Department of Nutrition and Food Science RTP Standards

The Personnel Committee of the Department shall be organized and function in a manner consistent with the Faculty Personnel Policies and Procedures (FPPP) document of California State University, Chico and the Collective Bargaining Agreement (CBA).

Part I. Committee Characteristics and Charge

A. The Department of Nutrition and Food Science Personnel Committee (DPC) shall make specified periodic evaluations and performance reviews and make recommendations concerning retention, tenure, and promotion (RTP).

- *Probationary* faculty are subject to two different types of evaluations. The first, called *periodic evaluation*, focuses on providing the *probationary* faculty member with important developmental feedback, both positive and negative, with the goal of maintaining and/or improving performance. The ultimate goals of excellence and a successful tenure/promotion decision are to be kept firmly in mind by all involved with the process. The second type of evaluation is called the *performance review*, wherein a critical assessment of the faculty member's performance is conducted and the probability of a successful tenure/promotion decision is estimated. Formal *ratings* of performance in each area of review are used, and a decision is made whether or not to retain the faculty member.
- Normally, *periodic evaluations* are done in the faculty members' first, third, and fifth years; *performance reviews* are conducted in the faculty members second, fourth, and sixth years. Typically, it is in this sixth year that the decision is made to offer tenure or to release the faculty member from employment.

B. Operation of the DPC shall be in accordance with the University personnel calendar (FPPP Appendix VI.

C. FPPP 10.1.8 An administrative level(s) review shall be conducted by the *Appropriate Administrator.*

D. All tenured and FERP faculty members are eligible to serve on the committee.   A FERP faculty member may only participate in the evaluation process if they are employed during the entire portion of the review cycle for which that committee is responsible (FPPP 4.1.4.b.2). All tenured faculty members are eligible to serve on this committee unless:

1. They serve on the College Personnel Committee.

2. They are up for periodic evaluation or a performance review by the committee in that year. However, they can serve on the DPC if they recuse themselves from their own review

3. The minimum size of the DPC or any subcommittee of the DPC shall be three. If the Department Chair elects to serve as a member of the Personnel Committee rather than as a separate report writer, the Department Chair will count toward achieving this minimum size. A majority of members of the Personnel Committee shall come from within the Department of Nutrition and Food Science when possible. A committee considering

promotion to Associate Professor shall be composed entirely of Associate Professors and/or Professors. A committee considering promotion of an Associate Professor to Full Professor shall be composed entirely of Full Professors. (FPPP 4.1.5)

F. At the first faculty meeting of the academic year, committee assignments are discussed and assigned. The Chair of the DPC will be chosen at this time. The Chair of the DPC is responsible for coordinating the RTP efforts and guiding candidates through the RTP process.

Part II. Committee Operations and Regulations

A. <u>Personnel Committee Operations</u>
    1. Each committee shall elect a chair and a secretary.
    2. Minutes shall include
        a. Time, place, date of meeting.
        b. Members present.
        c. Action taken.
        d. No discussion shall be recorded.

B. <u>Committee Regulations</u>
    1. Confidentiality is required.
    2. Reports and recommendations shall be submitted only in written form.
    3. Abstentions and minority votes must submit written reports for such.
    4. A quorum consisting of a majority of the Committee must be present to conduct business.
    5. When the Committee meets to vote on the reports and recommendations, normally all members must be present. If a member abstains from voting, the member shall submit a written reason for the abstention.

C. The approved procedures become the operating document for the Department after approval by the Dean and the Provost.

D. The Chair of the DPC shall act as liaison between faculty being reviewed and the DPC. The Chair of the DPC shall meet with the faculty member(s) as needed over the course of the review to answer questions about file preparation and committee policies and procedures. After reviewing the data and evaluations but before writing its recommendation, the DPC shall meet for an interview with each candidate for retention, tenure, or promotion on an individual basis. The purpose of this meeting shall be to answer unresolved questions on the part of any of the participants in the RTP process (FPPP 10.2.6).

E. The DPC shall prepare its written report and recommendation. Each member of the committee will vote for or against the report and recommendation and this vote will be recorded on the form provided by the Provost (FPPP 10.2.7). The DPC shall transmit the candidate's working personnel action file (WPAF) with the committee's report to the Department Chair. If the Chair is part of the DPC, then the DPC's final recommendations will be shared with the candidate upon placement in the candidate's WPAF. After the mandatory ten days have elapsed to allow the candidate to respond in writing to the report and recommendation, the DPC shall forward the report and recommendation to the Dean of the College of Natural Sciences. In the case of performance reviews, the Dean of the College of Natural Sciences will make the candidates' working personnel action file (WPAF)

available to the College of Natural Sciences Personnel Committee along with any minority and concurring reports as required by the current FPPP.

