

2023

# Department of Kinesiology

## Department Standards: FPPP reference guide to RTP and Evaluation (*rev. Spring 2023*)

All general personnel procedures and practices in the department shall be governed and guided by university guidelines set forth in the Collective Bargaining Agreement (Unit 3), CSU Chico's Faculty Personnel Policies & Procedures (FPPP), and campus Executive Memoranda. The following guidelines are provided as a reference guide to the FPPP sections that govern evaluations of tenured, tenure-track, and lecturer faculty.



California State University, Chico  
Department of Kinesiology RTP Review Procedures  
Revised April 2023

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## Section I: Overview

- A. Introduction:** Decisions on retention, tenure, and promotion (RTP) of tenure-track faculty, and evaluation of lecturers, in the Department of Kinesiology are aligned with the department mission, as well as the mission and strategic priorities of California State University, Chico, the [Collective Bargaining Agreement](#) (CBA – Unit 3), the CSU, Chico [Faculty Personnel Policies and Procedures](#) (FPPP), and this document.
- B. Department Mission:** The mission of the Department of Kinesiology is to communicate and create knowledge about sport, exercise, and physical activity. The department achieves its mission through innovative and engaging instruction, scholarship, and professional service. The uniqueness of our integrative discipline is that we work directly to promote lifelong learning and participation in human movement to enhance quality of life for all.
- C. Department Responsibilities:** All members of the department will work to the best of their ability to assist tenure-track faculty through the RTP processes. New tenure-track faculty may also be assigned a peer mentor at the department or college level. In addition, new tenure-track faculty will meet twice each academic year with the department chair until they submit their application for tenure and promotion. Meetings should take place near the beginning of the fall semester and near the end of the spring semester. At the fall meetings, the chair will review the FPPP and department guidelines for RTP with the faculty member. The tenure-track faculty member will establish goals for each area of review, determine a plan of action for the academic year, and share their plan with the department chair. Each spring, the tenure-track faculty member will report to the department chair the steps taken, and/or completed, to meet their goals during that academic year.
- D. Charge of the Department Personnel Committee:** The Department of Kinesiology (KINE) has the responsibility of evaluating faculty candidates for RTP, and reviewing and evaluating lecturers. Faculty elected to serve on the Personnel Committee must:
- Maintain confidentiality about candidates, evidence, and deliberations.
  - Mentor candidates in presenting evidence in the dossier and ensuring the Working Personnel Action File (WPAF) “accurately reflects the full performance record” ([FPPP 8.1.1.b.1](#)).
  - Critically evaluate the faculty member’s performance based upon documented evidence ([FPPP 8.1.3.e.4](#)).
  - Meet with each tenure-track candidate individually following the submission of their dossier to discuss its contents and the candidate’s work during the period of review ([Appendix A](#)).
  - Understand and apply specific criteria outlined in the CBA, FPPP, and this document to the evidence being evaluated.
  - Evaluate the candidate based on formative or developmental feedback reported in previous evaluations.
  - In the candidate’s report, assign specific FPPP summary evaluation ratings (Exceeds Expectations; Meets Expectations; Does Not Meet Expectations) for each of the three areas of review (i.e., Instruction, Professional Growth and Achievement, and Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and Community).
  - Justify evaluation ratings by referencing specific evidence and criteria in the candidate’s report.
  - Submit a minority report when a committee member does not agree with the approved report.
  - Review and revise department standards as needed at a minimum frequency of every five years. This includes ensuring that the document language reflects current CSU and campus policies, offices, and initiatives.





## Section II: Evaluation of Tenure-Track and Tenured Faculty

- A. Candidate Responsibilities:** Each candidate has the responsibility of creating a dossier. The dossier and Personnel Action File (PAF) make up the WPAF. The dossier and PAF provide evidence documenting the faculty member's contributions to Instruction, Professional Growth and Achievement, and Service that merit retention, tenure, or promotion.

The guidelines in [FPPP 8.1.3](#) should be followed in construction of the dossier. Thus, the dossier should contain a copy of the department RTP standards, curriculum vitae (CV), narrative, and supporting materials. In particular, the narrative should provide context for the candidate's work that is aligned with department standards. Reflective statements on teaching and professional growth and achievement, and their interrelationship to one's arc of expertise should also be included. The candidate should also address the scope and quality of their performance with respect to all areas of evaluation and levels of evidence outlined in this document. The candidate must make the case that their performance has met or exceeded departmental and university expectations. Supporting materials may include, curricular matter (e.g., course syllabi, student work, rubrics, etc.), copies of scholarly work, and evidence or narrative of service. In addition, candidates are encouraged to cite relevant independent sources (e.g., ISI journal impact factors, book reviews, citations, etc.) to demonstrate the quality of their contributions. Letters of recommendation from friends and colleagues of the candidate are not considered independent sources of evidence.

The candidate's dossier and CV should be clearly organized with headings and subheadings consistent with department and university standards so that the nature of all contributions is documented. A template to organize the narratives, and present work according to the levels of evidence described herein, has been provided (Appendices [B](#), [C](#), and [D](#)). Additionally, candidates should provide a one-page "highlights" document in their dossier to emphasize work that has been completed during the period of review. An example of a "highlights" page has also been provided for reference ([Appendix E](#)).

In addition to preparing a dossier, the candidate needs to ensure that peer evaluations of their teaching and a current CV are available for review. The candidate should share a current copy of their CV with the college office to be included in their PAF. The college office will include all student and peer evaluations of teaching in the candidate's PAF.

- B. Evaluation Guidelines:** The committee evaluation will be based on the evidence presented in the WPAF (i.e., the dossier and personnel action file). The evaluation should take into consideration the candidate's rank, workload, assigned time, and previous developmental feedback provided in periodic and performance evaluations. Other factors to be considered are the quality, quantity, originality, leadership roles, contribution of the faculty member (e.g., authorship, contributor, officer, etc.), rigor of external review, and prestige of the documented activities. To this end, a hierarchy of levels (*with level 1 being the highest level of achievement*) and examples have been provided to serve as a guideline. Candidates will be rated in each area of evaluation using the following language from the FPPP ([FPPP 10.3.3](#)):

- Exceeds Expectations: *"...evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement..."*
- Meets Expectations: *"...evidentiary record generally supports the claim that the candidate is making continual, impressive, and valued contributions to the academic community..."*
- Does Not Meet Expectations: - *"...evidentiary record does not demonstrate that the candidate is making the minimum contributions..."*

### C. Summary of FPPP Standards for Retention, Tenure, and Promotion



	<b>Instruction</b>	<b>Professional Growth and Achievement</b>	<b>Service</b>
<b>Retention</b>	Meets Expectations	Meets Expectations	Meets Expectations
<b>Tenure</b>	Meets Expectations	Meets Expectations	Meets Expectations
<b>Accelerated Tenure*</b>	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
<b>Promotion to Associate Professor</b>	Meets Expectations	Meets Expectations	Meets Expectations
<b>Accelerated Promotion*</b>	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations
<b>Promotion to Full Professor†</b>	Meets Expectations	Meets Expectations	Meets Expectations

