

2022

# Department of Mechanical and Mechatronic Engineering and Advanced Manufacturing

## Department Standards: FPPP reference guide to RTP and Evaluation

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.



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Provisional Standard Approved 8-31-22 for AY 22/23 and extended to 23/24 contingent upon receipt of revision per the 8-31-22 memo and attachments.

Standards must be compliant with the CBA and the FPPP. Conflicts between these standards and the CBA or the FPPP will be resolved pursuant to the CBA and then FPPP.

## **Section I Introduction**

### **A. Glossary of Terms**

The following ratings of evaluation are defined by the 2022-2023 [FPPP](#):

#### **Exceeds expectations**

*The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds Expectations shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.*

#### **Meets expectations**

*The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, and valued contribution to the academic community in the area being evaluated. An evaluation of “Meets expectations” performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Meets Expectations shall be concluded for those whose performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining).*

#### **Does not meet expectations**

*The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. 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.*

### **B. Overview**

One of the most striking features of a comprehensive university is its multidimensionality. Students from wide-ranging backgrounds, abilities, and interests learn, develop, and grow in many ways from developing a deeper and richer understanding of themselves to understanding the intricate details of the physical world around them. Instruction must meet students where they are and scaffold concepts into a deep understanding. Instructors must reflect, seek feedback, adapt, and be continually looking forward to deliver relevant content in an engaging and comprehensive way. Regular reviews and assessments are how the department supports and helps develop its faculty. Whether permanent, part-time, or tenure-track faculty the MMEM department highly values its faculty and seeks to provide comprehensive support to help them succeed.

Teaching, scholarship, and service are critical components of every tenure and tenure-track faculty member’s job. Instruction refers to the broad area of student and faculty interaction for educational purposes. This includes activities inside and outside the classroom that result in student development. Faculty are expected to continually improve their teaching through scholarship that enlists creativity, critical thinking, and self-reflection.

Professional growth and achievement involve research, scholarship, and creative activities in the creation of new knowledge and the continual testing and reevaluation of previous work. Research in the broad sense includes not only scientific investigations, but also design, creative problem solving, and other forms of creative activity. The principal part of the research function is the development of funded research proposals and the dissemination of research results through peer-reviewed publication and presentation.

Service is the application of professional knowledge by a faculty member in a responsible manner to consequential problems. Faculty should be consistently involved in service work inside the university to

help achieve the strategic mission of the university. Faculty should also engage in service activities to further their profession inside and outside the university.

The evaluation of a candidate for promotion and/or tenure is based upon the candidate's performance in their assigned workload over the period under review, which may include time spent at other institutions. The relative proportion of time assigned to teaching, research, and service varies among candidates, including those with release time and must be considered in all performance evaluations.

All faculty members can elect to follow the current department RTP standards or the approved and published RTP standards that were current on the day of their appointment.

### **C. Role of Personnel Committee**

The MMEM Personnel Committee is invested in supporting and helping all faculty in the MMEM department be successful, contributing members of the department, college, and university.

The MMEM Personnel Committee will review every faculty member's dossier and meet with them to ask questions, clarify understanding, and assess the progress being made toward retention, tenure, and/or promotion. Additionally, feedback on strengths and areas for improvement will be given. After meeting, a report will be written summarizing the committee's evaluation of the candidate. Performance Review reports will include a rating of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations indicating whether progress toward retention, tenure, or promotion is satisfactory. If progress is not satisfactory, suggestions will be made for corrective action. Periodic Evaluations are developmental in nature and will provide feedback on a faculty member's strengths and areas for improvement so that they understand whether they are on a path to tenure or what changes are suggested to chart a course to tenure.

## **Section II Evaluation Standards for Faculty**

### **A. Evidence (FPPP 8.1):**

#### 1. General Considerations (see FPPP 8.1.1 for additional guidance):

All tenure or tenure-track faculty pursuing retention, tenure, and/or promotion must:

- a. Have a doctorate or Ph.D. degree in an appropriate engineering or related discipline if hired as a mechanical or mechatronic engineering assistant or associate professor or
- b. Have a master or Ph.D. degree in an appropriate manufacturing or related discipline if hired as an advanced manufacturing assistant or associate professor and
- c. Adhere to specific expectations or requirements stated in their appointment letter.

#### 2. Dossiers (FPPP 8.1.3):

The purpose of the dossier is to provide evaluators with the information and material necessary to accurately judge the candidate's performance in instruction, professional growth and achievement, and service that contributes to the strategic plans and goals of the Department, College, and University, and Community.