Part III. Retention, Tenure, and Promotion

A. <u>The Personnel Action File (PAF), the Dossier, and the Working Personnel Action File (WPAF).</u>

The Personnel Action File (PAF) shall be defined as the one official personnel file for employment information and information that may be relevant to personnel recommendations or personnel actions regarding a faculty unit employee. The Dean is the custodian of the PAFs of faculty. The PAFs are maintained in the College of Natural Sciences office. A Dossier is the professional file kept by each faculty member. It is a cumulative record of a faculty's professional career since appointment, tenure, or promotion, whichever occurred last. The College of Natural Sciences will provide the faculty member with electronic links for submitting their dossier materials. . The Dossier is supplemented with support materials (separate links for submitting this material are also provided by the College of Natural Sciences) that provide evidence of professional activity, which are indexed in the Dossier. *The Dossier, with its supplemental support material, and the PAF make up the Working Personnel Action File (WPAF). The WPAF shall be defined as that file specifically generated for use in a given evaluation cycle.*

1. Candidates are expected to follow the outline for a Faculty Dossier as provided by the College of Natural Sciences and outlined in FPPP 8.1.3. The Dossier shall contain the following material.

    I.   Include a copy of the most current Department RTP Standards (Evaluation Criteria). The Department RTP Standards must be made available to faculty unit employees no later than 14 days after the first day of instruction of the academic term. In the case of a change in Department RTP Standards, probationary faculty in years 2-6 may retain the right to use the Department RTP Standards and procedures that were current when they started their employment. However, the older standards must be translated to three rating areas as the FPPP governs.
    II. Include an up-to-date curriculum vitae; this is used to summarize and evaluate your career.

    III. Compose a narrative, including: a reflective statement on teaching philosophy, strategies, and objectives and how these have impacted your teaching. The reflective statement should include feedback from students based on the Student Feedback on Observation of Teaching (SFOT)cores and the written comments as well as peer evaluations. A reflective statement on the faculty member's professional development and service should also be included.

    IV. Submit a detailed index or list of support materials (see section 2 below) at the beginning of the cycle. The list should be comprehensive and provide

evidence of Instruction (Instruction a-d; perhaps including tables that provide the SFOT's results at a glance); Professional Growth and Achievement (a-f); and Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as the Community (a-f) (consider adding a statement that guides reviewers to the evidence in the Dossier which relates to strategic plans and goals). Support materials, as described below, submitted by candidates for evaluation shall be deemed incorporated by reference in the Personnel Action File (PAF), but need not be physically placed in the PAF. The index or list of support materials is a permanent addition to the PAF, and should be continually updated to reflect any materials added to the file during an evaluation cycle. Indexed support materials shall be returned to faculty as described by the CBA, section 15.9

The candidate may wish to include additional brief annotations and comments throughout the Dossier.

2. Support Material for Dossier

Support for items listed in the dossier should be included in separate submission links separate from the Dossier as the candidate deems necessary to reflect their career, and to substantiate and explain the significance of achievements mentioned in the dossier These materials should be organized in the same order of the Dossier and as follows: a. Instruction; b. Professional Growth and Achievement; and c. Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as the Community. Materials other than those required in the dossier can be submitted in a separate appendix.

B. General Requirements

1. The preferred qualification for appointment to a tenure track position in the Department of Nutrition and Food Science is a doctoral degree in Nutrition or a related field.

2. Appointment to a tenure track position of a faculty member lacking a doctoral degree may be considered if the candidate has either of the following credentials (considered "equivalency" as defined in Title 5, Section 42711):

   a. A Master's degree in Nutrition and Food Science (or related field) and a Registered Dietitian Nutritionist (RDN) credential, or
   b. A Master's degree in Nutrition and Food Science (or related field) and three years professional experience in the field.

3. Note that the highest rank available to tenure track faculty without a doctoral degree is Associate Professor. Faculty hired without a doctoral degree will be supported in attaining the doctorate while in tenure track positions.

4. In all tenure/promotion decisions, a minimum rating of "meets expectations" in teaching and related activities is required.

5. Periodic evaluations and performance reviews will cover the period since the faculty member's date of appointment. For summer or fall appointments, the period of review will begin on May 31st in the academic year preceding the appointments. Spring appointments will begin on the date of appointment. All faculty members' evaluations and performance reviews will include work that is part of a service credit year or years and other granted credits. In consideration of tenure or promotion, the review process shall be the entire probationary period (including years of prior service-credit, if any). In consideration of promotion to full professor, the period of review shall be the period since closure of the WPAF prior to promotion to the current rank.

6. Faculty members will only be recommended for promotion on consideration of merit, with a higher degree of excellence and involvement expected at each successive rank. The concept of time is not interpreted to mean that individuals will be rewarded a promotion nor tenure on the basis of length of service.

7. Three areas of evaluation will be considered in making recommendations on retention, tenure, and promotion: Instruction; Professional Growth and Achievement; and Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as the Community (FPPP 10.1.2). Specific Department of Nutrition and Food Science Criteria for evaluations are outlined below. These criteria are consistent with those of the College and University level review procedures and policies.