*\*For accelerated tenure or promotion to associate professor, the candidate must achieve the Year-6 “Exceeds Expectations” criteria in each area of evaluation. For additional criteria for accelerated tenure or promotion to associate professor, the candidate must meet the criteria in FPPP 10.5.3. For accelerated promotion to full professor, the candidate must achieve “Exceeds Expectations” in each area of evaluation, and the candidate must meet the criteria in FPPP 11.1.3.*

*†Evidence used in the evaluation of promotion will only include work completed since the most recent promotion. In addition to a rating of “Meets Expectations” in all three areas of evaluation, promotion to Professor requires substantial professional recognition at and/or beyond the University level ([FPPP 11.1.2](#)).*

**D. Instruction Overview:** KINE faculty will be evaluated on student-centered instruction, effective use of technology, reflective practices, and the provision of accessible and equitable learning opportunities for students. Candidates should present evidence that addresses each of these areas, and aligns with the levels of evidence outlined below. The candidate is responsible for making the case to the RTP committee that their performance meets or exceeds expectations.

- 1. Peer Teaching Observations:** Candidates will have a minimum of one peer teaching observation per academic year. Each academic year, the department RTP committee will assign its members, or members of the faculty at a rank above the faculty member being evaluated, to perform the peer teaching observation. Throughout the period of review, additional observations and evaluations from multiple peers are encouraged and may be requested by the candidate, including from those within their subdiscipline. All classroom visits should be scheduled in consultation with the faculty being evaluated. Teaching observations will be documented using the department classroom observation form ([Appendix F](#)) or activity course observation form ([Appendix G](#)), as appropriate.
- 2. Instruction Levels of Evidence:** The following levels of evidence will be used to evaluate the quality and quantity of the candidate’s work, with level 1 being the highest level of achievement. The list presented for each level of evidence is not all-inclusive; the list is meant to provide examples of the quality and quantity of work expected for each level. It is the candidate’s responsibility to provide sufficient information regarding the nature of their contributions to each piece of evidence to justify the level presented. Specifically, the



candidate is responsible for making the case to the RTP committee that their performance meets or exceeds the expectations.

*Level 1: Pedagogical practices that are indicative of reflection, currency in the field, student-centered learning and teaching, and valuing equity, diversity, and inclusion (EDI).*

- **Peer teaching observation ratings are at the level of “meets expectations” or better, or the candidate has progressed to “meets expectations” or better during the period of review.**
- **Evidence of reflection and action, in response to SFOT results and/or peer evaluations with a subsequent associated improvement in feedback (as needed).**
- **Evidence that they create an accessible and equitable learning environment that embraces diversity and inclusion. Evidence of reflection, and implementation of practices in response to equity gaps though this may not be evident in subsequent equity gap results (*i.e., gaps may not improve despite the reflection and action*).**
- Course materials are in an accessible format as evidenced by accessibility scores in the course learning management system. Specifically, ALLY Course Accessibility scores are greater than 90%.
- Gives students multiple modes of demonstrating their achievement of course learning objectives.
- Regularly revises and updates course content to enhance student learning.
- Evidence that KINE department student learning objectives are being addressed, assessed, and students are achieving the objectives.
- Evidence of course curriculum development or revision that occurs through department and college curriculum committee processes.
- Requires student hour visit as a course assignment.
- Provides data or evidence to demonstrate students' learning improvement in a given course.
- Completes a Faculty Development learning community (semester or academic year in length) and demonstrates how this learning opportunity influences their pedagogical practices or enhances student learning in their course(s).
- Provides experiential or service learning opportunities for students in the classroom or beyond.
- Serves as a chair of graduate student project, thesis, or professional paper.
- Earns a University or external award for instruction.

*Level 2: Materials generally demonstrate the use of effective learning and teaching strategies and value of EDI.*

- **Majority of peer teaching observation ratings are at the level of “meets expectations”, or the candidate has progressed to “meets expectations” during the period of review.**
- **Evidence of reflection, and action, in response to SFOT results, though this may not be evident in subsequent SFOT results (*i.e., scores and comments may not improve despite the reflection and action*).**
- **Evidence that they create an accessible and equitable learning environment that embraces diversity and inclusion.**



- Course content is reflective of current evidence in the field (*e.g., evidence from peer observations, integration of scholarly activities in the classroom, current literature is used in course materials, etc.*).
- Course materials are in an accessible format as evidenced by accessibility scores in the course learning management system. Specifically, ALLY Course Accessibility scores are greater than 80%.
- Provides evidence, in addition to information provided in course syllabi, that KINE department student learning objectives are being addressed and assessed.
- Inclusive language is used throughout course syllabi and present in other course materials.
- Participates in short FDEV trainings or workshops, or documents the use of available Faculty Development (or other) resources to improve pedagogical practices.
- Demonstrates opportunities for student engagement with peers and faculty in the classroom setting.
- Gives guest lecture or presentation in a university course in the department, elsewhere on campus, or in a course at another university.
- Serves as a comprehensive exam committee chair. Organizes student preparation activities, exam writing, and leads exam assessment.
- Serves as member of graduate student project, thesis, or professional paper committee. Contributes to planning, writing, and revising at the direction of the committee chair.

*Level 3: Materials demonstrate efforts aimed at improving teaching and learning.*

- Peer teaching observation ratings are on a trajectory of improvement towards the “meets expectations” rating during the period of review.
- Student Feedback on Teaching (SFOT) ratings are on a trajectory for the overall quality of teaching ratings being “adequate” or better.
- Course learning objectives align with department student learning outcomes, and this is evident in course syllabi.
- Course materials are in an accessible format as evidenced by accessibility scores in the course learning management system. Specifically, ALLY Course Accessibility scores are greater than 70%.
- Inclusive language is used throughout course syllabi.
- Mentors students enrolled in KINE 207.
- Serves as a comprehensive exam committee member. With direction from the committee chair, contributes to student preparation, exam writing, and exam assessment.



**3. Instruction Evaluation and Criteria:** Information in the table that follows is based on FPPP descriptors and previously described levels of evidence for instruction.

