faculty at different timeframes when faculty are rated during performance reviews.

i.   **Exceeds Expectations**

The candidate has clearly demonstrated and documented achievement that is substantially above what is expected for a Meets Expectations rating. The evidence demonstrates the candidate's consistently high level of involvement in activities listed in the Department standards (Part D), other sections of the FPPP, and the CBA. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated.

In the area of Instruction, the evidence documents that the faculty member: almost always connects theory and research to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of child development knowledge and skills. This evidence includes efforts to reduce equity gaps in student performance or data showing reductions in equity gaps in the candidate's courses.

In the area of Professional Growth and Achievement, evidence would demonstrate that the faculty member makes appreciable contributions to the discovery of new knowledge, research, theory building, and/or practice, or develops new understandings regarding pedagogy in higher education, including the field of child development; or engages significantly in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to

practice; or to students, to the discipline, and to the professional community.

In the area of <u>Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community</u> the evidence demonstrates the faculty's assumption of key roles on significant committees and/or in the community, or professional organizations, as well as the demonstration of consistent, on-going contributions to such activities. Multiple levels of service (e.g., not just department level) are required to Exceed Expectations.

ii. **Meets Expectations**

The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record supports the claim that the candidate is making a continual and valued contribution to the academic community in the area being evaluated with respect to the materials, activities, and standards listed in the department's standards (Part D), the FPPP, and the CBA. An evaluation of Meets Expectations is normally the minimum level of overall achievement consistent with the awarding of retention, tenure and/or promotion.

In the area of <u>Instruction</u>, the evidence would document that the faculty member frequently connects theory and research to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of child development knowledge, skills, and dispositions. Evidence may include efforts to reduce equity gaps in student performance or reflection on data and plans to address equity gaps (if they exist) in the candidate's courses. In addition to effective teaching modalities and strategies for educating students majoring in child development, the faculty member demonstrates use of the Seven Principles of Good Teaching Practice or similar guidelines.

In the area of <u>Professional Growth and Achievement</u>, the evidence would demonstrate that the faculty member makes contributions to the discovery of new knowledge, research, theory building, and/or practice, or develops new understandings regarding pedagogy in higher education, including the field of child development; or engages in interdisciplinary scholarship and makes connections

across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to practice. Contributions of the faculty member judged as "Meets Expectations" are more limited in scope and influence than the "Exceeds Expectations" rating.

In the area of <u>Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community,</u> "Meets Expectations" is evidenced by the faculty's participation on Department level committees, and/or in the community, as well as the demonstration of consistent, on-going contributions to such committees.

iii.   **Does Not Meet Expectations**

The faculty has achieved less-than-satisfactory levels of scholarly and professional performance that contribute to students, to the discipline, and to the professional community as listed in the department's standards (Part D), the FPPP, and the CBA. The significant deficiencies identified require immediate attention and correction.

In the area of <u>Instruction</u>, the evidence does not adequately support that the faculty is sufficiently connecting theory to practice and to content in other courses where appropriate, does not demonstrate currency and clarity of knowledge in courses taught, and does not maintain effective interactions with students that support their acquisition of child development knowledge, skills, and dispositions. The faculty member inconsistently makes use of effective teaching modalities and strategies for educating students majoring in child development, and inconsistently uses the Seven Principles of Good Teaching practice adopted by the University.

In the area of <u>Professional Growth and Achievement</u>, the evidence does not demonstrate that the faculty member makes contributions to the discovery of new knowledge, research, theory building, and/or practice, or develops new understandings regarding pedagogy in higher education, including the field of child development; or engages in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to practice.

In the area of <u>Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community,</u> the evidence does not demonstrate an adequate level of involvement in activities such as participation on department, college and/or university committees and/or in the community, participation in university and community-based activities, and/or evidence that the faculty member's involvement reflect negatively on the department, college and/or university.

SECTION VI. RETENTION, TENURE, AND PROMOTION OF TENURE/TENURE-TRACK FACULTY

A. Specific Criteria for Retention

1. Retention or non-retention of an individual shall be based on assessment of the individual's activities in three areas of evaluation –Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community.

2. Individuals will be rated in light of whether or not they are making satisfactory progress toward achievement of the criteria rather than considering whether they have met the criteria. An overall evaluation of "Meets Expectations" is the minimum level of achievement consistent with retention. Insufficient progress toward meeting the criteria must be clearly noted in the Personnel Report.

B. Specific Criteria for Tenure

1. In order to receive tenure, a candidate must have ratings of "Meets Expectations" in all three areas of evaluation and must have conducted themselves in accordance with Faculty Code of Ethics.

C. Specific Criteria for Early Tenure

1. Consideration for early tenure may be requested in writing by any faculty member wishing to be so considered. The personnel committee may also initiate early tenure consideration at the Department level. Recommendation for early tenure must be accompanied by justification of a special case. To be recommended for early tenure, an individual must have ratings of "Exceeds Expectations" in the three areas of

Instruction, Professional Growth and Achievement and Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community.