C. Specific Requirements for Periodic and Performance Reviews

Three areas of evaluation must be considered at all levels in making recommendations on retention, tenure, and promotion (RTP): Instruction; Professional Growth and Achievement; and Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, and University and to the Community.

1. **Retention**

A rating of at least "meets expectations" for Instruction, the potential for future Professional Growth and Achievement, and participation in Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, and University and to the Community are the minimum requirements to warrant a recommendation for retention.

2. **Tenure**

Successful candidates must: 1) achieve ratings of at least "meets expectations" in Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plan and Goals of the Department/Unit, College and the University and to the Community. (see Table 1). To receive tenure, the candidate must publish at least 1 peer-reviewed journal article (primary author) and have 1 substantive item in grants OR have published 2 articles (at least 1 in a peer-reviewed journal) (primary author) and/present at a minimum of 2 professional meetings based on research conducted while at CSU, Chico.

It is expected that candidates work with graduate and undergraduate students in research projects that lead to outcomes such as conference presentations or publications. Efforts to obtain grant funding is encouraged. Candidates receiving a rating of "Does Not Meet Expectations" in any of the three areas will not be eligible for tenure.

3. Promotion

Associate Professor

Successful candidates must: 1) achieve ratings of at least "meets expectations" in all three areas of Instruction, Professional Growth and Achievement, and Service as indicated in the Table; and 2) demonstrate contributions to the Strategic Plans and Goals of the Department/Unit, College, and University and to the Community.

Professor

Successful candidates must achieve a "meets expectations" rating in all three of the rated categories as indicated in the Table. Also, the evidence must demonstrate contributions to the strategic plan of the Department, College, and University. Candidates for promotion to Professor must also clearly demonstrate substantial professional recognition at and/or beyond the University itself (FPPP 11.1.2) and have an earned doctorate in nutrition or a related field.

Table 1 presents those ratings typically required for a positive recommendation for tenure and promotion.

	Instruction	Professional Growth and Achievement	Service
Tenure	M	M	M
Prom. to Associate	M	M	M
Prom. to Full	M	M	M
Early Tenure	E	E	E
Early Promotion	E	E	E

D = does not meet expectations
M = meets expectations
E = exceeds expectations

Listed below are the activities, materials, and evidence that will be examined by the DPC in the process of performance evaluation.

D. Evaluation in area of Instruction

Effective instruction is the first minimum and indispensable requirement for tenure and promotion. SFOT's shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with six or more enrolled students shall have such student course

evaluations. CBA 15.15. The DPC will focus on the extent to which the candidate engages in the seven practices of good teaching as described in Seven Principles for Good Practice in Undergraduate Education (Chickering and Gamson,1987). For its deliberations, the Committee will review the following three areas, Instruction, Innovation in Instruction, and Support of student learning:

    a. <u>Instruction</u>
        i.   Self-evaluation (using the *Seven Principles for Good Practice in Undergraduate Education*)
- Encourages student-faculty contact
- Encourages cooperation among students
- Encourages active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of knowing

        ii.   Written course material
        iii.   Peer evaluations (see evaluation criteria below)
        iv.   Student evaluations (see evaluation criteria below)
        v.   Written input from individuals or organizations
        vi.   Contribution to K-14 and general education
        vii.   Coordination and/or collaboration on course development and/or delivery
        viii   Evidence of inclusive pedagogy to meet the needs of CSU, Chico's diverse student body
        viiii. Other

The candidate's dossier establishes the context for the evaluation of teaching. This document will address teaching philosophy, goals, methods, strengths and weaknesses in the practice of teaching and in the knowledge of the professional discipline as it relates to the candidate's teaching assignments. The document should also include strategies for implementing inclusive pedagogy. Strategies include designing an inclusive syllabus, addressing accessibility for all students, creating a supportive climate, helping students reflect on their learning, and supporting international students during remote instruction.

Written course material will include course requirements, lecture and laboratory outlines, examination material, text selections and reading lists, handouts, and various exercises and assignments. Course materials should show organization, relevant learning experiences, and evaluation procedures. Samples of written comments on student work may be included.

Peer evaluations of instruction will include committee deliberations and reports of findings of classroom visitations. There will be a minimum of two classroom visitations; one will be by a member of the DPC and one by the Department Chair. Peer evaluations by colleagues who are not on the personnel review committees are encouraged. If possible, peer evaluation reports should include whether the candidate encourages student-faculty contact and students to work together, promotes active learning both in and out of the classroom, provides prompt feedback on assignments, or uses class time wisely. The peer evaluation should also use applicable attributes in the *Seven Principles for Good Practice in Undergraduate Education* as a guide to their evaluation. Peer evaluators must provide the faculty member being observed a notice of at least

five days that a classroom visit is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits their class(es).