	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>2<sup>nd</sup> Year Retention</b>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 2</li> <li>• A minimum of 1 additional piece of evidence from any level</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 1</li> <li>• A minimum of 2 additional pieces of evidence from any level</li> </ul>
<b>4<sup>th</sup> Year Retention</b>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 2</li> <li>• An additional 3 pieces of evidence, with a minimum of 2 of these pieces from level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 1</li> <li>• An additional 5 pieces of evidence, with a minimum of 2 of these pieces from level 1</li> </ul>
<b>6<sup>th</sup> Year – Tenure and Promotion to Associate Professor*</b>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 1</li> <li>• An additional 5 pieces of evidence, with a minimum of 3 of these pieces from level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 1</li> <li>• An additional 5 pieces of level 1 evidence</li> <li>• An additional 3 pieces of level 2 evidence</li> </ul>
<b>Promotion to Full Professor†</b>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 1</li> <li>• An additional 5 pieces of evidence, with a minimum of 3 of these pieces from level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all bold criteria in level 1</li> <li>• An additional 5 pieces of level 1 evidence</li> <li>• An additional 3 pieces of level 2 evidence</li> </ul>

\*For accelerated tenure or promotion to associate professor, the candidate must achieve the 6<sup>th</sup> year “Exceeds Expectations” criteria. For additional criteria for accelerated tenure or promotion to associate professor, the candidate must meet the criteria in FPPP 10.5.3. For accelerated promotion to full professor, the candidate must achieve “Exceeds Expectations” in each area of evaluation, and the candidate must meet the criteria in FPPP 11.1.3.

†Evidence used in the evaluation of promotion will only include work completed since the most recent promotion ([FPPP 11.1.2](#)).

**E. Professional Growth and Achievement Overview:** Kinesiology faculty value a holistic vision of scholarly contributions (Boyer, 1990), where scholarly contributions share the characteristics of *originality, peer-review, and formal communication*. It is the responsibility of the candidate to document the quality of scholarship and discuss it within the context of their subdiscipline. The candidate should present evidence of professional growth and achievement according to the levels of evidence described herein; this evidence will be evaluated by the committee based on the products and impact of the candidate’s work. Candidates and evaluators should be mindful of the diversity among subdisciplines of Kinesiology and the related differences in the subsequent



products of professional growth and achievement. With this in mind the levels of evidence presented herein have been developed with the intent of recognizing the many forms of scholarship that may emerge from the respective subdisciplines of Kinesiology. Regardless of the subdiscipline, for tenure and promotion to Associate Professor or promotion to Full Professor, the candidate must provide evidence of original, peer-reviewed scholarship that demonstrates the faculty member's capability of being a contributing scholar in Kinesiology. Additionally, candidates must demonstrate continuous contributions in the area of professional growth and achievement in pursuit of becoming a recognized expert in their field.

- 1. Professional Growth and Achievement Levels of Evidence:** The following levels of evidence will be used to evaluate the quality and quantity of candidate work, with level 1 being the highest level of achievement. No work completed should be double-counted (e.g., a conference abstract and poster or podium presentation is the equivalent of one piece of evidence.)

*Level 1: Note: Candidate must document significant contribution to all co-authored material. In support of the department mission, collaborative work with students is always valued and encouraged.*

- First author, significant co-author, or co-author with Kinesiology student, of published peer-reviewed journal article
- First author, significant co-author, or co-author with Kinesiology student of published peer-reviewed proceedings (*Note: this does not refer to abstracts published as part of conference proceedings*)
- Published book (*e.g., a non-self-published textbook, anthology, scholarly book, etc.*)
- Editor of scholarly book or textbook
- Chapter in edited scholarly book or textbook
- Principal or co-principal investigator on internal grant award greater than \$5,000 or the competitiveness of the grant award is well-documented
- Principal or co-principal investigator on external grant award greater than \$10,000 or the competitiveness of the grant is well-documented
- Invited, selected, or peer-reviewed oral or poster presentation at international or national conference (*Note: candidate or their student must be the presenter*)
- Principal or co-principal investigator on an internal or external grant not awarded (*Note: Grant proposal must be greater than \$50,000*)

*Level 2:*

- International, national, or state award for academic technology creation
- Co-author of published peer-reviewed journal article
- Co-author of published peer-reviewed proceedings
- Principal or co-principal investigator on internal grant awarded less than \$5,000
- Principal or co-principal investigator on external grant awarded less than \$10,000
- Invited, selected, or peer-reviewed oral or poster presentation at regional or state conference
- Published abstract from conference proceedings of international or national conference
- Published activity booklet or manual (*non-self-published*)
- Lead a significant degree program curriculum revision or proposal (*see [CSU, Chico Academic Department Manual](#) for definition*) at program or state level
- Internal or external grant not awarded (*Note: Grant proposal should be greater than \$25,000.*)





Level 3:

- Local presentation at professional conference, workshop, or community organization (e.g., campus events, local associations, school boards, etc.)
- Non-peer-reviewed publications (e.g., magazine, newsletter, newspaper, blog, website, etc.)
- Academic technology creation (e.g., video, software, website, etc.)
- Internal grant, external grant, student-faculty collaborative awards, or research contract awarded (Note: Grant proposals less than \$1,000 unless competitiveness of grant is otherwise argued)
- Professional conference attendance (Note: includes regional, national, or international - in-person attendance is encouraged)
- Principal or co-principal investigator on internal grant not awarded less than \$5,000
- Principal or co-principal investigator on external grant not awarded less than \$10,000
- Trainings, certifications, or continuing education related to professional growth and achievement

2. **Professional Growth and Achievement Evaluation and Criteria:** Information in the table that follows is based on FPPP descriptors and previously described levels of evidence for professional growth and achievement.

	Meets Expectations	Exceeds Expectations
<b>2<sup>nd</sup> Year Retention</b>	<p>A minimum of 2 pieces of evidence including the following:</p> <ul style="list-style-type: none"> <li>• Evidence of level 1 work in progress where the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>	<p>A minimum of 3 pieces of evidence:</p> <ul style="list-style-type: none"> <li>• Level 1: Minimum of 1</li> <li>• Level 2: Minimum of 2</li> <li>• For 1 piece of level 1 evidence the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>
<b>4<sup>th</sup> Year Retention</b>	<p>A minimum of 4 pieces of evidence including the following:</p> <ul style="list-style-type: none"> <li>• Level 1: Minimum of 1</li> <li>• Level 2: Minimum of 2 level 2 or greater.</li> <li>• Evidence of 1 level 1 publication in progress where the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>	<p>A minimum of 5 pieces of evidence including the following:</p> <ul style="list-style-type: none"> <li>• Level 1: Minimum of 2</li> <li>• Level 2: Minimum of 2 level 2 or greater.</li> <li>• Evidence must include 1 level 1 publication for which the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>



	Meets Expectations	Exceeds Expectations
<b>Tenure and Promotion to Associate Professor*</b>	A minimum of 6 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Level 1: Minimum of 2</li> <li>• Level 2: Minimum of 3 level 2 or greater.</li> <li>• Evidence must include 1 level 1 publication for which the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>	A minimum of 8 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Level 1: Minimum of 4</li> <li>• Level 2: Minimum of 3 level 2 or greater.</li> <li>• Evidence must include 2 level 1 publications for which the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>
<b>Promotion to Full Professor†</b>	A minimum of 6 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Level 1: Minimum of 2</li> <li>• Level 2: Minimum of 3 level 2 or greater.</li> <li>• Evidence must include 1 level 1 publication for which the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>	A minimum of 8 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Level 1: Minimum of 4</li> <li>• Level 2: Minimum of 3 level 2 or greater</li> <li>• Evidence must include 2 level 1 publications for which the candidate is first-author, significant co-author, or the work is co-authored with a Kinesiology student(s).</li> </ul>

*\*For accelerated tenure or promotion to associate professor, the candidate must achieve the 6<sup>th</sup> year “Exceeds Expectations” criteria. For additional criteria for accelerated tenure or promotion to associate professor, the candidate must meet the criteria in FPPP 10.5.3. For accelerated promotion to full professor, the candidate must achieve “Exceeds Expectations” in each area of evaluation, and the candidate must meet the criteria in FPPP 11.1.3.*

*†Evidence used in the evaluation of promotion to full professor will only include work completed since the most recent promotion ([FPPP 11.1.2](#)).*

**F. Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and Community Overview:** KINE faculty must provide evidence of contributions to the department, college, university, discipline, profession, and community beyond the university. All service contributions should be well-documented, including a narrative of the nature, quantity, and years of service associated with each piece of service work.