2. In considering the uniqueness of a special case for early tenure, the standard applied is at a much higher level than that provided for 'on time' tenure. The candidate who has requested consideration for early tenure is required to demonstrate exceptional merit at all levels. Thus, the special case criteria stand alone and shall not be used as the standard required for 'on time' tenure.

D. Specific Criteria for Tenured Faculty

1. According to University Policies and Procedures (see FPPP), all faculty at the rank of Full Professor will be evaluated once every five years. Faculty at the rank of Associate Professor will also undergo a fifth-year evaluation unless the faculty is seeking promotion to Full Professor.

E. Specific Criteria for Accelerated Promotion

1. *Accelerated Promotion from Assistant to Associate:* Persons with less than normal time in rank may be considered for accelerated promotion. Consideration of promotion which would occur early may be initiated by written request of the would-be candidate or by the action of the Department Personnel Committee. To qualify for accelerated tenure or promotion the candidate must: 1) be rated as Exceeds Expectations in the three areas of Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the Department, College, University and Community, 2) demonstrate the likelihood that this high level of performance will continue; and 3) have worked a minimum of one academic year under conditions similar to their department's typical full-time assignment. See FPPP 10.3.3 for more information related to early tenure and accelerated promotion.

2. *Accelerated Promotion to Full:* To qualify for accelerated promotion to full professor the candidate must: (1) be ranked Exceeds Expectations in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; and (2) demonstrate the likelihood that their exceptional performance will continue, and (3) clearly demonstrate substantial professional recognition at and beyond the University itself. Inasmuch as consideration of accelerated promotion to full professor is not the normal pattern, a recommendation for accelerated promotion must be accompanied by its justification as an exceptional record at each level of review.

3. Candidates seeking recommendation for accelerated promotion must meet the criteria for "exceptional" as follows:

In considering the uniqueness of exceptional for accelerated promotion, the standard applied is at a much higher level than that provided for 'on time' promotion. The candidate who has requested accelerated promotion is required to demonstrate exceptional merit at all levels. Thus, the exceptional criteria stand alone and shall not be used as the standard required for 'on time' promotion.

b) Instruction

    i. Systematically evaluates teaching beyond University requirements

    ii. Regularly incorporates new technology

    iii. Infuses innovations that prepare students for future career responsibilities and the enhancing of their professional skills

    iv. Provision of learning opportunities that extend beyond the traditional college classroom

    v. Takes on particular courses that require additional work or responsibilities

c) Professional Growth and Achievement

    i. A minimum of five major separate accomplishments at a national/international level in which the faculty member played a significant role; or

    ii. A contribution or set of contributions that is unequivocally professionally meritorious beyond question

d) Service that contributes to the Strategic Plans and Goals of the Department, College, University, and Community

    i. Exceptional service at the Department, College, University level and beyond

F. Specific Criteria for Tenure and Promotion

MINIMUM RANKINGS FOR TENURE AND PROMOTION

	Instruction	Professional Growth and Achievement	Service that contributes to the Strategic Plans and Goals of the Department, College, University and Community

Tenure and Promotion to Associate	ME	ME	ME
Promotion to Full	EE	EE	ME
	EE	ME	EE
	ME	EE	EE
Accelerated Tenure and Promotion	EE	EE	EE

EE = Exceeds Expectations   ME = Meets Expectations

In addition to the qualities noted above for tenure, the faculty seeking promotion could also demonstrate evidence listed in Appendix B.

G. The Personnel Report

Following the review process, the committee will generate a Personnel Report that is to be forwarded to successively higher levels of review. The Personnel Report contains the recommendations (retention/non-retention, tenure/non-tenure, promotion/non-promotion), the ratings in each of the areas evaluated, and a narrative that outlines in detail the rationale, justification, and evidence for each of the ratings and final recommendations. In addition, the following specific requirements apply to the report:

1. The Personnel Report must address "strengths" and "needs to improve" with respect to each of the categories of evaluation. In addition, the report must verify that the "needs to improve" were discussed with the candidate at the personnel interview.

2. Committee members who abstain from voting on the recommendation must file a written report justifying their abstention. Committee members not able to attend a meeting shall review with the other committee members the deliberations that were missed.

3. The candidate will receive a copy of the report prior to its forwarding to higher levels of review, and have the right to respond to the report within the period specified by the University Faculty Personnel Policies and Procedures (FPPP). The candidate may request a meeting with the Personnel Committee or Chair, write a response that is then entered into the working file, or accept the report as written.