Written or electronic SFOT's shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with six or more enrolled students shall have such student course evaluations. (CBA 15.15). Data from SFOT's shall be used, but will not weigh excessively, in the overall evaluation of instructional effectiveness, and shall not be used when determining a candidate's knowledge of their field. The candidate must diligently provide meaningful evidence, beyond SFOTs, of teaching performance (FPPP 10.2.5a).

The candidate may submit letters of commendation from individuals or organizations for evaluation. The letters must include the name and the signature of the individual submitting the letter.

    b. <u>Innovation in instruction (in general order of significance)</u>
        i. Teaching recognition
        ii. New courses or syllabi developed
        iii. Efforts to enhance instruction and learning through a variety of in-class pedagogical means, e.g., cooperative learning, case study presentation, debate, etc.,
        iv. Efforts to enhance instruction and learning through the introduction and use of various instructional technologies
        v. Efforts to enhance student learning through the development and use of devices/techniques that assess student outcomes
        vi. Evidence of inclusive pedagogy to meet the needs of CSU, Chico's diverse student body

Examples of the above include:
- Participation in course and curriculum development and implementation
- Development of new courses or teaching techniques to enhance students' learning process
- Accepts new teaching assignments
- Introduction of web-based technology into teaching
- Use/development of surveys, essays, pre- and post-course exams, etc., that are designed to assess student learning outcomes

    c. <u>Support of student learning (in addition to teaching assignment)</u>
        i. Supervision of student externships
        ii. Academic advising
        iii. Mentoring students in research and other scholarly activities
        iv. Mentoring in other capacities

Examples of the above include:
- Evidence of effective academic and career advising (e.g., student, alumni, employer testimonials)
- Support of student projects (e.g., professional paper) on a one-to-one basis;
- Service on professional paper committees
- Development and supervision of student externships
- Adviser to student organizations

- Contribution to the development of student leadership

    d. <u>Other</u>
        The DPC invites candidates to submit for consideration other instructional and related activities not mentioned above.

Performance Standards for Instruction

Does Not Meet Expectations – The evidence does not demonstrate at least an adequate level of professionalism and competence as an educator with respect to the materials, activities, and standards listed in the Department standards, the FPPP, and the CBA. See the evaluation rubric for specific criteria.

Meets Expectations – The evidence demonstrates the candidate's professionalism and competence as an educator with respect to the materials, activities, and standards listed in the Department standards, the FPPP, and the CBA. Evidence includes a commitment to high quality teaching and advising as demonstrated by effectively participating in some or all of the activities listed in "instruction" and "innovation in instruction". See the evaluation rubric for specific criteria. An evaluation of "Meets Expectations" performance is the minimum level of overall achievement consistent with the awarding of tenure and promotion.

Exceeds Expectations - 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 standards, the FPPP, and the CBA. "Exceeds Expectations" means a record of outstanding accomplishment recognized by peer and student evaluations; a consistent demonstration of commitment to excellence and innovation in teaching and advising as demonstrated by substantive accomplishments in some or all of the activities in "instruction," "innovation in instruction," and "support of student learning". See the evaluation rubric for specific criteria.

E. <u>Evaluation in area of "Professional Growth and Achievement" (a-g are listed in general order of significance)</u>

The Department of Nutrition and Food Sciences requires that faculty demonstrate an ongoing commitment to professional growth and achievement. Professional growth and achievement may encompass ongoing professional development and academic scholarship. The Department of Nutrition and Food Sciences values collaborative efforts in all professional development and scholarly activities including grant writing, publication, professional meetings, and presentations. Each author in collaborative or coauthored activities needs, however, to document their level of participation in the activity. These activities enhance excellence in teaching and the student-centered learning environment. Evaluation in this area will assess the quality, continuity, and the level of effort associated with a candidate's scholarship. It is the responsibility of the candidate to group achievements to their significance and required effort, making clear distinctions between achievements that are substantive (e.g. primary author on a peer-reviewed book or

published paper) or less substantive (e.g., co-author on a paper where one was not the primary author). Several achievements that are considered less substantive can be combined to count for one substantive achievement based on effort. The DPC will consider the candidate's self-evaluation of professional growth and achievement (which must include a discussion of the quality, continuity, and level of effort associated with their scholarship) to establish the context for its deliberations. It is also important that the candidate avoid double-counting of significant achievements (e.g., PI on major grant and annual report for same grant). Evidence of professional growth and achievement is demonstrated by activities listed below.

