

For the duration of the appointment, instructional performance will be assessed using the following types and sources of evidence (See Table 1). The faculty member’s narrative for Instruction should explain how the submitted evidence meets each standard. All required evidence elements must be included. Elements listed as Additional Evidence are suggested items that may or may not be included, at faculty discretion.

Table 1

| Required Evidence |
|---|
| Course syllabi |
| Formal evaluations of teaching by Personnel Committee |
| Representative sample(s) of student work, including assignment description, evaluative criteria, and instructor feedback. |
| Reflection upon Student Feedback on Teaching and Learning* |
| Reflection on evaluations of supervision when part of your teaching load. |
| Additional Evidence |
| Assignment descriptions, instructional units and/or online modules |
| Curriculum development, including creating new courses, substantial course revision, applying distance education or technology to facilitate instruction, collegial involvement or program cohesion |
| Modification of curriculum to further encourage civic engagement and inclusion of diverse experiences |
| Evidence of enriching student learning by partnering with other educators or community members (e.g., team teaching or guest presentations) |
| Reflections on invited peer observations |
| Evidence of using data to inform instructional practices (e.g., student outcome data) |
| Evidence of student growth in response to faculty feedback on an assignment |
| Letters from students (unsolicited) that address strengths not otherwise addressed in the evidence |
| Short audio or video footage of instruction, with reflective commentary |

*Student evaluations of faculty 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 the field. The candidate should provide a summary of data from the Student Feedback on Teaching and Learning surveys that includes calculation of averages.

Rubric for Category I. Instruction

For the duration of the appointment, instructional performance will be assessed using the following criteria:

22-23 Rubric

| Does not meet Expectations | Meets Expectations | Exceeds Expectations |
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| <p>Evidence (see Table 1) demonstrates that the faculty member has not met all standards and expectations. Some or all of the <i>required</i> evidence is missing.</p> <p>Per FPPP 2022-23 10.3.3, The evidence does not demonstrate the expected level of professionalism and competence as an educator with respect to the materials, activities, and standards listed in the Department/Unit standards, other sections of this FPPP, and the CBA.</p> <p><i>The evidentiary record does not demonstrate that the candidate is making the minimum contributions with regard to the department's criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction.</i></p> | <p>Evidence (see Table 1) demonstrates that the faculty member has performed at a level that met all standards and expectations.</p> <p>Per FPPP 2022-23 10.3.3, The evidence demonstrates the expected professionalism and competence as an educator with respect to the materials, activities, and standards listed in the Department/Unit standards, other sections of this FPPP, and the CBA.</p> <p><i>An evaluation of "meets expectations" performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion</i></p> | <p>The narrative and evidence demonstrates analysis and reflection of the faculty member's teaching practice (see Table 1). The analysis and reflection of the evidence demonstrates that the faculty member has performed at a level that exceeds all standards and expectations. All required evidence is present in the dossier.</p> <p>Per FPPP 2022-23 10.3.3, The evidence demonstrates the candidate's consummate professionalism and exceptional skill as an educator with respect to the materials, activities, and standards listed in the Department/Unit standards, other sections of this document (FPPP), and the CBA.</p> |

Rubric for Category II. Professional Growth and Achievement (PG&A)

For the duration of the appointment, performance in PG&A will be assessed using the following criteria:

| Performance Review | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
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| <p>2nd Year Review</p> <p>Since the time of hire or contract negotiated date.</p> | <p>Evidence of scholarly/creative activity in Areas A, B and C has not demonstrated a level of performance that meets expectations.</p> <p><i>A Does Not Meet Expectations rating is insufficient for the renewal of the contract.</i></p> | <p>Evidence of scholarly/creative activity in Area B AND Evidence in Area C.</p> | <p>Evidence of scholarly/creative activity in Area B AND evidence in Area A in progress toward publication.</p> |
| <p>4th Year Review</p> <p>Since the time of hire or contract negotiated date.</p> | <p>Evidence of scholarly/creative activity in Areas A, B, and C Lacks evidence of scholarly/creative activity in Area B and evidence in Area A is not in progress toward publication and/or has not demonstrated the expected progress based on the previous review(s).</p> | <p>Evidence of scholarly/creative activity in Area B AND evidence in Area A in progress toward publication.</p> | <p>Evidence of scholarly/creative activity in Area B AND at least 1 Area A as a lead author on a publication AND at least 3 in Area C.</p> |
| <p>6th Year Retention and Promotion Review</p> <p>Since the time of hire or contract negotiated date.</p> | <p>Evidence of scholarly/creative activity in Areas A, B, and C has not demonstrated the expected progress based on the previous review(s).</p> | <p>Evidence of scholarly/creative activity in Area B AND at least 1 Area A as a lead author on a publication AND at least 3 in Area C.</p> | <p>Evidence of scholarly/creative activity in Area B AND at least 2 in Area A (1 as a lead author on a publication) AND at least 5 in Area C.</p> |
| <p>Full Professor Review</p> <p>(5 Years - during the review period)</p> | <p>Has not demonstrated meeting expectations since the last performance review.</p> | <p>Evidence of scholarly/creative activity in Area B AND at least 1 Area A as a lead author on a publication AND at least 3 in Area C.</p> | <p>Evidence of scholarly/creative activity in Area B AND at least 2 in Area A (1 as a lead author on a publication) AND at least 5 in Area C. Additionally, the evidence clearly demonstrates substantial professional</p> |

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|--|--|--|---|
| | | | recognition at and/or beyond the University itself. |
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Area A: High Quality/Impact - Multiple accomplishments from the same bullet point are acceptable.

- Author or co-author of a published book in a peer-review press (make the case of a significant contribution to material)
- Author or co-author of a published article in a refereed journal (make the case of a significant contribution to material)
- Author or coauthor of a published book in a peer-review press (counts double)
- Edited or co-edited a book or special issue of a journal
- Secured a substantial external grant (approximately \$25,000 or more)
- Invited presentations at a conference, campus event, symposium, workshop, or community event (not guest lectures in a class- see Area C)
- Juried exhibits, installations, or creative works of social justice, multicultural, or gender/sexuality-related art at community, regional, national/international conferences or other venues.
- Evidence of significant impact of previously published work/scholarly activity/juried exhibits, installations, or creative works.
- This is not an exhaustive list of acceptable evidence; the candidate can make an argument for inclusion of other discipline specific accomplishments.

Area B: Research Trajectory Arc

- Evidence of an active program of scholarly or creative work in progress. Narrative could include a description and the following:
 - Purpose and audience of the candidate’s research/scholarship/creative work in general (suggestion: listed as objectives);
 - Scholarship objectives and related accomplishments toward objectives met and unmet;
 - Potential funding sources, if applicable, contextualized to content area/discipline;
 - Likely/target venues for publications and presentations (including but not limited to conferences, workshops, and professional development venues);
 - Likely time line for the aforementioned outcomes.
 - Work in progress: manuscripts or ongoing data collection (for article or book-length peer-review publication) (only one work in progress may count toward the required number of instances)
 - Translation in progress (for article or book-length peer-review publication) (only one translation in progress may count toward the required number of instances)

Area C: Multiple accomplishments from the same bullet point are acceptable.

- Scholarship and collaboration that results in presentation(s)/workshop(s) at peer-reviewed national or international conferences