SECTION VII. EVALUATION OF TENURE/TENURE-TRACK FACULTY

A. Periodic Evaluations and Performance Reviews

1. Tenure-Track Faculty

Beginning in their first year, all faculty at the rank of Assistant Professor will engage annually in the evaluation process—either through Periodic Evaluations or Performance Reviews. In accordance with the calendar established by University (per FPPP), Performance Reviews will occur during the fall semester and Periodic Evaluations during the spring semester. The Periodic Evaluation is meant to be developmental in nature and does not contain formal recommendations regarding future employment, retention, tenure, or promotion. Performance Reviews, on the other hand, do provide a recommendation regarding retention, tenure, or promotion and include summary evaluation (e.g., Meets Expectations) for each area (e.g., Instruction). Typically, tenure-track faculty will engage in Periodic Evaluations during their first, third, and fifth years and Performance Reviews during their second, fourth, and sixth years in a position.

2. Tenured Faculty

Tenured faculty are expected to maintain teaching effectiveness, currency in the field, contributions to the field via scholarship, and dedication to the Child Development Department, College, and University via service. According to University Policies and Procedures (see FPPP), all faculty at the rank of Full Professor will be evaluated once every five years. These are Periodic Evaluations, meant to be developmental in nature and do not provide summary evaluations (e.g., Meets Expectations).

Faculty at the rank of Associate Professor will also undergo fifth-year evaluation unless the faculty is seeking promotion to Full Professor. When seeking promotion to Full Professor, this is a Performance Review which includes summary evaluations (e.g., Meets Expectations) for each area (e.g., Instruction). In accordance with the

calendar established by University (per FPPP), Performance Reviews occur during the fall semester.

3. Evaluation Procedures for Tenure/Tenure-Track Faculty

For tenure and tenure-track faculty, the Dossier is the evidence provided during the evaluation process. Additionally, information on the expectations for Performance Review summary evaluations can be found in multiple places within this document (e.g., Ratings, Appendix B). Following submission of the Dossier, the Personnel Committee reviews the Dossier and engages the faculty in an interview (see Committee Operating Procedures). The faculty will then receive the formal Personnel Report submitted by the Personnel Committee with an opportunity to rebut, should they choose. During a Performance Review, the faculty will undergo an independent review at the College level (i.e., Level II) with all information then forwarded to the Office of the Provost for a final review.

B. Committee Operating Procedures: Retention, Tenure, & Promotion

The following procedures refer to the review and evaluation process and will take place once the candidate's College of Behavioral and Social Sciences working file has been updated according to the current University Faculty Personnel Policies and Procedures (FPPP).

1. Committee Duties and Procedures

a) The Personnel Committee will elect a chair and a secretary. Minutes must indicate time, place, and date of meeting, members present, and any action taken. No minutes on committee discussion shall be taken.

b) The committee will generate questions for the interview that will clarify any issues brought up in the committee discussion. In addition, if there are any suggestions for improvement or concerns the committee will generate additional questions which must be brought up with the candidate at the interview. These questions will be given to the candidate at least 48 hours before the interview.

c) An interview will be conducted by the Personnel Committee with the candidate. The Chair of the Department of Child Development may be present during the interview.

d) The candidate has the opportunity to address the questions raised by the Personnel Committee and to clarify aspects of their working file.

e) The candidate has the opportunity to address any suggestions for improvement or concerns previously identified by the Personnel Committee.

f) A written and/or audio recording shall be made of the interview and retained until the review process is completed. The sole purpose of this tape is to enable the secretary to transcribe an accurate record of the interview. The secretary will produce minutes of the interview and submit them to the committee and the working file at the next meeting.

g) Once the interview session is officially closed, the candidate's working file is closed to further evidence unless the Behavioral and Social Sciences College Personnel Committee rules otherwise.

h) The Committee Chair will prepare a report reflecting the discussion of the committee as a whole. The committee will determine and vote on the ratings assigned to each of the areas of evaluation.

i) The vote on the recommendation (retention/non-retention, tenure/non-tenure, promotion/non-promotion) is taken and recorded. Members abstaining from voting will file a separate written report justifying their abstention. Committee members not able to attend shall review with the other committee members the deliberations that were missed.

SECTION VIII. HIRING AND EVALUATION OF LECTURERS

A. Recruitment and Eligibility Criteria for Hiring

CSU, Chico is an Equal Opportunity Employer. We are committed to recruiting, developing and retaining the most qualified people from a diverse pool without regard to race, religion, color, national origin, ancestry, age, sex, gender, gender identity, gender expression, sexual orientation, genetic information, medical condition, disability, marital status, or protected veteran status and only employ individuals authorized to work in the U.S. The faculty personnel policies and procedures implemented at any level of the University shall include measures for promoting and carrying out our Affirmative Action Plan. (Affirmative Action Plan).

The Personnel Committee may be augmented to include all tenured and probationary faculty, and the Child Development Chair, for purposes of selecting a pool of persons eligible for part-time and full-time temporary teaching assignments.

An 'Applicant Pool' will be managed through CHRS and will be active for one year after receiving the applicant's materials. Each year applicants are required to submit applicant documents to CHRS, that also notifies applicants if they are no longer eligible for

consideration. If they are not, the department office will notify all persons in the applicant pool, in writing, that they are no longer eligible for consideration unless a new application letter is filed. Periodically, an advertisement will be placed in the media to recruit for the part-time and full-time pool.