   a. Authorship (in general order of significance)
      i. Peer reviewed book
      ii. Peer reviewed manuscript in a professional publication
         • Full articles
         • Research briefs
      iii. Peer reviewed book chapter
      iv. Non-printed medium or computer software
      v. Development of a new technology or patent
      vi. Non-refereed book
      vii. Non-refereed manuscript in a professional publication
      viii. Non-refereed book chapter
      ix. Consultancy reports and funded research reports

   b. Research and grants (in general order of significance)
      i. PI or Co-PI of major grants and contracts (>=$40,000)
      ii. PI or Co-PI of minor grants (< $40,000)
      iii. Submitted, but not funded major grant
      iv. Co-operator on a grant or contract
      v. Submitted, but not funded, grants and/or contracts

   c. Scholarly activities within one's profession (in general order of significance)
      i. Presentation of research at a professional meeting, workshop, or symposium
         • International
         • National/Regional
         • State
         • Local
      ii. Organization of a professional meeting, workshop, or symposium
      iii. Editor of a professional publication
      iv. Reviewer/referee of a professional publication
      v. Attendance at professional meetings, workshops, or symposia

   d. Professional awards and honors
      i. International
      ii. National
      iii. Regional
      iv. State
      v. Local
      vi. Honorary appointment (e.g., visiting, or adjunct professor)

   e. Consultancy/Certification

      i.   Professional consultant dealing with issues specifically related to the candidate's areas of expertise.

     ii.   Specialty Certification

     ii.   Service as a non-paid consultant or member of an advisory board or council, dealing with issues specifically related to the candidate's area of expertise.

f. Progress towards completion of a doctoral degree
    Progress towards completion or completion of a doctoral degree may be afforded consideration as a significant achievement. Note that lack of progress towards a doctoral degree must not be penalized in consideration of professional growth & achievement of a candidate for tenure and promotion to Associate Professor.

g. Other
    The DPC invites candidates to submit for consideration other professional activities not mentioned above.

Performance Standards for Professional Growth and Achievement

Does Not Meet Expectations – The evidence does not demonstrate an adequate level of scholarly and professional activities that contribute to students, to the discipline, and to the professional community (representative activities are listed in the Department standards, the FPPP, and the CBA).

Meets Expectations – The evidence demonstrates appreciable scholarly and professional activities that contribute to students, to the discipline, and to the professional community (representative activities are listed in the Department standards, the FPPP, and the CBA). In addition, the candidate is recognized beyond the campus of professional competence in areas of the assigned discipline. At a minimum, the candidate has a combination of four substantive contributions from "a," "b," and/or "c" with at least one in "a" and one in "a" or "b."

Exceeds Expectations – The evidence demonstrates the candidate's significant, highly regarded scholarly and professional activities that contribute to students, to the discipline, and to the professional community (representative activities are listed in the Department standards, the FPPP, and the CBA). Same as "Meets Expectations" plus demonstrated leadership within areas of assigned discipline. At a minimum, the candidate has a combination of six or more substantive contributions from "a," "b," and/or "c" with at least two in "a" and one in "b."

F. Evaluation in area of Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as the Community (a-f are listed in general order of significance)

In addition to instruction and related activities, and professional growth and achievement, faculty are expected to contribute towards the vision and mission of the University and the vision, mission, goals and objectives of the Department of Nutrition and Food Science and the College of Natural Sciences. Activities that contribute to increasing the number of majors through recruitment and retention, improve the image of the Department or College, improve internal communication and teamwork, and help to increase private support of our programs are encouraged.

The Department recognizes that all service activities are not equivalent when it comes to workload, and that all committee members do not accomplish the same amount of work. The Committee must consider the quality, continuity and level of effort associated with each service activity. It is in the candidate's interest to document heavy workload service activities and/or document special responsibilities assumed. In each written performance review report, the evaluator(s) shall state whether the candidate has demonstrated an ability to conform to University, College and Department/Unit plans, and whether the candidate's performance generally facilitates the University's, College's and Department's/Unit's abilities to meet their strategic goals. The Department values faculty who demonstrate a commitment to the Department/Unit, College, University as well as the Community and profession, and such service is recognized in all retention, tenure, and promotion decisions. The Department also recognizes service that demonstrates evidence of contributions to historically underserved populations.

    a. <u>Service to the profession/professional organizations (in general order of significance)</u>
        i.   Service as an elected/appointed official of a professional organization
        ii.   Service as a committee member of a professional organization
        iii.   Member of professional organization within discipline
        iv   Includes active participation in organizations, coalitions, and initiatives that seek to further the nutrition profession. A candidate must include level of participation/activity with supporting documentation.

    b. <u>Service to the Department, College, and University (in general order of significance)</u>
        i.   Serve as Chair of an Academic Senate
        ii   Serve as member of the Academic Senate
        iii.   Serve as member of an Academic Senate subcommittee
        iv.   Serve as Chair of a Department, Center, College, or University committee
        v.   Serve as member of a Department, Center, College or University committee

    c. <u>Service to the Community</u>
        i   Includes active participation in community projects or in collaborative efforts with other community service organizations. A candidate must include level of participation/activity with supporting documents.

    d. <u>Guest lectures and other public presentations</u>
        i.   Presentations at public forums, meetings, field days/tours, and other events where specific knowledge possessed by the candidate is shared with the campus community and/or general public
        ii.   Off-campus lectures in person or through electronic delivery systems
        iii.   Guest lectures in courses on campus

    e. <u>Contributions to the educational, cultural, and economic needs of Northern California as related to one's professional competency.</u>

    f. <u>Other</u>
        The DPC invites candidates to submit for consideration other types of service not mentioned above.