- a. A Copy of the Department Standards (FPPP 8.1.3.e.1)
- b. Current Curriculum Vita (CV) (FPPP 8.1.3.e.2)
- c. A Narrative (FPPP 8.1.3.e.3)

#### 3. Support Materials (FPPP 8.1.3.e.4)

Present evidence showing performance on tasks for which faculty member was hired.

- a. Instruction (FPPP 8.1.3.e.4)
- b. Professional Growth and Achievement (FPPP 8.1.3.e.4)
- c. Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and Community (FPPP 8.1.3.e.4)

#### 4. Evaluation of Faculty – Teaching Effectiveness (FPPP 8.1.4):

The importance of being able to receive and reflect on peer and student feedback is an essential part of teaching and creating effective learning environments that support continues improvement.

- a. SETs: Online or In Class (paper) Evaluations (FPPP 8.1.4.b & c)
- b. Classroom Visits FPPP 8.1.1.e. & Online 8.1.4.h

### **B. Evaluation of Temporary Faculty Evidence (FPPP 9.1):**

#### 1. Categories (FPPP 9.1.2):

##### a. Teaching Effectiveness (9.1.2.a and 9.1.2.c.1)

Teaching effectiveness is the primary, minimum, and indispensable requirement for range elevation. The goal is a sustained record of effective teaching. It is required that the faculty member demonstrates teaching effectiveness through:

- i. Teaching courses at an appropriate level and using course materials of appropriate rigor
- ii. Maintaining high standards of student achievement as demonstrated by exams, reports, projects, and grade records
- iii. Receiving Student Evaluation of Teaching reviews (conducted as prescribed in section 8 of FPPP) in which the students assess their learning experience positively

- iv. Obtaining peer evaluations from a cross-section of faculty (preferably not all from within the Department) which assess the student learning experience positively

It is also desirable for the faculty member to demonstrate engagement in activities that help sustain effective teaching and growth as an instructor. Some of the activities that cultivate effective teaching and enhance the teaching profession include:

- i. Developing innovative teaching techniques and strategies which enhance the learning process
- ii. Attending seminars, workshops, or short courses which address effective teaching methods and techniques
- iii. Reviewing relevant teaching related literature in engineering or sustainable manufacturing
- iv. Supervising students working on honors, research, or thesis projects
- v. Developing a well-organized plan for student assessment with traditional exams, projects, written works, or by other means such as student portfolios.
- vi. Developing assessments of student learning and linking his/her assessment plan with the Department or Program assessment plan.

The faculty member should also demonstrate a well-organized plan for student assessment. Whether by traditional exams, projects, written works, or by other means such as student portfolios, the details of and the results from the assessment of student learning and how it, in turn, has affected teaching should be documented. In addition to the assessment of student learning in his/her particular courses, the faculty member should link his/her assessment plan with the Department or Program assessment plan.

b. Professional Standards (See FPPP 9.1.2.b and 9.1.2.c.2 - .4):

- 2. Record (See FPPP 9.1.3)
- 3. Procedures (See FPPP 9.1.4)
- 4. Criteria for Range Elevation (see FPPP 12.2)

It is encouraged that the faculty member demonstrates and documents activities that contribute to his/her currency of instructional fields. Suitable activities may include, but are not limited to:

- a. Increasing mastery of the fields of instruction evidenced by additional relevant education or an additional degree/
- b. Publications that show advanced knowledge at professional meetings/
- c. Editing professional publications/
- d. Collaborative research and creative activity involving the campus and colleagues/
- e. Grant proposals, external fundraising, and resource development related to fields of instruction/
- f. Industrial experience in a specialized field that can provide educational value to students.

A minimum requirement includes at least one of the above items.

## **C. Evaluation of Tenure Track (Probationary) Faculty (see FPPP 10.1 for guidance):**

### **1. Department/Unit Standards (FPPP 10.1.3)**

#### **a. Instruction**

Teaching effectiveness is the primary, minimum, and indispensable requirement for retention, tenure, and promotion. The goal is a sustained record of effective teaching.

#### **Teaching Effectiveness**

It is required that faculty members demonstrate teaching effectiveness through:

- i. Teaching courses at an appropriate level and using course materials of appropriate rigor.
- ii. Maintaining high standards of student achievement as demonstrated by exams, reports, projects, and grade records.
- iii. Receiving Student Evaluation of Teaching reviews (conducted as prescribed in section 8 of FPPP) in which the students assess their learning experience positively.
- iv. Obtaining peer evaluations from a cross-section of faculty (preferably not all from within the Department) which assess the student learning experience positively.