- Acceptance or publication of at least 5 MCGS-related articles/op-eds in a newspaper or magazine
- Disseminated MCGS-related research results/new ideas in a peer-review electronic venue
- Acceptance or publication of an encyclopedia or reference book entry of 2+ pages, or at least 3 shorter entries
- Acceptance or publication of a research report
- Acceptance or publication in a MCGS-review anthology, journal, or other peer-review (inter)national method of dissemination
- Acceptance of MCGS-related art into a juried exhibition outside of the university
- Acceptance or publication in a peer-reviewed journal (above the required) or as minor contributing author
- Acceptance or publication of a chapter in a book (above the required) or as minor contributing author
- Acceptance or publication of computer software/manual/workbook
- Scholarly collaboration with students such as joint research and publications/presentations
- Participation at state, national or international levels of accreditation
- Serve on a M.A./Ph.D./Ed.D. committee for a student outside of Chico State.
- Submission of work for consideration in one of the above-listed categories (only one submission may count toward the required number of instances)
- Work in progress: manuscripts or ongoing data collection (for article or book-length peer-review publication) (only one work in progress may count toward the required number of instances)
- Accepted or presented a peer-reviewed paper at a national or international conference
- Accepted or presented two papers at a local/regional conference or meeting
- Accepted or presented at two poster sessions
- Submitted an external grant proposal (unfunded)
- Secured an external grant (above the required)
- Reviewed 2 articles or books for a publisher or journal (if not listed under service)
- Member of a journal editorial board (if not listed under service)
- Member of an editorial board for an academic or literary press (if not listed under service)
- Secured an internal grant (other than travel grants)
- Developed a film or other non-print media that is peer-reviewed or nationally recognized
- Grant writing for an MCGS-related organization related to an area of professional interest
- At least 5 MCGS-related lectures to campus/community groups
- Year-long participation and/or leadership in active coalitions or substantive collaborative work with other faculty, focusing on MCGS-related issues
- Grassroots organizing with underserved communities, such as co-organizing a campaign with community leaders
- Organizing and coordinating advocacy coalition activities
- Holding an appointment or being an officer in a MCGS-related organization outside of the university
- Extraordinary support of retention of underserved students (not counting in the service area), such as establishing and administering a new and effective program
- Published curriculum materials (peer-reviewed lesson plans, units, course design).

- This is not an exhaustive list of acceptable evidence; the candidate can make an argument for inclusion of other discipline specific accomplishments.

SERVICE THAT CONTRIBUTES TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, AND UNIVERSITY AS WELL AS THE COMMUNITY (SERVICE)

Area A Department/College/University: (starting in second year) Participate in shared governance or other University service outside of the Department.

- Serving on additional MCGS committees and/or subcommittees
- Voluntarily work on MCGS projects
- Voluntarily develop or revise MCGS policies
- Voluntarily write or revise MCGS reports
- Completing a report/document related to accreditation or a similar process
- Contribute to a student outcome assessment document
- Serving as Coordinator and Advisor of a program within MCGS
- Serving as chair of a MCGS committee
- Chairing an honors, independent study or thesis project or serving on more than one committee
- Writing significant program development manuscripts
- Conducting development and fund-raising activities
- Working with students, staff and faculty to gain recognition for their exceptional work, achievements, honors and contributions
- Other activities that demonstrate engagement and active participation
- Other major project as assigned by Chair
- Serve on at least one College or University Committee for at least one committee term per retention/promotion cycle
- Participate in College or University student recruitment and retention efforts
- Organization of events serving the needs of the College or University
- Presentation of 3 or more lectures or workshops to campus groups (students, faculty and/or staff) and/or colleagues' classes in a year's time
- Other college administrative assignment
- Advisor of a student group
- Involving students in a University or community effort outside of a class assignment
- Serving as chair of a BSS committee
- Providing social justice, multicultural, or gender/sexuality-related trainings
- Year-long contribution to projects and/or programs that support the University strategic goals (example: diversity, sustainability, student retention, Associated Student Programs, etc.)
- Year-long participation and/or leadership in active coalitions or substantive collaborative work with other faculty, focusing on social justice, multicultural, or gender/sexuality-related issues
- Other activities that the individual can demonstrate provide a service to students, the Department, the College, or the University
- Serving as an external committee member on a non-MCGS personnel or Search committee
- Other major project as assigned

Area B Profession (starting within the first two years) Demonstrate active involvement in scholarly and/or activist and advocacy communities or organizations. Minimum of one of the below each year: (not used for a prior requirement):

- Service on or officer of a board of directors or a committee/task force of an organization related to area of professional interest
- Holding an office or chairing a committee of a relevant professional organization
- Serving on a social justice, multicultural, or gender/sexuality-related community or professional board
- Grant writing for a social justice, multicultural, or gender/sexuality-related project or organization
- Providing social justice, multicultural, or gender/sexuality-related expertise to organizations, agencies, clients, communities and/or groups
- Speaking at community events/meetings
- Reviewing an article for a professional journal relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Serving in an official capacity for a professional journal, database, or other organization or project disseminating peer-reviewed work related to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Authoring two book reviews relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Organizing and/or serving as chair of a panel or session at a professional conference or institute relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Coordinating a professional conference or institute relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Serving as an external reviewer for a social justice, multicultural, or gender/sexuality-related faculty member or program at another university
- Other major project as assigned