In addition, other materials that would help the evaluators assess the candidate's performance under ***Other Contributions*** (service) to the University and Community should be included. When compiling these materials, the candidates should keep in mind that the reviewers will assess the quality as well as the quantity of activities; therefore, this section of the dossier should provide reviewers with the information necessary to make accurate judgments about such quality and quantity.

Contribution to Strategic Plan and Goals of the Department/Unit, College, and University

The candidate will address their contributions to the University strategic plan and priorities.

The university strategic plan can be found at http://www.csuchico.edu/strategicplan/.

The strategic priorities are:
- Equity, Diversity, & Inclusion
- Civic and Global Engagement
- Resilient and Sustainable Systems

a. Contributions to K-14 through the development/presentation/examination of new instructional technologies, methods, or materials
b. Contributions to creating high quality learning environments through the development/presentation/ examination of new instructional technologies, methods, or materials
c. Integration of new technologies to improve student learning both in and out of the classroom
d. Volunteer for or accept and complete assignments which further one or more of the goals of the College or University (see the five University Strategic Priorities)
e. Volunteer for or accept and complete assignments that contribute towards the realization of the objectives specified in the Department or College of Natural Sciences Five Year Review Implementation Plan.

While the material submitted to the Working Personnel Action File (WPAF) by the candidate will address much of a candidate's performance relative to strategic plans and goals, the candidate should make sure that any additional evidence regarding performance towards these goals is included in the Dossier. The candidate may wish to consider adding a statement that guides reviewers to the evidence in the Dossier which relates to strategic plans and goals.

Performance Standards for Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University and to the Community

Does Not Meet Expectations – The evidence does not demonstrate an adequate level of involvement in activities listed in the Department standards, the FPPP, and the CBA. "Does not meet expectations" performance is evidenced by a lack of the candidate's 1) assuming of roles on committees, 2) involvement in the community or profession, and/or 3) facilitating activities as well as demonstrating limited contributions to the university's mission and strategic plan on campus and/or the community.

Meets Expectations – The evidence demonstrates the candidate's on-going involvement in activities listed in the Department standards, the FPPP, and the CBA, participating on committees and/or in the community. "Meets Expectations" performance is evidenced by

1) occasionally assuming roles on significant committees, 2) involvement in the community or the profession, and/or 3) facilitating activities, as well as demonstrating on-going contributions to the university's mission and strategic plan on campus and/or in the community. More specifically, the candidate demonstrates significant service on appropriate Department and College committees, is a member of professional organizations within the assigned discipline, and either serves professionally within the community or serves on at least one university committee.

Exceeds Expectations – The evidence demonstrates the candidate's consistently high level of involvement in activities listed in the Department standards, the FPPP, and the CBA. "Exceeds Expectations" performance is evidenced by 1) assuming key roles on significant committees, 2) high level of involvement in the community or profession, and/or 3) facilitating significant activities as well as demonstrating consistent on-going contributions the university's mission and strategic plan on campus and/or in the community. More specifically, the candidate demonstrates significant service on, and at times provides a leadership role on appropriate department, college, and/or university committees; candidate demonstrates leadership in professional organizations or provides significant professional contributions to the community.

G. Accelerated Tenure/Promotion

Tenure and Promotion to *Associate Professor* may be conferred earlier than the normal sixth year of employment.

   a. Consideration of tenure/promotion before the beginning of the sixth consecutive full-time probationary year shall be regarded as consideration of "accelerated tenure/promotion."

   b. Any faculty member wishing consideration of accelerated tenure/promotion must request it in writing. They should only do so if they believe their record of accomplishment is exceptional and warrants special consideration. The DPC may initiate accelerated tenure/promotion consideration at the Department level if, after careful examination of the candidate's file, it determines that the candidate's record is exceptional and warrants special consideration.

   c. Inasmuch as consideration of accelerated tenure/promotion is not the normal pattern, a recommendation for accelerated tenure/promotion must be accompanied by its justification as an exceptional case that warrants special consideration. To qualify for accelerated tenure/promotion the candidate must: 1) have been rated "Exceeds Expectations" in a Performance Review as defined in FPPP 10.3.3 in all three categories of evaluations: Instruction, Professional Growth and Achievement, and Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as the Community (Service). and 2) demonstrate the likelihood that high level of performance will continue; and 3) have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment.