The procedures for recruitment and appointment of lecturer faculty, including appointment stnadards, shall conform to CBA Article 12 and relevant provisions of the FPPP. Temporary appointments will not be conditional. Temporary appointments may be for periods of a semester, parts of a year, or one (1) or more years. Each new faculty unit employee shall be provided no later than 14 days after the start of the semester with written notification of the evaluation criteria and procedures in effect at the time of their initial appointment (see CB A 12.3). Following two (2) semesters of consecutive employment within an academic year, a lecturer offered appointment to a similar assignment in the same department or equivalent unit shall receive a one (1) year appointment. The official notification to a temporary employee shall also indicate that appointments automatically expire at the end of the period stated and do not establish consideration for subsequent appointments or any further appointment rights. No other notice shall be provided. Appointment standards for lecturer faculty, including educational standards/degree requirements and amount of experience as it applies to specified coursework, have been created by the Department of Child Development and are available in the department office.

B. Order of Assignment of Available Work

The order of assigned work will follow the guidelines available in the CBA and the FPPP.

C. Criteria for Lecturer Range Elevation

Temporary faculty wishing to apply for a range elevation increase shall consult the CBA and the FPPP. For information related to Professional Growth and Development, consult Appendix B of this document. Evidence of effective teaching will include efforts to reduce equity gaps in student performance or reflection on data and plans to address equity gaps (if they exist) in the candidate's courses. This information provides examples of professional development activity. Note that only professional development activities that relate to the coursework taught for the department is relevant for range elevation consideration.

D. Specific Guidelines and Criteria for Periodic Evaluation

The committee will request, during the candidate's first semester of appointment, that they submit a dossier and other materials relevant to instruction.

Materials that the committee uses for this evaluation shall include a dossier with the following components:

1. CV using the provided template.

2. A self-evaluation of teaching in the assigned course(s) that shall include, but not be limited to, the following areas: organization, scholarship-knowledge in the field, awareness of equity gaps (if they exist) within courses and plans to address these, and effective communication. A teaching philosophy shall be incorporated into the self-evaluation.

3. Course materials including syllabi, exams, writing assignments, and other materials used in the course.

4. Student evaluations of teaching (SFOT) effectiveness, if available, including a narrative that provides a written reflection on the SFOTs.

5. Copies of faculty classroom visits in at least one course per academic year from the appropriate period of review. The period of review for periodic evaluations are: since date of contract, since the working file closed from the previous Periodic Evaluation, whichever is most recent.

6. Written response and related materials related to the following:

   In addition to the primary criterion of teaching, part-time faculty shall be evaluated with respect to engaging in professional activity in the field appropriate to their teaching field, duties as defined by their assignment, and professional ethics and conduct. Other contributions that may not have been specified in the job description but which represent positive assistance to the department may be included. These may include advising, research, scholarship, creative activity, service to the University, profession, and to the community, or other professional responsibilities (See CBA article 12).

E. The Evaluation Process

Each lecturer faculty member neither eligible for nor currently holding a three-year appointment will undergo an annual review for the initial two personnel cycles of their appointment, followed by biennial rather than annual reviews. This requirement may be waived for lecturer faculty who are in their first semester of employment, as described in CBA Article 15.25 at the discretion of the Personnel Committee, Department Chair, or upon the candidate's petition. A review may be scheduled in a year succeeding an annual or biennial review. The evaluation shall consider the faculty member's work performance since the individual's initial date of appointment or since the last evaluation, whichever is more recent (see FPPP 9.1.4.a).

All temporary faculty members eligible for an *initial* three-year appointment shall be evaluated in the academic year preceding the issuance of the initial three-year appointment. (Faculty are eligible for an initial 3-year appointment after they have served six or more

consecutive years, see CBA Article 12.12). The evaluation shall consider the lecturer faculty member's work performance for the entire six or more years of consecutive service that make up the qualifying period for the initial three-year appointment. All temporary faculty members holding three-year appointments and eligible for subsequent reappointment under CBA Articles 12.13 and 15.29 shall be evaluated in the third year of their appointment (see CBA, 15.28, and 15.29 and repeated in FPPP 9.1.4.b, 9.1.4.d. The evaluation shall consider the lecturer faculty member's cumulative work performance during the entire preceding three-year period.

1. A class visitation will be scheduled during the lecturer faculty's first semester of appointment and SFOTs will be completed.

2. All lecturer faculty will undergo Periodic Evaluation following the timelines described in the FPPP. The Personnel Chair will notify the lecturer of the timeline related to the Periodic Evaluation. The lecturer will then update and submit their dossier according to the timeline.

3. The evaluation of teaching effectiveness shall follow the policy and procedures set forth in FPPP 9.0 and include the committee's considered view of the course materials and self-evaluation. The evaluation shall include written comments from peer observations of teaching. Additional peer observation of teaching may be requested by the person under review.