The faculty member should demonstrate engagement in activities that help sustain effective teaching and growth as an instructor. Some of the activities that cultivate effective teaching and enhance the teaching profession include:

- i. Developing innovative teaching techniques and strategies which enhance the learning process
- ii. Attending seminars, workshops, or short courses which address effective teaching methods and techniques
- iii. Reviewing relevant teaching related literature in engineering or manufacturing technology in publications such as the Journal of Engineering Education of the American Society for Engineering Education
- iv. Supervising students working on honors, research, or thesis projects
- v. Seeking funding for projects that have direct impact on teaching effectiveness.

#### **Student Outcomes Assessment**

A well-organized plan for student assessment should be demonstrated. Whether by traditional exams, projects, written works, or by other means such as student portfolios, the details of and the results from the assessment of student learning and how it, in turn, has affected teaching should be documented. In addition to the assessment of student learning in his/her courses, the faculty member should link his/her assessment plan with the Department or Program assessment plan.

#### **Contributions in Support of the University's Strategic Plan and Objectives of the College and Department**

There are numerous ways that effective teaching supports the university's strategic plan. It is suggested that the faculty member review the university's strategic plan and discuss with department personnel committee at the review meeting (section 8.5.a.18 of FPPP) how his/her teaching plan can enhance the University's stature as a center for active, student-centered learning. The faculty member should demonstrate how his/her teaching activities contribute to the objectives of the department and college and university's strategic plan.

b. Professional Growth and Achievement

Professional growth and achievement are essential characteristics of effective faculty. It is by these means that the faculty remain current in their disciplines, maintain credibility with students and peers, and sustain their intellectual vitality. The faculty member must demonstrate and document activities that contribute to his/her professional growth.

**Scholarship**

Scholarship, in all its varied forms, has the common attribute of the creation of something that did not exist before that is then validated and communicated to others. Areas such as teaching and learning, and the discovery, integration or application of knowledge are all fundamental activities that constitute scholarly activities. The forms of scholarship that support professional growth and achievement include, but are not limited to:

- i. Research, generally of an applied nature, resulting in fundamental discovery, improved technology, improved understanding, or improved methodology
- ii. Educational research leading to improved student learning
- iii. Professional practice, such as consulting, which positively impacts the faculty member's knowledge, experience, and classroom effectiveness

The faculty member must demonstrate scholarship through dissemination that may take various forms. Preferred activities include publication in an appropriate refereed journal and/or publication of a textbook and/or receipt of a patent and/or performing externally sponsored research. Other modes of dissemination include non-refereed publications, conference proceedings, and presentations at conferences and meetings. Inclusion of students in professional development activities that enhance student learning is encouraged.

**Professional Responsibility**

The faculty member is required to maintain high technical and ethical standards in his/her interaction with students, faculty, staff, administration, the community, and the profession. It is suggested the faculty member review the FPPP sections on misbehavior (section 10.0) and faculty code of ethics (Appendix III). Evidence of misconduct documented in the personnel file will be considered in retention, promotion, and tenure decisions.

c. Service

**Curriculum and Program Development**

There should be evidence of activity in developing the curriculum in one's primary program, or in the Department, through productive, cooperative interaction with other faculty. This includes some involvement with program assessment, assessment of student outcomes, and program accreditation.

**Contributions in Support of the University's Strategic Plan**

In addition to effective teaching, good scholarship and professional growth, there are other ways to support the strategic objectives of the Department, College, and University. Examples of such activities include:

- i. Student recruitment
- ii. Fundraising
- iii. Development of relationships with industry or government which lead to employment opportunities for students, donations of cash or equipment, or research and development opportunities for faculty



- iv. Development of relationships with K-12 students, teachers, or administrators that positively affect the University, the profession, and technical education, in particular
  - v. Activities in support of student organizations
  - vi. Hosting professional meetings, workshops, or seminars
  - vii. Involvement in community service activities
  - viii. University service through activities such as service on University or College committees
- d. Cooperative Interaction with Faculty and Staff

In addition to a faculty member's responsibility to maintain high ethical standards, it is meaningful to recognize the importance of cooperative interaction with colleagues, staff, and the administration in carrying out the mission of the University. Whether it is in connection with committee work, outreach activities, curriculum development, or program assessment, faculty members are expected to function cooperatively with others to further the stature of the Program, Department, College, and University.