Rubric for Category III. SERVICE THAT CONTRIBUTES TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, AND UNIVERSITY AS WELL AS THE COMMUNITY (SERVICE)

For the duration of the appointment, performance in Service will be assessed using the following criteria:

| Performance Review | Does not meet Expectations | Meets Expectations | Exceeds Expectations |
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| <p>2nd Year Review</p> <p>Since the time of hire or contract negotiated date.</p> | <p>No or minimal evidence of listed criteria.</p> <p><i>A Does Not Meet Expectations rating is insufficient for the</i></p> | <p>Evidence of active participation in Areas A or B.</p> | <p>Evidence of developing leadership or substantial contribution in Areas A or B.</p> |

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| | <i>renewal of the contract.</i> | | |
| 4th Year Review Since the time of hire or contract negotiated date. | Has not demonstrated meeting expectations since the last performance review. | Evidence of developing leadership or substantial contribution in Areas A or B. | Evidence of service in Area A AND evidence of service in Area B AND in one of the areas presented, evidence of substantial contributions or leadership. |
| 6th Year Retention and Promotion Review Since the time of hire or contract negotiated date. | The evidence of service has not met the level of expectations in Areas A and B. | The evidence of service has met the level of expectation in Areas A and B AND evidence of substantial contributions or leadership in one of the areas under each Area. | The evidence of service has exceeded the level of expectation demonstrating active participation in Areas A and B AND evidence of leadership and/or substantive responsibility in the area(s) under Areas A and B.. |
| Full Professor Review (5 Years - during the review period) | Has not demonstrated meeting expectations since the last performance review. | The evidence of service has met the level of expectation in Areas A and B AND evidence of substantial contributions or leadership in one of the areas under both Areas A and B. | The evidence of service has exceeded the level of expectation demonstrating active and <i>sustained</i> participation in Areas A and B AND evidence of <i>sustained</i> leadership and/or substantive responsibility in the area(s) under Areas A and B. Additionally, the evidence clearly demonstrates substantial professional recognition at and/or beyond the University itself. |



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 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.

Chair/Director Approval:  Date: Aug 21, 2023
Susan Green (Aug 21, 2023 14:29 PDT)

Dean Review:  Date: Aug 21, 2023

OAPL Review:  Date: Aug 21, 2023

Provost Approval:  Date: Aug 23, 2023
Terence Lau (Aug 23, 2023 17:21 PDT)



MEMORANDUM

DATE: August 21, 2023
TO: Susan Green, Department Chair
CC: Ryan Patten, Interim Dean
FROM: Mahalley Allen, Vice Provost for Faculty Affairs and Success
SUBJECT: Provisional Approval of Department RTP Standards

Thank you for submitting revised department RTP standards incorporating the [three new evaluation ratings](#) in each area of faculty performance.

Interim Provost Lau has provisionally approved the attached department standards for the 2023-2024 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

1. Provide concrete criteria for the ratings of “meets expectations” and “exceeds expectations” for instruction.
2. Provide complete requirements for accelerated tenure and promotion to associate and accelerated promotion to full – see relevant sections of FPPP.
3. Provide information and criteria for lecturer evaluations and range elevation.
4. Include information about peer observations of teaching.
5. Include information about composition of RTP committee.
6. Correct information and provide more clarity about periods of review.
7. Address additional comments in document.

Based on our review of recently reviewed department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.
2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes

the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.

3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.
4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Friday, December 1, 2023, so that the Office of Academic Personnel and the Provost have adequate time to review the revisions prior to the start of the 2024-2025 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](#). You may now provide these provisionally approved standards to faculty in your department. Our office is happy to meet with your Department or Personnel Committee to help answer any questions you may have.