**1. Service Levels of Achievement:** The following levels of evidence will be used to evaluate the quality and quantity of candidate work, with level 1 being the highest level of achievement. For committee work, candidates should describe the nature and extent of the commitment, and their contribution to each committee. The list presented for each level of evidence is *not* all-inclusive; the list is meant to provide examples of the quality and quantity of work expected for each level. The candidate is responsible for making the case that their performance meets or exceeds expectations.

***It is the candidates’ responsibility to provide sufficient information regarding the nature of their contributions for each piece of evidence to justify the level presented.***





*Level 1: Service at this level should be for a minimum of one academic year and require discipline specific expertise. Work from the same bullet point may be “counted” more than once (e.g., serving as the editor of a peer-reviewed journal for 4 years would count as 4 pieces of evidence).*

- Editor of peer-reviewed journal
- University, College, or Department committee chair (e.g., curriculum, EDI, scholarship, tenure-track search, etc.)
- Serving as a member of Academic Senate, Senate Sub-Committee, Human Subjects Review, IACUC, or other university committee with equivalent workload
- Department personnel (RTP) committee member
- Program coordinator, associate chair, etc.
- Internal or external award for service or advising
- Faculty Development learning community leader
- Faculty Development new faculty mentor
- Officer, board member, or significant participation in professional organization at the international, national, regional, or state level

*Level 2: Service at this level should be for a minimum of one academic year. Work from the same bullet point may be “counted” more than once.*

- University, college, or department committee member (e.g., curriculum, graduate, EDI, scholarship, tenure-track search, etc.)
- Faculty Development learning community guest speaker or presenter
- Journal editorial board member
- Organizer, manager, or director of campus, college, or department sponsored events that engage Kinesiology students (e.g., sports day, fun runs, etc.)

*Level 3: Service at this level may be less than one academic year, a one-time commitment, or not require significant contributions outside of scheduled activities. The service should provide an opportunity for the faculty member to contribute to the Department of Kinesiology, campus, or community in a meaningful way. Work from the same bullet point may be “counted” more than once.*

- Ad-Hoc manuscript reviewer
- Participation in campus, college, or department sponsored events (e.g., clean-up, promotional fairs, etc.)
- Student recruitment event participation (e.g., lab tours, field trips for local schools, Chico Preview Day, Choose Chico Day, etc.)
- Fundraising events (e.g., Chico Giving Day Ambassador)
- Participation in local community events as a representative of CSU, Chico and the Kinesiology Department (e.g., Chico Creek Clean-Up, Thanksgiving Basket Brigade, etc.)
- CSU, Chico student club advisor
- Member of community committee or board (e.g., Chico Children’s Museum, Community Foundation Sub-Committee, etc.)



**2. Service Evaluation and Criteria:** Information in the table that follows is based on FPPP descriptors and previously described levels of evidence for service.

	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>2<sup>nd</sup> Year Retention</b>	A minimum of 1 piece of evidence from any level.	A minimum of 3 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• A minimum of 1 piece of level 1 or 2 evidence.</li> </ul>
<b>4<sup>th</sup> Year Retention</b>	A minimum of 3 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Minimum of 1 piece of level 1 or 2 evidence.</li> </ul>	A minimum of 5 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• A minimum of 3 pieces of level 1 or 2 evidence.</li> </ul>
<b>6<sup>th</sup> Year – Tenure and Promotion to Associate Professor*</b>	A minimum of 6 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Minimum of 4 pieces of level 1 or 2 evidence.</li> </ul>	A minimum of 9 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Minimum of 5 pieces of level 1 or 2 evidence</li> <li>• 1 additional level 1 piece of evidence.</li> </ul>
<b>Promotion to Full Professor†</b>	A minimum of 7 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Minimum of 3 pieces of level 1 evidence</li> <li>• 3 additional pieces of level 1 or level 2 evidence</li> </ul>	A minimum of 10 pieces of evidence including the following: <ul style="list-style-type: none"> <li>• Minimum of 4 pieces of level 1 evidence</li> <li>• 4 additional pieces of level 1 or level 2 evidence</li> </ul>

*\*For accelerated tenure or promotion, the candidate must achieve the 6<sup>th</sup> year “Exceeds Expectations” criteria.*

*†Evidence used in the evaluation of promotion will only include work completed since the most recent promotion ([FPPP 11.1.2](#)).*