- 2. Right of Rebuttal  
See FPPP 10.2.8 for guidance
- 3. Performance Reviews Evaluation Standards  
See FPPP 10.3.3 for guidance
  - a. Exceeds Expectations
  - b. Meets Expectations
  - c. Does Not Meet Expectations
- 4. Policies and Guidelines Relating to Tenure and Promotion
  - a. Assistant to Associate Professor  
See FPPP 10.4.4 and 10.4.5 for guidance

- i. Instruction

A candidate for promotion from Assistant to Associate Professor must demonstrate the ability to transfer knowledge effectively to undergraduate students and/or graduate students. Their students should be prepared for succeeding classes and for further development in professional practice or graduate school. The academic advising of undergraduate students is an important aspect of teaching and candidates are expected to provide effective undergraduate advising.

According to the [FPPP](#), "*Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion of teaching faculty.*" As stated previously, faculty members are expected to continuously improve in all areas of evaluation, especially in teaching. Candidates must diligently document and provide meaningful evidence of incorporating feedback from both students and peers into methods of improvement in their teaching.

The MMEM Department further defines the [FPPP](#) ratings in the area of Instruction:

*Exceeds expectations* – The candidate shows a high level of skill in designing and delivering course materials that result in a very high probability that the learning outcomes will be achieved by the students and is engaging both in and out of the classroom. The candidate engages in best practices to promote student achievement. To receive a rating of

*Exceeds expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Instruction under *Exceeds expectations*.

*Meets expectations* – The candidate shows skill in designing and delivering course materials that result in a high probability that the learning outcomes will be achieved by the students and is engaging both in and out of the classroom. To receive a rating of *Meets expectations* necessary for advancement a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Instruction under *Meets expectations*.

*Does not meet expectations* – Over the review period, little to no evidence was provided that demonstrates a minimum level of activities performed in the *Meets expectations* category in the MMEM Department Standards Guidelines for Instruction. Immediate corrective action is required to maintain progress toward advancement.

ii. Professional Growth and Achievement

A candidate for promotion from Assistant to Associate Professor should show the ability and commitment to conceive, develop and direct research projects, the ability to disseminate peer accepted results of that research, advances professional discipline, and activities highly regarded in the profession. The candidate must show demonstrable results of their research. These results can include graduate students that have completed their programs under their direction, published results (peer-reviewed journal papers, peer-reviewed conference proceedings papers, etc.), conference presentations, and external funding of research projects.

The MMEM Department further defines the [FPPP](#) ratings in the area of Professional Growth and Achievement:

*Exceeds expectations* – The candidate shows that they are consistently engaged in prestigious professional development activities such as publication of peer-reviewed journal articles in reputable journals, presenting at national conferences, and/or engaged in funded research projects. The candidate brings significant recognition to the university with their activities in this area. To receive a rating of *Exceeds expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Professional Growth and Achievement under *Exceeds expectations*.

*Meets expectations* – The candidate shows that they are engaged in significant professional development activities such as publication of peer-reviewed conference proceedings articles in national/international conferences, in local or regional conferences. The candidate is listed as an author on these papers, sometimes being a secondary author and/or in funded research projects that bring recognition to the university. To receive a rating of *Meets expectations* a candidate must satisfy the requirements outlined in the MMEM Department Standards Guidelines for Professional Growth and Achievement under *Meets expectations*.

*Does not meet expectations* – Over the review period, little to no evidence was provided that demonstrates a minimum level of activities performed in the *Meets expectations* category in the MMEM Department Standards Guidelines for Professional Growth and Achievement. Immediate corrective action is required to maintain progress toward advancement.

iii. Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as to the Community

The service function includes service to the department, the college, the university, the community, and to the faculty member's profession. The area of service includes university committee work, community service, advisor to student clubs and competition teams, fundraising, outreach, and recruitment. Service activities are considered an essential component of a candidate's performance, but these opportunities are usually and appropriately less for tenure track faculty.

The College of ECC further defines the [FPPP](#) ratings in the area of Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as to the Community:

*Exceeds expectations* – The candidate shows that they are consistently engaged in highly prestigious service activities such as being an officer in a professional association, chair of a national-level committee for a professional association, and/or being an editor of a recognized peer-reviewed journal. The candidate brings significant recognition to the university with their activities in this area. To receive a rating of *Exceeds expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Service under *Exceeds expectations*.