4. The committee will write the Periodic Evaluation report after reviewing and evaluating the data and other relevant materials. The report shall acknowledge other activities by the faculty member, not part of their work assignment(s), which result in contributions to the Strategic Plans and Goals of the Department, College, and University, as well as the Community. The committee will submit the report to the department chair, who shall concur, with or without comments, or not concur, with comments. Once the report has been written and approved, it will be submitted to the faculty under review, the College of Behavioral and Social Sciences dean for review, and into the PAF.

5. At the discretion of the Personnel Committee, Department Chair, or upon the lecturer's petition, a review may be scheduled in a year succeeding an annual or biennial review. The outcome of the review will be a report submitted to the faculty requesting the review, the College of Behavioral and Social Sciences dean, and into the PAF.

6. According to the FPPP, the areas of performance to be included in the periodic evaluations of each full-time temporary faculty shall be consistent with, and inclusive of, the individual's assigned duties, as specified at the time of hire. Should those assigned duties change, an explicit statement of the change will be placed into the PAF so as to properly inform those conducting subsequent periodic evaluations.

7. Additionally, according to the FPPP, the periodic evaluation of full-time temporary faculty will result in a performance report, but no recommendation regarding future employment will be made.

SECTION X. EVALUATION OF TEACHING PROCESS AND PROCEDURES FOR LECTURERS

A. Student Feedback of Teaching and Learning (SFOT) Process and Procedures

Written or electronic SFOT shall be required for all faculty who teach in the Department of Child Development. All classes taught by each faculty shall be evaluated using SFOTs. (CBA 15.15) Only classes with six or more students will be evaluated with SFOTs. A faculty member may request to administer SFOTs in classes with five or fewer students after receiving permission from the College Dean.

B. Specific Guidelines and Criteria for Classroom Visitation

1. Teaching effectiveness of faculty will be evaluated, in part, through classroom visitation(s) or observations of teaching.

2. A peer classroom observation of teaching will be scheduled during the faculty's first semester of appointment, unless the appointment is only for one semester.

3. Peer classroom observations of all part-time and full-time lecturers and tenure-track faculty will follow the timelines as described in the FPPP.

4. Faculty who are post-tenured must have at least one classroom visitation within each periodic evaluation time frame.

5. A faculty member from the Department or related-area of instruction will be selected by the Personnel Committee and the Department Chair. Input provided by the faculty member to be evaluated will be considered. Classroom observers will use the approved classroom observation form. A copy of the form will be made available to the faculty prior to the classroom visitation.

6. Dates of classroom visitation will be established by the designated classroom observer in consultation with the faculty. All personnel being observed must have a written five day notice in advance of the classroom visitation.

7. Before the date of the classroom visit, the faculty will provide a course syllabus and any other relevant course handouts to the observer.

8. Following the observation, the faculty will be provided a draft of the classroom observation report . Faculty have 5 days to respond to the draft. Faculty will be given the opportunity to discuss the observation with the observer.

9. The draft of the observation with the signature page will be sent to the department office and the ASC will Adobesign the observation report for signatures. The observation report will be routed to the college personnel coordinator for insertion into the Personnel Action File (PAF).

10. Additional classroom visitations can also be requested by the faculty. For those classroom visitations, the observer need not use the approved classroom observation form.

11. For online courses, a similar procedure will be followed. In place of the classroom observation, a meeting will be scheduled between the faculty observer and the course instructor to match the length of a typical in class observation. During this meeting, the instructor will present the online course to the faculty observer, providing explanation within each area of the CHLD Classroom Visitation Report. All other aspects of the classroom visitation will remain the same.

C. Self-Reflection (Optional but Strongly Encouraged)

It is highly recommended that lecturers provide a summary and self-reflection of their teaching preparation (e.g., how they develop or maintain currency for the courses they teach), their efforts with regard to equity, diversity, and inclusion practices (e.g., addressing DFW rates, equity gaps, and systemic racism), and their thoughts about information gained from Peer Observations (Classroom Visitation Reports) and Student Feedback of Teaching. Additional information about professional development activities relevant to their teaching assignments or other service to the department could provide useful information during an evaluation process.

[(Return to the Top)](#)

APPENDIX A: DEPARTMENT CHAIR

A. Department Chair Responsibilities

Under the authority of their Dean, the department Chair leads, administers, and represents the department. The duties and responsibilities of the department chair include but are not limited to the following four categories:

1. **Academic Programs**: to assume the leadership in the development and direction of quality academic programs including assessment and program review. To work with the

department faculty in academic program planning and review, and curriculum development, revision, and assessment. To prepare the class schedule each semester in consultation with the department faculty or appropriate department committee. To provide leadership at department level in implementing the university's strategic priorities in accordance with the mission and vision of the university.