### Section III: Periodic Evaluation of Lecturer Faculty

- A. Introduction and Overview:** Periodic evaluations of lecturers will be completed following the guidelines provided in the FPPP ([FPPP 9.0](#)), [CME Handbook](#), and this document. Faculty are encouraged to consult with the Department Chair, the Department RTP Committee, and reference each of the listed documents to ensure they understand the evaluation process and their responsibilities as they relate to the process. Lecturer faculty will be evaluated on their teaching effectiveness, performance related to any other work assignments, activities supporting currency in the field consistent with the lecturer's range classification and responsibilities, and activities that contribute to the Strategic Plans and Goals of the Kinesiology Department, College, and University ([FPPP 9.1.2.c](#)). Lecturers are responsible for providing evidence in their dossier for evaluation by the Department RTP committee. The evaluation process will include a classroom observation and a review of the faculty member's personnel file and dossier. The process will conclude with copies of the evaluation report written by the Department RTP Committee being shared with the faculty member, and the Dean for inclusion in the faculty member's personnel file following the deadlines provided in the FPPP.
- B. RTP Committee Responsibilities:** As part of the evaluation process, a classroom observation of the faculty member will be conducted by the Department Chair or a tenured faculty member assigned by the Department Chair. The completed classroom observation report will be added to the personnel file of the faculty member. All RTP committee members will read the personnel file and dossier of the faculty member being evaluated. The RTP committee will draft an evaluation report for the faculty member and work together to finalize the report before it is added to the personnel file of the faculty member. The report will include an evaluation of the effectiveness of the faculty member in their work assignments, indicate if the performance is satisfactory or unsatisfactory, describe how the faculty member has maintained currency in the field, and acknowledge activities of the faculty member that are not part of their work assignment that contribute to the Strategic Plans and Goals of the Department, College, University, and Community. The report may also include constructive suggestions to contribute to the development of the faculty member in their work assignment. If the Department Chair is not serving as a member of the Department RTP Committee, they will review the report prior to it being shared with the Dean and offer comments as needed and indicate that they concur or do not concur with the Department RTP Committee report.
- C. Evaluation Timeline:** Lecturer faculty evaluations will occur in either the fall or spring semester. Lecturers undergoing a review will be notified in the beginning of the fall or spring semester by the College Office. Information regarding when lecturer faculty evaluations will occur, based on the lecturer's appointment, are outlined in the FPPP ([9.1.4](#)).
- D. Lecturer Responsibilities and Dossier Preparation:** It is the responsibility of the faculty member to annually update their personnel file and supporting materials regardless of whether they are scheduled for an evaluation ([FPPP 9.1.2.d](#)). The faculty member's personnel file and supporting materials (i.e., dossier) will be used in the evaluation process completed by the Department RTP Committee. The faculty member's dossier should include a current CV, supporting evidence, and a narrative of this evidence as outlined below. Faculty members are encouraged to reference the [CME Handbook](#) for additional information on preparing the dossier ([CME Handbook Appendix 9](#)).
- 1. Teaching Effectiveness.** Student Feedback on Teaching (SFOT) and classroom observations will be used in the evaluation process. The faculty member should summarize their SFOTs, provide additional evidence of teaching effectiveness and include a narrative summary of this evidence. Evidence might include the implementation of varied teaching strategies, learning



activities, and assignments to create diverse learning opportunities for students. Faculty might consider sharing class activities, student work, course syllabi, assignment descriptions, etc. to illustrate these practices.

2. **Other Work Assignments.** If the faculty member has work assignments other than teaching (e.g., advising, research, service, etc.) for which they receive AWTU or other workload, this will be evaluated and should also be documented in the dossier.
3. **Currency in the Field.** The candidate should describe activities that support currency in the field that is appropriate to their appointment. Currency can be supported with activities such as continued education, research, scholarship, and professional activities (e.g., journal reviewing, attending professional conferences, etc.).
4. **Contributions to Strategic Plans and Goals.** Any other voluntary activities (i.e., work not required by contract) or achievements that contribute to the Strategic Plans and Goals of the Department, College, University, and Community should also be documented by the faculty member. Candidates may share activities related to: equity, diversity, and inclusion; sustainability, service learning opportunities; and engagement with the community.



## Section IV: Lecturer Range Elevations

- A. Introduction and Overview:** Decisions on RANGE elevations for lecturers in the Department of Kinesiology are based on the department mission, as well as the mission and strategic plan of California State University, Chico, the CBA, the FPPP, the CME handbook, and this document. Individuals eligible for a RANGE elevation will be notified early Spring by the College Office. The Kinesiology Department Personnel Committee is responsible for reviewing application materials provided by the eligible individual and sharing their recommendation with the Department Chair. The Department chair may add their own recommendation before forwarding the application and recommendations to the Dean for review. The Dean will share the final decision with the eligible individual.
- B. Evaluation:** The department RTP committee, Department Chair, and Dean evaluations will be based on evidence in the application materials provided by the eligible individual and documents in their university personnel file. Significant achievement beyond typical responsibilities is required for a RANGE elevation. Eligible applicants should ensure their application materials make a case for exceptional performance and demonstration of maintaining currency in the field worthy of a RANGE elevation and associated salary increase.
- C. Eligibility and Criteria:** The following criteria are based on information provided in the [Collective Bargaining Agreement, Article 12.16-12.18](#), [FPPP, Article 12](#), the [College of Communication and Education Handbook](#), and the [CFA](#):
- Criteria for RANGE elevation for temporary faculty (excluding coaches) shall be appropriate to lecturer work assignments ([CBA 12.19](#)).
  - For elevation to the RANGE of Lecturer B or above, the individual must have achieved professional growth and development since the initial appointment or last RANGE elevation, whichever is more recent ([FPPP 12.0](#)).
  - Professional growth and development for lecturer RANGE elevation eligibility is defined as teaching excellence and maintaining currency in the field, unless the faculty member's work assignment includes duties in addition to teaching. In addition to other evidence of teaching, lecturer faculty may be evaluated on performance related to any other work assignment(s), besides teaching, as applicable, as specified in the appointment letter along with clear expectations for satisfactory performance of these assignments.
  - Examples of how eligible individuals might demonstrate teaching excellence and maintaining currency have been provided to serve as a guideline for applicants.
- D. Teaching Excellence:** To make a case for exceptional performance worthy of RANGE elevation applicants must demonstrate teaching excellence. Accumulated teaching experience alone is not sufficient to demonstrate "teaching excellence." Examples of how applicants might demonstrate teaching excellence follow:
- Consistently positive Student Feedback on Teaching during the period of review
  - Consistently high (i.e., overall ratings of effective or superior) peer evaluations of teaching during the period of review
  - Implementation of varied teaching strategies, learning activities, and assignments to create diverse learning opportunities for students. Applicants might consider sharing class activities, student work, etc. to demonstrate these practices.



**E. Maintaining Currency in the Field:** To make a case for exceptional performance worthy of a RANGE elevation applicants must demonstrate how they have maintained currency in the field. Applicants should illustrate how they have maintained their currency in multiple ways. Service alone is not enough to demonstrate currency. Examples of such contributions or activities may include but are not limited to:

- Increased mastery of the discipline evidenced by additional relevant education or an additional degree.
- Effectively using course materials that reflect the current state of knowledge and practices in the field.
- Contributing to and planning professional development activities on campus or beyond campus.
- Presenting original work at professional meetings and conferences.
- Collaborative research and creative activity involving the campus and the community.
- Publications, exhibitions, and/or performances that advance knowledge.
- Research and/or creative activity in discipline related to pedagogy.
- Editing professional publications.
- External fundraising and resource development related to the mission of the Department and University.
- Development of grant proposals (funded and unfunded) to conduct research in the discipline, support pedagogy, or further the mission of the Department and University.
- Advising student organizations or discipline related clubs.
- Curriculum or course development (i.e., development of a new course, including syllabus, schedule, and associated content).
- Professional or community service related to the field of Kinesiology.

**F. Application Materials:** The application must include a written letter clearly stating the applicant's request, a complete and current vita, and a narrative documenting teaching excellence and currency in the field since the initial appointment or last RANGE elevation, whichever is more recent. The applicant should also include evidence of teaching excellence and currency in the field. Evidence might include items such as, course materials, student work, publications, presentations, etc. Applicants are encouraged to use recommendations in the [CME Handbook](#) (see Appendix 9) for developing a CV and dossier as they work to prepare their materials. Application materials should be shared electronically in the manner indicated by the College Office.