*Meets expectations* – The candidate shows that they are consistently engaged in significant service activities such as serving on department, college, and/or university level committees, serving in leadership roles on committees, serving on regional/national committees for a professional association, being a reviewer for peer reviewed publications, and serving as a faculty advisor for student organizations. To receive a rating of *Meets expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Service under *Meets expectations*.

*Does not meet expectations* – Over the review period, little to no evidence was provided that demonstrates a minimum level of activities performed in the *Meets expectations* category in the MMEM Department Standards Guidelines for Service. Immediate corrective action is required to maintain progress toward advancement.

b. Associate to Full Professor

See FPPP 11.1 and 10.3 for guidance

In accordance with the [FPPP](#), promotion to Full Professor is usually in recognition of performance at a level beyond that required for promotion to Associate Professor and tenure. The candidate for Full Professor should have assumed leadership roles in their areas to be considered for promotion. In addition, a candidate for promotion to Full Professor should have moved beyond the milieu of their individual scholarly work and have contributed to the improvement of research and/or teaching of their colleagues. For the College of ECC this means that a candidate must achieve a minimum level of *Meet Expectations* in all evaluation areas and *Exceeds expectations* in at least one area.

i. Instruction

The candidate for promotion from Associate Professor to Professor must demonstrate a sustained record of their teaching effectiveness and innovation in knowledge transfer at the undergraduate and/or graduate level. In addition, there should be a demonstrated commitment to improvement in the quality of one's teaching performance. This commitment is evidenced by such activities as continued participation in teaching improvement programs, continuing education in teaching effectiveness, curriculum development, the incorporation of technological advances into course materials, and recognition by individuals noted for their teaching excellence within or outside of the college and/or university. Examples of activities are shown in the MMEM Department

Standards Guidelines and the levels of achievement correspond with the rankings shown above.

The College of ECC further defines the FPPP ratings in the area of Instruction:

*Exceeds expectations* – The candidate continues to show a high level of skill in designing and delivering course materials that result in a very high probability that the learning outcomes will be achieved by the students and is engaging both in and out of the classroom. The candidate engages in best practices to promote student achievement. To receive a rating of *Exceeds expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Instruction under *Exceeds expectations*.

*Meets expectations* – The candidate continues to show skill in designing and delivering course materials that result in a high probability that the learning outcomes will be achieved by the students and is engaging both in and out of the classroom. To receive a rating of *Meets expectations* necessary for advancement a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Instruction under *Meets expectations*.

*Does not meet expectations* – Over the review period, little to no evidence was provided that demonstrates a minimum level of activities performed in the *Meets expectations* category in the MMEM Department Standards Guidelines for Instruction. Immediate corrective action is required to maintain progress toward advancement.

ii. Professional Growth and Achievement

The candidate for promotion from Associate Professor to Professor should demonstrate a sustained record of excellence in professional growth and scholarly research, graduate student development (if applicable), and publication. The acceptance of high-quality research is evidenced by such activities as a sustained peer-reviewed external funding and publication record, invited reviews and lectures, invitation to participate in review and planning panels and specialist's conferences, and reference to the candidate's work by others in the field. Examples of activities are shown in the MMEM Department Standards Guidelines and the levels of achievement correspond with the rankings shown above.

The College of ECC further defines the FPPP ratings in the area of Professional Growth and Achievement:

*Exceeds expectations* – The candidate continues to show that they are consistently engaged in prestigious professional development activities such as publication of peer-reviewed journal articles in reputable journals and/or in funded research projects. The candidate brings significant recognition to the university with their activities in this area. To receive a rating of *Exceeds expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Professional Growth and Achievement under *Exceeds expectations*.

*Meets expectations* – The candidate shows that they are consistently engaged in significant professional development activities such as publication of peer-reviewed conference proceedings articles in national/international conferences, in local or regional conferences. The candidate is listed as an author on these papers, sometimes being a secondary author and/or in funded research projects that bring recognition to the university. To receive a rating of *Meets expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Professional Growth and Achievement under *Meets expectations*.

*Does not meet expectations* – Over the review period, little to no evidence was provided that demonstrates a minimum level of activities performed in the *Meets expectations* category in the MMEM Department Standards Guidelines for Professional Growth and Achievement. Immediate corrective action is required to maintain progress toward advancement.