2. **Students**: to promote department activities such as programs, competitions, awards, professional organizations, student clubs, and to recruit potential majors/minors. To be available to receive student comments and suggestions about courses, instructors, and programs. To attempt resolution of complaints, differences, or grievances between students and faculty.

3. **Faculty**: to encourage collegial and full participation of all members of the department in recognition of governance of departments is a joint and cooperative endeavor. To ensure that faculty personnel processes for hiring, evaluation, retention, tenure, or promotion, as well as other personnel matters comply with CBA, FPPP, university, college, and departmental policies. To encourage career success and promote and support the professional development of the faculty. To establish and staff, in collaboration with the faculty, appropriate departmental committees.

   To recommend the appointment or reappointment of temporary faculty based on department personnel committee recommendations and to ensure all faculty teaching assignments are in accordance with CBA, FPPP, college, and department policies.

4. **Administrative Responsibilities**: to convey pertinent information to, from, and within the department, college, and university. To present issues which have potential impact on the department. To represent the department within the college, university, community, and profession.

   To work with the college dean on responsible management of resources, including the enrollment targets, allocation of faculty positions and courses, and all budget matters; to organize and supervise department expenditures and allocation of resources; to monitor departmental compliance with university goals, regulations, current policies, and deadlines. To participate as appropriate in the recruitment, supervision, and evaluation of department staff.

5. **Advising**: To oversee advising, provide information, sign documents and petitions, and facilitate resolution of administrative difficulties students may encounter. Complete academic advising for students declaring Child Development as a major and provide continuing academic advising throughout each student's undergraduate experience. In addition, provide career guidance to Child Development majors and respond to academic and career questions from the campus and community.

B. Department Chair Selection

1. **Appointment**: The term of office for the department Chair is specified before the appointment. The term will be no fewer than two years and no more than three years unless the term is specified in a hiring contract. If the nominee is found acceptable, this person will meet with the dean in order to review responsibilities and expectations for the position. The Dean will forward the name of the nominee for Chair together with a written recommendation, including a statement of conditions of the appointment and compensation (e.g., time base, AY or 12-month appointment, etc.), to the Provost and Vice President for Academic Affairs, who officially make the appointment.
2. **Voting and Voter Eligibility**: All faculty (including lecturers) are eligible to vote for the selection of the chair. Tenure-track faculty and lecturers with a full-time base of 1.0 and a 3-year contract receive one full vote each; lecturers with a time base of less than 1.0 receive a ½ vote each. In the absence of a unit specific nomination process and criteria, the department will elect the Chair nominee by secret ballot. The nominee must receive a majority of the vote tally.
3. **Recall**: Faculty may initiate an administrative recall action of the department chair by petition to the dean. The petition must be signed by eligible voters and equal to more than 50% of the total of votes eligible. Two-thirds of the total of the votes cast will recommend a recall of the chair. The Dean will provide a report to the Provost and Vice President for Academic Affairs who will make a decision.

C. Interim Chair and Leave of Absence

Typically, the Chair of the Child Personnel Committee shall serve as Interim Chair in the short absence of the Chair. However, in the case of longer-term absences, the Chair must formally file with the Personnel Committee a letter of request for a leave of absence from the Chair position. This letter should state both the reason for the absence and the duration of the proposed leave. The Personnel Committee shall then meet and decide whether to grant the leave request and, if so, the duration of the leave granted. If granted, then the Personnel Committee will duly elect an Interim Chair and specify the duration of the term. The Personnel Committee shall then forward this nomination to the College Dean and VPAA for approval. If the request for a leave is denied by the Personnel Committee, the Chair may then choose to continue and complete the current term as chair or to resign the position.

(Return to the Top)

APPENDIX B: TENURE/TENURE-TRACK FACULTY EVALUATION RUBRICS

Appendix B provides rubrics for evaluation of tenure/tenure-track faculty in the areas of 1) Instruction; 2) Professional Growth and Achievement; and 3) Service that Contributes to the Strategic Plans and Goals of the Department, College, University, and Community.

1. Instruction

Timeframe	Meets Expectations	Exceeds Expectations
1st – 2nd year	4 points from 1A	6 points from 1A + 2 points from 1B
4th year	6 points from 1A + 2 points from 1B	6 points from 1A + 4 points from 1B
6th year/Tenure/ Promotion to Associate	6 points from 1A + 4 points from 1B	7 points from 1A + 6 points from 1B
Accelerated Tenure and Promotion to Associate	Not Applicable	Must be a "special case" above what is expected at year 6
Promotion to Full Professor	7 points from 1A + 6 points from 1B	8 points from 1A + 8 points from 1B
Accelerated Promotion to Full	Not Applicable	Must be a "special case" above what is expected for promotion to full professor

1A. Instruction: each category a-h is equal to 1 – 2 points commensurate with effort, time commitment, and responsibilities.