Promotion to *Full Professor* may be conferred earlier than the normal fifth year of employment at the Associate Professor level.

   a. Consideration of promotion before the beginning of the fifth consecutive year at the level of Associate Professor shall be regarded as consideration of "accelerated promotion."

b. Any faculty member at the Associate Professor level wishing consideration of accelerated promotion to Full Professor must request it in writing. They should only do so if they believe their record of accomplishment is exceptional and warrants special consideration. The DPC may initiate accelerated promotion consideration at the Department level if, after careful examination of the candidate's file, it determines that the candidate's record is exceptional and warrants special consideration.

c. Inasmuch as consideration of accelerated promotion from Associate Professor to Full Professor is not the normal pattern, each level of review must address in its reports whether the candidate's file meets the definition of exceptional record (FPPP 10.5.3) and be accompanied by its justification. As outlined in the FPPP 10.2.8, the faculty member under review has the right to submit a response or rebuttal at every level of review. To qualify for accelerated promotion to full professor the candidate must: 1) be ranked as "Exceeds Expectations" in all three categories of evaluation: Instruction, Professional Growth and Achievement, Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and University as well as the Community (Service). and 2) demonstrate the likelihood that the exceptional performance will continue, and 3) clearly demonstrate substantial professional recognition at and beyond the University itself.

Part IV. Fifth-Year Evaluation Procedures of Tenured Faculty

The DPC, or a subcommittee thereof, will serve as the evaluation committee which in this case shall consist of tenured faculty at the rank of Professor. The committee shall consist of at least three members, one of whom is the Chair of the Department. Members of the committee who are undergoing a fifth-year evaluation cannot participate in their own evaluation. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator.

A. Data for Evaluation

The candidate shall collect all data that are pertinent to the evaluation of the quality of instructional performance, professional currency, and service and include these in their personnel file. These data shall be representative of the faculty member's responsibilities and activities during the five-year period immediately prior to the evaluation. Data shall include those described under Part III with the exception of requiring only one peer evaluation of teaching.

B. Evaluation Process

1. The evaluation committee shall analyze the data collected and prepare a report of its findings. The data shall include but is not limited to the following: classroom observations, student evaluations of teaching, syllabi, course supplements, examinations, class assignments, copies of scholarly papers, evidence service at all levels, and the most current CV. Before writing the report, the committee shall meet with the faculty member to provide an opportunity to clarify any unresolved questions.

2. The evaluation report will address in detail the committee's findings on the quality and effectiveness of instructional performance, level of professional currency, scholarship and service to the University. Faculty whose performance does not include assignments in all of the relevant areas identified in Article 20 shall be evaluated on the basis of their performance in the specific areas of their assignment. The faculty member shall be given

a copy of the evaluation report which may include Recommendations for improvement, which shall state in writing the reasons for the Recommendations. The faculty member shall have the right to respond or submit a rebuttal statement or response in writing/or request an opportunity to discuss the Recommendations from each level of review no later than ten calendar days following the receipt of the evaluation report (see FPPP 10.2.8).

3. The evaluation report will be submitted to the College Dean who will meet with the faculty member and the Department Chair to discuss the report's findings. If areas for improvement are identified in the report, the Dean, if requested by the faculty, will discuss these and advise the faculty member of assistance available within the College or University. The five-year review does not include an interview with the DPC subcommittee.

4. Upon completion of the evaluation process all data that are not normally kept in the College personnel file will be returned to the faculty member.

Part V. Periodic Evaluation of Lecturer Faculty

A. Lecturer faculty, regardless of a break in service, must be evaluated in accordance with the periodic evaluation procedure. Each lecturer faculty member neither eligible for nor currently holding a three-year appointment will undergo an annual review for the initial two personnel cycles of their appointment, followed by biennial rather than annual reviews. This evaluation shall include student feedback on teaching and learning performance for those with teaching duties and peer review by the DPC and evaluations by the Dean. Lecturer faculty who are in their first semester of employment shall be evaluated at the discretion of the department chair or the Dean.

B. Lecturer faculty holding three-year appointments shall be evaluated at least once during the term of their appointment and may be evaluated more frequently upon the request of the employee or the President. Lecturer faculty holding a three-year appointment pursuant to provision CBA 12.13 shall be evaluated in the third year of the appointment. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire qualifying period for the three-year appointment. A three-year appointment shall be issued if the lecturer faculty is determined by the Dean to have performed in a satisfactory manner in carrying out the duties of their position. The determination of the Dean shall be based on the contents of the PAF and any materials generated for use in any given evaluation cycle pursuant to CBA 15.8. Where the Dean determines that a lecturer faculty has not performed their duties in a satisfactory manner, then the reasons for their determination shall be documented in writing and placed in the PAF.

C. Lecturer faculty employed during the prior academic year and possessing six (6) or more years of prior consecutive service on campus shall be offered a three-year temporary appointment following a periodic evaluation. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire qualifying period. If the lecturer faculty is determined by the Dean to have performed in a satisfactory manner in carrying out the duties of their position and absent documented serious conduct problems, then a three-year appointment shall be issued. The determination of the Dean shall be based on the contents of the PAF and any materials generated for use in any given evaluation cycle pursuant to CBA 15.8. Where the Dean determines that a lecturer faculty has not performed

their duties in a satisfactory manner, then the reasons for their determination shall be documented in writing and placed in the PAF.