- iii. Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as to the Community

In addition to the service activities listed for promotion from Assistant to Associate Professor with tenure, the candidate for promotion from Associate Professor to Professor is expected to demonstrate leadership abilities in the service activities. The candidate is also expected to be involved in service activities outside of the university in professional organizations.

The College of ECC further defines the FPPP ratings in the area of Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, the University as well as to the Community:

*Exceeds expectations* – The candidate continues to show that they are consistently engaged in highly prestigious service activities such as being an officer in a professional association, chair of a national-level committee for a professional association, and/or being an editor of a recognized peer-reviewed journal. The candidate brings significant recognition to the university with their activities in this area. To receive a rating of *Exceeds expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Service under *Exceeds expectations*.

*Meets expectations* – The candidate continues to show that they are consistently engaged in significant service activities such as serving on department, college, and university level committees, serving in leadership roles on committees, serving on regional/national committees for a professional association, being a reviewer for peer reviewed publications, and serving as a faculty advisor for student organizations. To receive a rating of *Meets expectations* a candidate must satisfy the requirements in all sub-areas outlined in the MMEM Department Standards Guidelines for Service under *Meets expectations*.

*Does not meet expectations* – Over the review period, little to no evidence was provided that demonstrates a minimum level of activities performed in the *Meets expectations* category in the MMEM Department Standards Guidelines for Service. Immediate corrective action is required to maintain progress toward advancement.

#### 5. Granting of Accelerated Tenure or Promotion

see FPPP 10.5 for guidance

In accordance with the [FPPP](#) faculty members who meet the stated expectations can apply for early promotion and tenure. It is acknowledged that consideration of accelerated tenure is not the normal pattern, and the faculty must demonstrate an exceptional record during the review period. The college recommends that faculty shall have a rating of *Exceed expectations* in all three areas at the department and college level review to be considered for accelerated tenure and/or promotion.

#### 6. Granting of Accelerated Promotion to Full Professor

see FPPP 11.1.3 for guidance

### **D. Evaluation of Tenured Faculty**

see FPPP 11.0 for guidance

1. Periodic Evaluations of Tenured Faculty  
See FPPP 11.2 for guidance

# Section III Appendix

## MMEM Department Standards Guidelines for Instruction

Foundation - Instruction				
Meets Expectations	Years 1-2	Years 3-4	Years 5-6 Promotion to Associate	Promotion to Full Professor
SFOT Scores	SFOT scores should generally be above 3.0 for the majority of questions. For questions below 3.0, a plan of corrective action should be developed.  Rating strictly on the numbers is problematic. Growth, accepting feedback, modifying courses, trying new pedagogy are necessary for RTP.	SFOT scores should generally be above 3.5 for the majority of questions. For questions consistently below 3.5, a plan of corrective action should be developed.	SFOT scores should generally be above 4.0 for the majority of questions. There should be few to no questions consistently below 3.5. If there are, a plan of corrective action should be developed.	SFOT scores should generally be above 4.0 for the majority of questions. There should be few to no questions consistently below 3.5. If there are, a plan of corrective action should be developed.
SFOT Comments	SFOT comments may range from negative to positive and may or may not reflect a classroom environment that is conducive to learning. Faculty should address student concerns and make plans for improvement.	SFOT comments should trend more positive than negative and should reflect a classroom environment that is conducive to learning. Negative comments are expected but should not occur in large numbers or convey serious instructional issues. Faculty should address student concerns and make plans for improvement.	SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement.	SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement.
Peer Evaluations	Peer Evaluations may be positive or negative. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and make plans for improvement.	Peer Evaluations should be mostly positive. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and make plans for improvement.	Peer Evaluations should be nearly uniformly positive. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and make plans for improvement.	
Professional Development of Teaching	Faculty should begin activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction.	Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction.	Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction.	Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. Create new courses and modify existing courses for better student engagement. Review DFW rates and equity gap and develop strategies for improvement.
Exceeds Expectations	Years 1-2 SFOT scores should generally be above 3.5 for the majority of questions. Isolated questions below 3.5 should not indicate an area of instruction that needs significant improvement.  SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are permissible but should not convey serious instructional issues.	Years 3-4 SFOT scores should generally be above 3.75 for the majority of questions. Isolated questions below 3.75 should not indicate an area of instruction that needs significant improvement.  SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are permissible but should not convey serious instructional issues.	Years 5-6 Promotion to Associate SFOT scores should generally be above 4.0 for the majority of questions. Isolated questions below 4.0 should not indicate an area of instruction that needs significant improvement.  SFOT comments should be uniformly positive and should reflect a classroom environment that is highly conducive to learning.	Promotion to Full Professor SFOT scores should generally be above 4.0 for the majority of questions. Isolated questions below 4.0 should not indicate an area of instruction that needs significant improvement.  SFOT comments should be uniformly positive and should reflect a classroom environment that is highly conducive to learning.
Peer Evaluations	Peer Evaluations should be highly positive. The majority of areas of evaluation should exceed expectations.	Peer Evaluations should be highly positive. The majority of areas of evaluation should exceed expectations.	Peer Evaluations should be uniformly positive. Nearly all areas of evaluation should exceed expectations.	
Professional Development of Teaching	Faculty should demonstrate a growing record of activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction.	Faculty should demonstrate a strong and growing record of activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction.	Faculty should demonstrate an exemplary record of activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction.	Faculty should demonstrate an exemplary record of activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. Demonstrate and disseminate best practices that reduce the equity gap and improve DFW rates.