a) Contributions to Department, College, and University Strategic Plan and Goals

b) Evidence of curricular and department development and participation (e.g., serving on the department or college curriculum committee)

c) Evidence of contributions to the Child Development Department's ongoing assessment plan

d) Evidence of participation in student advising or participation with student groups, but the activity does not have to be ongoing

e) Evidence of mentoring students but the activity does not have to be ongoing. It's recognized that working with more than one student is commensurate with greater credit.

f) Evidence of regularly evaluating and changing one's course(s) based on findings or feedback

g) Evidence of thoughtful and deliberate equity, diversity, and inclusion practices incorporated into teaching (e.g., addressing DFW rates, equity gaps, and systemic racism)

h) Evidence of effective use of current technology to support student learning

1B. Instruction: each category (a-h) is equal to 2 – 4 points commensurate with effort, time commitment, and responsibilities.

a) Evidence of teaching courses that require additional work or responsibilities such as teaching upper division required courses or writing intensive courses or in other ways meeting the teaching needs of the department (each course is worth 2 – 4 points)

b) Mentoring lecturers or junior faculty related to teaching responsibilities such as sharing course materials

c) Overseeing or coordinating sections of the same course

d) Providing leadership in the development of teaching innovations, curriculum, and other pedagogical activities such as a significant course revision or the development of a new course

e) Evidence of interdisciplinary teaching and activities such as guest lecturing in other departments or collaborating with faculty outside of one's department on teaching activities

f) Evidence of meeting the instructional mission of the department, college, and university such as presenting at college or university events related to one's teaching (e.g., presentations at EDXCHICO or FDEV sessions)

g) Evidence of contributions to pre-K through grade 12 and/or service learning

h) Evidence of effective and/or innovative teaching in General Education

2. Professional Growth and Achievement

Timeframe	Meets Expectations	Exceeds Expectations
1st – 2nd year	4 points from 2A + 2 points from 2B	4 points from 2A + 4 points from 2B
4th year	4 points from 2A + 6 points from 2B	6 points from 2A + 8 points from 2B
6th year/Tenure/ Promotion to Associate	6 points from 2A + 8 points from 2B	6 points from 2A + 12 points from 2B
Accelerated Tenure and Promotion to Associate	Not Applicable	Must be a "special case" above what is expected at year 6
Promotion to Full Professor	6 points from 2A + 12 points from 2B	6 points from 2A + 16 points from 2B
Accelerated Promotion to Full	Not Applicable	Must be a "special case" above what is expected for promotion to full professor

2A. Professional Growth: each category (a-j) is equal to 1 – 2 points commensurate with effort, time commitment, and responsibilities.

a) Professional development activities (e.g., trainings, workshops, conferences, FLCs attended to enhance professional knowledge or skills)

b) Work in progress such as manuscripts or ongoing data collection

c) Work under review from a peer-reviewed manuscript

d) Manuscript accepted with revisions or a revise and resubmit

e) Presentation at local conference(s) or meeting(s)

f) Membership in Professional Organizations

g) Submission of an internal grant

h) Organized scholarly work with other faculty with planned objectives (e.g., conference presentation, manuscript development, submission to identified relevant journals)

i) Organized scholarly work with undergraduate students in areas of research (e.g., being a faculty mentor for honors students)

j) Professional blogs, academic or research-oriented podcasts or other types of social media platforms

2B. Professional Achievement: each category worth variable points as identified.

It is expected that a candidate seeking promotion to Associate or Full will have peer reviewed scholarly work published. Authorships and/or editorships at primary or non-primary authorship levels in refereed, non-predatory sources in child development or relevant disciplines such as psychology, family studies, education, human development, and other related fields. Research, practice, and application venues are considered contributions. Types of publications may include scholarly, research, peer-reviewed, professional, electronic, non-print, topical, application-focused, and practice-focused. Quality of scholarly work is taken into consideration when evaluating evidence (e.g., accepted, peer-reviewed international and national presentations may indicate greater achievement compared to accepted local presentations).

a) Internal and external grants and contracts:

    i.   Travel award (1 point)

    ii.   Unfunded grants and contracts proposal (2 points)

iii.   Funded internal grant or contract (3 points)

iv.   Funded external grant or contract (4 points)

b) Professional Organizations Participation and Conference Presentations:

i.   Board membership (1 point)

ii.   Peer-reviewed presented posters at local level, such as community or county (1 point)

iii.   Peer-reviewed presented posters regional, national, or international conferences or venues (2 points)

iv.   Elected officer of a professional organization (2 – 3 points)

v.   Reviewer of conference presentations (2 points)

vi.   Peer-reviewed presented paper(s) at local such as community or county (2 points)

vii.   Peer-reviewed presented workshop(s) or symposia at local, such as community or county (3 points)

viii.   Reviewer of manuscripts for professional organization or conference (3 points)

ix.   Peer-reviewed presented workshop(s) or symposia at regional, national, or international conferences or venues (3 points)

x.   Peer-reviewed presented papers regional, state, national, or international conferences or venues (4 points)