## Section V: Glossary of Terms

- [CBA: Collective Bargaining Agreement](#)
- CME: College of Communication and Education
- CV: Curriculum Vitae
- EDI: Equity, Diversity, and Inclusion
- [FPPP: Faculty Personnel Policies and Procedures](#)
- KINE: Kinesiology
- PAF: Personnel Action File
- RTP: Retention, Tenure, and Promotion
- SFOT: Student Feedback on Teaching
- WPAF: Working Personnel Action File



## Appendix A: Department RTP Committee and Candidate Meetings

**Overview:** After submitting their dossier and prior to the writing of the report the candidate will meet with Kinesiology Department RTP Committee Members to discuss the logistics of the RTP process. During the meeting, the candidate will be provided an opportunity to ask questions about the RTP and review processes, and the committee will address these questions and offer clarification on the processes as needed. The candidate will be asked to share highlights of their work in the areas of instruction, professional growth and achievement, and service since their last review. The meeting will take approximately 45 minutes and will be scheduled in consultation with the candidate.

### Additional Notes:

1. The committee may have specific questions regarding the contents of the dossier.
2. The committee may ask the candidate to add additional materials to their dossier to better highlight or emphasize the candidate's work or evidence.
3. The candidate will be asked to share goals for each area of review.





## Appendix B: Instruction Narrative Organizational Template

This template has been provided to help candidates organize their dossier materials in a manner that aligns with the Kinesiology Department RTP standards. Candidates are encouraged to use this template, though they are not required to do so. Regardless of the format used to present and discuss evidence of effective instruction, candidates must clearly organize their materials in a manner that makes it easy for reviewers to see how they have met or exceed expectations related to instruction.

**A. General Reflections on Instruction:** The candidate should provide general reflections on their instructional efforts during the period of review. Reflections might include challenges, successes, and modifications or adjustments that have been made to enhance student learning. A discussion of how course modifications have influenced student learning or engagement should also be provided as appropriate. In this section the candidate should indicate whether they will provide evidence that they have “met” or “exceeded” instruction expectations.

**B. Summary of Courses Taught at CSU, Chico by Semester**

*Table 1. Summary of Courses Taught with Enrollment Per Semester*

Term	Course Number	Course Title	# of Students
<b>Fall 2024</b>	KINE XXX	Course title (# of sections if more than 1)	XX
	KINE XXX	Course title	XX
	KINE XXX	Course title	
<b>Spring 2024</b>			
<b>Fall 2023</b>			
<b>Spring 2023</b>			
<b>Fall 2022</b>			

**C. Level 1 Evidence:** The candidate should begin by providing a brief overview of their level 1 instructional activities. It would be helpful if these activities are organized according to the bulleted criteria presented for level 1 evidence. Some examples of this approach are provided below.

- 1. Peer teaching observation ratings are at the level of “meets expectations” or better, or the candidate has progressed to “meets expectations” or better during the period of review.**



**Table 2.** Summary of Average Scores Across Categories on Instructional Observation Reports

Observer (Term)	General	Creativity - Innovation	Outcome Assessment	Strategic Plan	Presentation	Overall Rating
Dr. Exceeds (F23)						
Dr. Meets (S23)						
<b>Average</b>						

**Sample Qualitative Comments:**

- *A sample of positive and constructive comments from peer evaluations can be shared here. It is helpful if the candidate includes the course and term for which the comment was provided. (KINE 6XX S23)*

**Peer Observations Summary and Reflections:** Provide a summary of, and reflection on, peer observations of teaching. It may be helpful to indicate why a specific observer was chosen to complete the evaluation and note if the peer was asked to make specific observations during the classroom visit. A discussion of the post-observation debrief should also be included. Last, any specific actions, that have, or will be taken to modify the approach to teaching and learning should be noted. If measures have been implemented to improve the learning experience for students, this should also be documented, and the outcome (changes in subsequent teaching observations) associated with these changes should be discussed.

- 2. Evidence of reflection and action, in response to SFOT results and/or peer evaluations with a subsequent associated improvement in feedback (as needed).**
  - 3. Evidence that they create an accessible and equitable learning environment that embraces diversity and inclusion. Evidence of reflection, and implementation of practices in response to equity gaps though this may not be evident in subsequent equity gap results (*i.e., gaps may not improve despite the reflection and action*).**
- D. Level 2 Evidence:** Presentation of narrative and evidence should be consistent across levels of evidence.
- 1. Majority of peer teaching observation ratings are at the level of “meets expectations”, or the candidate has progressed to “meets expectations” during the period of review.**
  - 2. Evidence of reflection, and action, in response to SFOT results, though this may not be evident in subsequent SFOT results (*i.e., scores and comments may not improve despite the reflection and action*).**
  - 3. Evidence that they create an accessible and equitable learning environment that embraces diversity and inclusion.**
- E. Level 3 Evidence:** Presentation of narrative and evidence should be consistent across levels of evidence.



## Appendix C: Professional Growth and Achievement Narrative Organizational Template

This template has been provided to help candidates organize their dossier materials in a manner that aligns with the Kinesiology Department RTP standards. Candidates are encouraged to use this template, though they are not required to do so. Regardless of the format used to present and discuss evidence of professional growth and achievement, candidates must clearly organize their materials in a manner that makes it easy for reviewers to see how they have met or exceeded expectations related to professional growth and achievement.

**A. General Reflections on Professional Growth and Achievement:** The candidate should provide general reflections on their professional growth and achievement during the period of review. Reflections might include challenges, successes, and modifications or adjustments that have been made to develop in this area. In this section the candidate should indicate whether they will provide evidence that they have “met” or “exceeded” professional growth and achievement expectations.

**B. Level 1 Evidence:** The candidate should begin by providing a brief overview of their level 1 contributions. It is important to note not only their authorship of these works, but also describe the nature of their contributions to the work. For grant awards the dollar amount of the award should be specified, in addition to a note regarding the competitiveness of the grant. Work with Kinesiology Department students should be noted and emphasized. The candidate may choose to organize within the level of evidence by the type of evidence using headings similar to those provided below.