# MEM Department Standards Guidelines for Service

Foundation - Service		Years 1-2	Years 3-4	Years 5-6 Promotion to Associate	Promotion to Full Professor
<b>Meets Expectations</b> University, College and Department Activities	Serve as an active member on at least one university, college, and/or department committees or ad hoc committees over the course of the past two years. Committee membership(s) should be academic year terms. May serve as an active member for a university center for an academic year.	Serve as an active member on three or more different university, college, and/or department committees or ad hoc committees over the course of the past four years. Committee memberships should be academic year terms. May serve as an active member for a university center. Fulfill role as faculty mentor without AWTU assigned.	Serve as an active member on five or more different university, college, and/or department committees or ad hoc committees over the course of the past six years. Committee memberships should be academic year terms. May serve as an active member for a university center for an academic year. Engage in mentoring formally or informally other faculty in the department and/or college without AWTU assigned.	Serve as an active member on five or more different university, college, and/or department committees or ad hoc committees over the course of the past six years. Committee memberships should be academic year terms. Engage in mentoring formally or informally other faculty in the department and/or college without AWTU assigned.	Serve as an active member on five or more university, college, and department committees for an academic year. May serve as a leader for a university center for an academic year. Engage in mentoring formally or informally other faculty in the department and/or college without AWTU assigned.
<b>Advising and Mentoring</b>	Advisor for student chapter of a national association or university recognized student organization. Actively provides academic advising. Mentors students on research or professional development.	Advisor for student chapter of a national association or university recognized student organization. Actively provides academic advising. Mentors students on research or professional development.	Advisor for student chapter of a national association or university recognized student organization. Actively provides academic advising. Mentors students on research or professional development.	Advisor for student chapter of a national association or university recognized student organization. Actively provides academic advising. Mentors students on research or professional development.	Advisor for student chapter of a national association or university recognized student organization. Actively provides academic advising. Mentors students on research or professional development.
<b>Community Activities</b>	Support unit or college outreach and recruiting activities. Support local primary and/or secondary schools.	Support unit or college outreach and recruiting activities. Support local primary and/or secondary schools. Board member of a local non-profit or volunteer in area tangentially related to research area.	Support unit or college outreach and recruiting activities. Support local primary and/or secondary schools. Board member of a local non-profit or volunteer in area tangentially related to research area. Involved in outreach service learning projects that bring recognition to Chico State.	Support unit or college outreach and recruiting activities. Support local primary and/or secondary schools. Board member of a local non-profit or volunteer in area tangentially related to research area.	Support unit or college outreach and recruiting activities. Support local primary and/or secondary schools. Board member of a local non-profit or volunteer in area tangentially related to research area.
<b>Professional Activities</b>	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc.	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc., Reviewer or editor for nationally or internationally recognized journal.	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc., Reviewer or editor for nationally or internationally recognized journal.	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc., Reviewer or editor for nationally or internationally recognized journal.	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc., Reviewer or editor for nationally or internationally recognized journal, a member or on the editorial board on a recognized peer-reviewed journal, a reviewed conference proceedings, a reviewer for peer-reviewed journal or conference proceedings.
<b>Exceeds Expectations</b> University, College and Department Activities	Serve as an active chair on a university, college, and/or department committee for an academic year, university center, university FLC for an academic year. Serve as an active member on one to three university, college, and/or department committees or ad hoc committees over the course of the past two years. Committee membership(s) should be academic year terms.	Serve as an active chair on a university, college, and/or department committee for an academic year, university center, university FLC for an academic year. Serve as an active member on three to five different university, college, and/or department committees or ad hoc committees over the course of the past four years. Committee memberships should be academic year terms. Serve in a leadership role in ECC, i.e. Associate Dean, Department Chair, Program Director or Center Director.	Serve as an active chair on a university, college, and/or department committee for an academic year, university center, university FLC for an academic year. Serve as an active member on five or more different university, college, and/or department committees or ad hoc committees over the course of the past six years. Committee memberships should be academic year terms. Serve in a leadership role in ECC, i.e. Associate Dean, Department Chair, Program Director or Center Director.	Serve as an active chair on a university, college, and/or department committee for an academic year, university center, university FLC for an academic year. Serve as an active member on five or more different university, college, and/or department committees or ad hoc committees over the course of the past six years. Committee memberships should be academic year terms. Serve in a leadership role in ECC, i.e. Associate Dean, Department Chair, Program Director or Center Director.	Serve as an active chair on two or more university, college, and/or department committees for an academic year. Serve as an active member on five or more different university, college, and/or department committees or ad hoc committees over the course of the past six years. Committee memberships should be academic year terms. Serve in a leadership role in ECC, i.e. Associate Dean, Department Chair, Program Director or Center Director.
<b>Advising and Mentoring</b>	Engaged in student advising and professional development. Mentors student(s) involved in active research. Advisor for student competition club.	Engaged in student advising and professional development. Mentors student(s) involved in active research. Advisor for student competition club.	Engaged in student advising and professional development. Mentors student(s) involved in active research. Advisor for student competition club.	Engaged in student advising and professional development. Mentors student(s) involved in active research. Advisor for student competition club.	Recognized with an award as an advisor for a service organization, student club, campus organization or nationally recognized student competition team.
<b>Professional Activities</b>	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc. Chair for ASEE, ASME, or similar organizing committee.	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc., Member of ASME, ASTM, or similar standards committee or other professional committee deciding policy and procedures.	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc., Member of ASME, ASTM, or similar standards committee or other professional committee deciding policy and procedures.	Reviewer for the ASEE proceedings, reviewer for government grant programs for example NSF, DOE, DARPA, DARPA-E, etc., Member of ASME, ASTM, or similar standards committee or other professional committee deciding policy and procedures.	Serve in more than one of the following positions, chair on a nationally or internationally recognized organization, editor or on the editorial board of a recognized peer-reviewed journal, chair the editorial board of a recognized peer-reviewed conference proceedings.