xi.   Awards and recognitions for scholarly work (e.g., university achievement awards, professional organization awards or recognition) (4 points)

xii.   Invited speeches and presentations regional, state, national, or international conferences or venues (5 points)

xiii.   Ongoing leadership roles (e.g., President, VP) for a professional conference or organization (5 points)

xiv.   Ongoing leadership roles in the university or community which enhance the dissemination of empirical knowledge and/or evidence-based practices and interventions related to child development (e.g., trauma-informed practices, suicide prevention, healthy relationships and wellness, teacher or parent education) that involves faculty's scholarly expertise (4 – 5 points)

xv. Ongoing leadership roles in the university or community which enhance the dissemination of empirical knowledge (e.g., data collection and analysis (reports) for the community such as a program evaluation, or a needs assessment (4 – 5 points)

xvi. Editorial board of a scholarly or applied journal with regular participation (4 – 6 points)

c) Principal Investigator or Co-PI of a study (2 points)

d) Scholarly writing accepted for in print or online publication:

i. Abstract (1 point)

ii. Encyclopedia entries (1 point)

iii. Symposium reports (2 point)

iv. Monographs (3 points)

v. Non peer reviewed application and practice articles (e.g., blogs) (3 points)

vi. Editor and/or author of a published scholarly work (e.g., book, book chapter, special issue of a journal, journal article) (4 – 5 points)

vii. Peer reviewed empirical or theoretical journal articles (5 points)

viii. Peer reviewed application and practice articles (5 points)

ix. Scholarly book(s) or book editor (15 – 20 points)

3. Service that Contributes to the Strategic Plans and Goals of the Department, College, University, and Community

Timeframe	Meets Expectations	Exceeds Expectations
1st – 2nd year	3 points from 3A	3 points from 3A + 2 points from 3B
4th year	3 points from 3A + 2 points from 3B	3 points from 3A + 6 points from 3B

6th year / Tenure/ Promotion to Associate	4 points from 3A + 6 points from 3B	4 points from 3A + 8 points from 3B
Accelerated Tenure and Promotion to Associate	Not Applicable	Must be a "special case" above what is expected at year 6
Promotion to Full Professor	4 points from 3A + 8 points from 3B	4 points from 3A + 12 points from 3B
Accelerated Promotion to Full	Not Applicable	Must be a "special case" above what is expected for promotion to full professor

3A. Service includes support, equity, diversity, and inclusion practices. Each category (a-g) is equal to 1 – 2 points commensurate with effort, time commitment, and responsibilities.

a) Participation on Department assessment committee

b) Participation on Department personnel committee that includes peer observations of teaching and report writing

c) Participation on Department curriculum committee

d) Participation in student-affairs activities and organizations

e) Participation in faculty/student colloquia (e.g., BSS Student Research Symposium)

f) Election as an official or committee member of a professional group or society

g) Other evidence the candidate chooses to submit

3B. Additional Service and Leadership Activities: each category worth variable points as identified.

a) Participation on College and University committees (2 – 4 points)

b) Leadership or chair positions on Department, College, and University committees (4 – 6 points)

c) Participation and service to the University as related to one's areas of expertise (2 – 4 points)

d) Participation in student projects and interdisciplinary collaborations that may focus on equity, diversity, and/or inclusion practices (2 – 3 points)

e) Leadership roles in student-affairs activities and organizations (2 points)

f) College or University level interdisciplinary and/or collaborative activities (e.g., Serving on CAB) or leadership roles (2 – 6 points)

g) Participation in Academic Senate (2 – 4 points)

h) Election as an official or committee member of a community board, professional group, or society with significant leadership responsibilities (each activity is worth 2 – 4 points)

i) Other service-related evidence the faculty chooses to submit that is professionally relevant to the faculty's position (2 – 4 points)

j) Additional participation and service to the community and the North State as related to one's areas of expertise (each activity is worth 2 – 4 points)

California State University **Chico**
Academic Affairs
FACULTY AFFAIRS AND SUCCESS

Department/Program Standards Approval Sheet

Process:

a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.

b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to Faculty Affairs and Success via email for review.

c) Faculty Affairs and Success reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;

d) Provost reviews and approves, recommending changes if necessary, then returns document to Faculty Affairs and Success.

e) If not approved, Faculty Affairs and Success forwards requested changes for revision and re-submission to Dean and Department Chair/Director.

f) If approved, Faculty Affairs and Success adds *Provost Designee Approved Date* footer to the document and:

   a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,

   b. Uploads document to Faculty Affairs and Success Standards website, and

   c. Informs Dean and Department Chair/Director of approval with link to Faculty Affairs and Success website location.

_____

Chair/Director Approval: _Gail Walton_____   Date: _Apr 23, 2024_

Dean Review: _Ryan Patten_____   Date: _Apr 23, 2024_

Provost/Designee Approval: _Mahalley D. Allen_____   Date: _Apr 24, 2024_