1. **Peer-Reviewed Journal Articles:** For each sub-heading included the candidate might note things such as important collaborations and work with students. Within each subheading the candidate should include citations (or relevant documentation) for the evidence they are presenting.
2. **Peer-Reviewed Proceedings Manuscripts**
3. **Published Book**
4. **Editor of Scholarly Book or Textbook**
5. **Chapter in Edited Scholarly Book or Textbook**
6. **Internal or External Grants Awarded**
7. **Oral or Poster Presentations**
8. **Other Level 1 Evidence**

**C. Level 2 Evidence:** Presentation of narrative and evidence should be consistent across levels of evidence.

1. **International, National, or State Award for Academic Technology**
2. **Internal or External Grant Awarded**
3. **Peer Reviewed Publications**
4. **Podium Presentation** (*regional or state conference*)
5. **Published Abstract from Conference Proceedings** (*International or National Conference*)
6. **Published Activity Booklet or Manual**
7. **Significant Degree Program Curriculum Revision**
8. **Internal or External Grant(s) Not Awarded**
9. **Other Level 2 Evidence**



D. **Level 3:** Presentation of narrative and evidence should be consistent across levels of evidence.

1. **Local Presentations**
2. **Non-Peer-Reviewed Publications**
3. **Academic Technology Creation**
4. **Relevant Certification or Continuing Education**
5. **Internal or External Grant Awarded** (*Less than \$1,000*)
6. **Professional Conference Attendance**
7. **Internal or External Grant Not Awarded** (*Less than \$10,000*)
8. **Other Level 3 Evidence**

E. **Summary of Evidence**

*Table 1. Summary of Professional Growth and Achievement Evidence*

Level	Academic Year	Number of Pieces of Evidence
<b>Level 1</b>	2022-23	
	2023-24	
	2024-25	
	2025-26	
	2026-27	
<b>Level 1 Total</b>		
<b>Level 2</b>	2022-23	
	2023-24	
	2024-25	
	2025-26	
	2026-27	
<b>Level 2 Total</b>		
<b>Level 3</b>	2022-23	
	2023-24	
	2024-25	
	2025-26	
	2026-27	
<b>Level 3 Total</b>		



## Appendix D: Service Narrative Organizational Template

This template has been provided to help candidates organize their dossier materials in a manner that aligns with the Kinesiology Department RTP standards. Candidates are encouraged to use this template, though they are not required to do so. Regardless of the format used to present and discuss evidence of service, candidates must clearly organize their materials in a manner that makes it easy for reviewers to see how they have met or exceeded expectations related to service.

- A. Notes on Service that Contributes to the Plans and Goals of the Department/Unit, College, University, and Community:** The candidate should provide general reflections on their service during the period of review. In this section the candidate should indicate whether they will provide evidence that they have “met” or “exceeded” service expectations.
- B. Level 1 Evidence:** The candidate should begin by providing a brief overview of their level 1 service contributions. It is important to note the nature of their contributions (i.e., role in the service described), the time commitment associated with each piece of service (e.g., one meeting per month during the academic year), contributions to each committee, duration of service, and any products of their work. The candidate may choose to organize within each level of evidence using headings similar to those provided below.
1. Peer-Reviewed Journal Editor
  2. University, College, or Department Committee Chair
  3. Serving as a Member of Academic Senate, Senate Sub-Committee, Human Subjects Review, IACUC, etc.
  4. Department Personnel (RTP) Committee Member
  5. Program Coordinator, Associate Chair, etc.
  6. Internal or External Award for Service or Advising
  7. Faculty Development Learning Community Leader
  8. Faculty Development New Faculty Mentor
  9. Officer, Board Member, or Significant Participation in Professional Organization
  10. Other Level 1 Evidence
- C. Level 2 Evidence:** Presentation of narrative and evidence should be consistent across levels of evidence.
1. University, College, or Department Committee Member
  2. Faculty Development Learning Community Speaker or Presenter
  3. Journal Editorial Board Member
  4. Organizer, Manager, or Director of Events that engage Kinesiology Students (*e.g., sports day, fun runs, etc.*)
  5. Other Level 2 Evidence
- D. Level 3 Evidence:** Presentation of narrative and evidence should be consistent across levels of evidence.
1. Ad-Hoc Manuscript Reviewer
  2. Participation in Campus, College, or Department Sponsored Events



3. Student recruitment event participation (*e.g., lab tours, field trips for local schools, Chico Preview Day, Choose Chico Day, etc.*)
4. Fundraising events (*e.g., Chico Giving Day Ambassador*)
5. Participation in local community events as a representative of CSU, Chico and the Kinesiology Department (*e.g., Chico Creek Clean-Up, Thanksgiving Basket Brigade, etc.*)
6. CSU, Chico student club advisor
7. Member of community committee or board (*e.g., Chico Children’s Museum, Community Foundation Sub-Committee, etc.*)
8. Other Level 3 Evidence

**E. Summary of Evidence**

*Table 1. Summary of Service Evidence*

<b>Level</b>	<b>Academic Year</b>	<b>Number of Pieces of Evidence</b>
<b>Level 1</b>	2022-23	
	2023-24	
	2024-25	
	2025-26	
	2026-27	
<b>Level 1 Total</b>		
<b>Level 2</b>	2022-23	
	2023-24	
	2024-25	
	2025-26	
	2026-27	
<b>Level 2 Total</b>		
<b>Level 3</b>	2022-23	
	2023-24	
	2024-25	
	2025-26	
	2026-27	
<b>Level 3 Total</b>		



## Appendix E: Dossier Highlights Example

### Dr. Example Highlights

Associate Professor  
Department of Kinesiology  
College of Communication and Education

### Dossier Highlights: Fall 20XX – Spring 20XX

#### Evidence of Teaching Effectiveness:

- Consistently high SET scores
  - Overall quality of teaching scores greater than 4.2
  - Greater than 91% of students rating quality of teaching “Very Good” or “Superior”
- Peer teaching evaluations of “Superior”
- Successfully mentored three graduate student theses – resulting in one peer reviewed publication and one presentation at a national conference
- Mentored one graduate student project
- Thesis committee member for five graduate students
- Variety of teaching methods and strategies to engage students and facilitate learning (see dossier narrative and evidence for details)

#### Evidence of Professional Growth and Achievement:

- Six peer-reviewed publications in top-tier journals or peer-reviewed proceedings (Level 1)
- Two chapters in edited textbooks (Level 1)
- Co-authored 12 peer-reviewed presentations at international and national conferences (Level 1)
- Invited workshop facilitator for problem-based learning at international conference (Level 1)
- Co-authored three peer-reviewed regional presentations (Level 2)
- Journal editorial board member – *Women in Sport and Physical Activity Journal* (Level 2)
- Development and revision of curriculum at the course level – KINE 202 and KINE 322 (Level 3)

#### Evidence of Contributions to the Department, College, University, and Profession:

- Department Level Service:
  - Committee chair: Diversity and Curriculum Committee
  - Committee member: Curriculum Committee, Graduate Committee, RTP Committee, Tenure-Track Search Committee, Department Chair Nomination Committee
- College Level Service:
  - New Faculty Mentor
  - Curriculum Committee Member
- University Service:
  - CME Dean Review Committee Member
- Service to the Profession:
  - President-Elect, President, and Past-President *Western Society for Physical Education of College Women*
  - Ad-Hoc Manuscript Reviewer numerous journals (see CV for details)

#### Awards:

2018 Professional Achievement Honors Award Winner – California State University, Chico



**Appendix F: Department Classroom Observation Form**

**Department of Kinesiology  
Report of Instructional Observation**

<b>Faculty Observed:</b>	<b>Date:</b>	<b>Course Number/Name:</b>	
<b>Scheduled start:</b>	<b>Actual start time:</b>	<b>Scheduled end:</b>	<b>Actual end time:</b>
<b>Number of students:</b>	<b>Location:</b>		