## 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: *Nathan Anderson* Date: Aug 21, 2023  
[Nathan Anderson \(Aug 21, 2023 14:20 PDT\)](#)

Dean Review: *DD Waite* Date: Aug 21, 2023

OAPL Review: *Mahalley D. Allen* Date: Aug 21, 2023

Provost Approval: *Terence Lau* Date: Aug 24, 2023  
[Terence Lau \(Aug 24, 2023 08:48 PDT\)](#)



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# MEMORANDUM

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DATE: August 31, 2022  
TO: Greg Watkins, Department Chair  
CC: Blake Wentz, Dean  
FROM: Mahalley D. Allen, Associate Vice President for Academic Personnel  
SUBJECT: Provisional Approval of MMEM Department RTP Standards

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

Provost Larson has provisionally approved the attached department standards for the 2022-2023 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:

- Relative to probationary candidates and using standards in effect at date of hire: The FPPP trumps the department standards, so even if a candidate wishes to stay with an older version, there will still be the requirement that the evaluation and ratings are made under the new ratings of does not meet, meets, and exceeds expectations.
- The body of the document is very unclear relative to standards, criteria, etc. Narrative does not visibly refer to the rubric of Appendix III and it's important to make sure the narrative is in-line with the rubric. Correct this troubling feature of the document to provide a connection to the narrative and the table.
- 4.b. The requirement of one Exceed and two Meets is not in compliance with new FPPP.
- 4.a. Cannot find in narrative what the rating requirements are for a recommendation of tenure and (or) promotion to associate. Make this visible.
- FPPP requires separate evaluations for Promotion and for Tenure. Reflect this in the document.
- Miscellaneous comments are provided to improve the document.

Based on our review of recently submitted 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 Monday, January 23, 2023, so that the Office of Academic Personnel and Provost Larson have adequate time to review the revisions prior to the start of the 2023-2024 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.