**Brief (2-3 sentences) description of content and activities for the instructional period observed.**

**Instructor Professionalism**

Poorly Organized	1	2	3	4	5	6	7	Well Organized
------------------	---	---	---	---	---	---	---	----------------

**Comments:**

To use class time	1	2	3	4	5	6	7	To use class inefficiently time efficiently
-------------------	---	---	---	---	---	---	---	--

**Comments:**

**Pedagogy**

Lacks attention to current knowledge in field	1	2	3	4	5	6	7	Clearly reflects current knowledge
---	---	---	---	---	---	---	---	--

**Comments:**

Did not provide for clear relationships between student current knowledge & selected content of class	1	2	3	4	5	6	7	Established clear relationship between student current knowledge and selected content of class
---	---	---	---	---	---	---	---	--

**Comments:**

Did not demonstrate varied and effective strategies	1	2	3	4	5	6	7	Demonstrated varied and effective strategies
---	---	---	---	---	---	---	---	--

**Comments:**





Content did not clearly relate to course outcomes	1	2	3	4	5	6	7	Content clearly related to course outcomes
---	---	---	---	---	---	---	---	--

**Comments:**

No sample of Specific and clear feedback that encourages student performance	1	2	3	4	5	6	7	Samples of specific and clear feedback that encourages student performance
--	---	---	---	---	---	---	---	--

**Comments:**

### Equity and Inclusion

Did not engage with multiple students, encourage student engagement and dialogue with peers and faculty, or use any UDL strategies	1	2	3	4	5	6	7	Engaged with numerous students, encouraged student engagement with and dialogue with peers and faculty, and demonstrated UDL strategies
--	---	---	---	---	---	---	---	---

**Comments:**

### Connection to University Strategic Plan

Did not observe use of appropriate technology for activity	1	2	3	4	5	6	7	Observed that use of appropriate technology for learning activity learning
--	---	---	---	---	---	---	---	--

**Comments:**

Evidence of student centered learning activity not apparent	1	2	3	4	5	6	7	Evidence of student centered learning activity apparent
---	---	---	---	---	---	---	---	---

**Comments:**



**Overall Impression of Instructor's Presentation**

Unclear	1	2	3	4	5	6	7	Clear
---------	---	---	---	---	---	---	---	-------

**Comments:**

**Based on my observations of this instructor on this particular day, I judge the instructor's teaching to be (circle one of the following FPPP adjectives):**

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
----------------------------	--------------------	----------------------

I have read the classroom visitation observation and understand that it will be placed in my Personnel Action File (PFAF) in the dean's office, and I have received a copy.

Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's signature \_\_\_\_\_ Date \_\_\_\_\_

Follow Up Discussion Date/Time \_\_\_\_\_

Form Revised: 02/14/2022



## Appendix G: Department Activity Class Observation Form

### Department of Kinesiology Activity Instructor Evaluation

Faculty Observed:	Date:	Course Number/Name:		
Location:	Topic/Activity:			
Scheduled start:	Actual start time:	Scheduled end:	Actual end time:	
Number of students:				

1. These items are to be completed as you observe them in the sequence of the lesson. The right column is provided for your comments.

Category	Comments
Instructor dress	
Attendance procedure	
Introductory activity	
Instructional activity	
Lesson summary	

2. Circle the number that best identifies the instructor's level of ability in each of the categories listed below. The right column is provided for your comments.

Category	Weak - Strong	Comments
Interest displayed in the content of the lesson (enthusiasm or energy put into instruction, feedback, etc.)	1 2 3 4 5	
Interest displayed in the students and their learning (supervision of practice, control, helpfulness)	1 2 3 4 5	
Confidence (pose, professional manner)	1 2 3 4 5	
Lesson sequence (development, topical, chronological, etc.)	1 2 3 4 5	
Student participation and involvement in learning activities (note taking, practicing, asking questions, etc.)	1 2 3 4 5	
Management (minimum time lost for attendance, material distribution, AV set-up, transitions, etc.)	1 2 3 4 5	
Individualization (practice, cue selection, accommodating interests, amount of feedback)	1 2 3 4 5	
Feedback/analysis of performance (positive, timely, followed by corrective input)	1 2 3 4 5	
Flexibility (instruction altered based on results)	1 2 3 4 5	
Instructional cues (clear, accurate, focused on key points, a variety used)	1 2 3 4 5	
Visual aids, demonstrations and illustrations (clear, accurate, focused on key points, a variety used)	1 2 3 4 5	
Practice/assignments (focused on a limited number of outcomes, varied, high-activity)	1 2 3 4 5	



Attentive to safety (minimum risk to participants)	1 2 3 4 5	
Instructor knowledge of activity	1 2 3 4 5	

3. Circle the appropriate ratings and write comments below.

<b>Category</b>	<b>Circle</b>
Instructional materials were submitted prior to observation (syllabus)	Yes No
Instructional intent, expectations, and key points were clear and attainable	Yes No
Learning activities were directly related to course objectives. N/A not able to assess without syllabus.	Yes No
The instructor is in compliance with the <i>Code of Teaching Responsibilities</i>	Yes No
The instructor refrains from using sexist, racist, and/or gender preference terms	Yes No
<b>Comments</b>	

4. Be sure to provide specific and reflective comments in this section. You should share your feedback and this completed form with the instructor after the class you observed.

<b>Category</b>	<b>Comment</b>
Comment on at least one strength	
Comment on any weaknesses	
Cite at least one suggestion to improve instruction	
Additional comments	



5. Circle an overall rating for the quality of instruction:

<i>Category</i>	<i>Weak ... Strong</i>	<i>Comments</i>
Overall rating of instruction	1 2 3 4 5	

I have read the following classroom visitation observation and understand that it will be placed in my Personnel Action File (PFAF) in the dean's office, and I have received a copy.

Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's signature \_\_\_\_\_ Date \_\_\_\_\_

Follow Up Discussion Date/Time \_\_\_\_\_

**Return this completed form to Yolo 243**

For office use: DISTRIBUTION Original – Instructor file Y243 Copy 1 – Instructor
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Form Revised:  
October 30, 2018






## Department/Program Standards Approval Sheet


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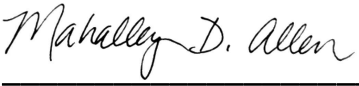
Process:


- 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 OAPL via email for review.
- c) OAPL 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 OAPL.
- e) If not approved, OAPL forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, OAPL adds *Provost 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 OAPL Department Standards website, and
  - c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

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Chair/Director Approval:  Date: Aug 21, 2023

Dean Review:  Date: Aug 21, 2023

OAPL Review:  Date: Aug 21, 2023

Provost Approval:  Date: Aug 23, 2023

[Terence Lau \(Aug 23, 2023 17:22 PDT\)](#)