D. Evaluation

1. It is the responsibility of the lecturer faculty member to update their Working Personnel files (WPAFs) annually as needed.

2. The DPC will submit a report of its findings to the temporary faculty member, the Chair of the Department (unless the Chair is on the DPC), and the Dean. Upon receipt of the evaluation report, the faculty member may request a meeting with the committee to discuss it, may file a written reply, or may accept the report as written. Any revision of the report shall be left to the discretion of the DPC and the Chair of the Department.

3. Data used by the DPC are described in Part III. Although the criteria and standards of the Department review of lecturer faculty will focus predominantly on instruction and reflection on that instruction, professional activities, currency in the field, teaching philosophy, and service related to their teaching appointment or other positive assistance to the Department will be considered.

4. In evaluating teaching effectiveness, the following shall be the main criteria for evaluation: 1) Organization, 2) Scholarship; knowledge in the field, and 3) Effective communication. For faculty with 3-year contracts, at least one classroom visit shall take place (year 3) for the purpose of assessing the faculty member's teaching performance. The lecturer faculty shall be provided a written notice of at least five business days that a classroom visit is to take place. There shall be consultation between the lecturer faculty being evaluated and the individual who visits their class.

5. The evaluation shall include student feedback on teaching and learning for those with teaching duties, peer review by the DPC, and evaluation by the Dean. The evaluation shall rate the lecturer faculty either satisfactory or unsatisfactory. Satisfactory ratings may include narrative comments including constructive suggestions for development.

Performance Standard for Teaching

"Satisfactory" — manages teaching assignment, office hours; course materials are consistent with the state of the discipline; and courses are taught in a manner appropriate to the material. The candidate has achieved a satisfactory level of professionalism and competence as an educator. In general, the candidate has demonstrated competency in a majority of the evaluative items listed below.

The DPC will focus on the extent to which the lecturer faculty engages in the seven practices of good teaching as described in Seven Principles for Good Practice in Undergraduate Education (Chickering and Gamson,1987). For its deliberations the Committee will review the following:

a. Instruction
   i. Uses the Seven Principles for Good Practice in Undergraduate Education
      - Encourages student-faculty contact
      - Encourages cooperation among students
      - Encourages active learning
      - Gives prompt feedback
      - Emphasizes time on task
      - Communicates high expectations
      - Respects diverse talents and ways of knowing

ii.   Written course material
        iii.   Classroom Observations
        iv.   Student evaluations
   b. Innovation in instruction
        i.   Efforts to enhance instruction and learning through a variety of in-class pedagogical means, e.g., cooperative learning, case study presentation, debate, etc.
        ii.   Efforts to enhance instruction and learning through the introduction and use of various instructional technologies
        iii.   Efforts to enhance student learning through the development and use of devices/techniques that assess student outcomes

Part VI. Range Elevation of Temporary Faculty

Those eligible for lecturer range elevation shall be limited to lecturers who meet the eligibility criteria listed in the CBA.

The individual must have achieved substantial Professional Growth and Development as defined as teaching excellence and maintaining currency in the field since the initial appointment or last range elevation. Accumulated teaching experience alone is not considered sufficient for appointment at a higher level.

Teaching excellence and maintaining currency in the field may be demonstrated by the lecturer faculty member providing evidence of Professional Growth and Development activities. These contributions and activities should be appropriate to the lecturers work assignment. These are examples of activities that may provide such evidence but activities are not limited to this list.

- Authorship
- Research and grants
- Presentations at professional meeting
- Service to the department,
    o Teaching excellence in upper division junior and senior level undergraduate majors' courses
    o Providing leadership to the Department (e.g. General Education Coordinator, Internship/Externship Supervisor)
    o Keeping syllabi and course materials updates with current readings, working on DFW rates
- Special recognition of teaching

Useful Links

Faculty Personnel Policies and Procedures (FPPP):

https://www.csuchico.edu/oapl/labor-relations-info/fppp.shtml

Collective Bargaining Agreement (CBA) Unit 3 Employees:

https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/unit3-cfa.aspx

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RTP Calendar

https://www.csuchico.edu/oapl/_assets/documents/rtp-deadline-calendar-current.pdf

Rubric for Instruction

MEETS EXPECTATIONS	Year 1-2	Year 3-4	Year 5-6 Tenure or 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	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 4.0. If there are, progress on a corrective action plan must be demonstrated.	SFOT scores should generally be above 4.0 for the majority of questions. There should be few to no questions consistently below 4.0. If there are, progress on a corrective action plan must be demonstrated.
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 and 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 generally 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 generally positive. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and detail plans for improvement.	Peer evaluations should be generally positive. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and detail plans for improvement.
INNOVATION IN INSTRUCTION	Faculty should begin activity related to innovation in instruction. Activities may include curricular revisions to courses, new course or syllabi development, efforts to enhance instruction and learning through a variety of in-class pedagogical means or use of various instructional technologies or use of devices/techniques that assess student outcomes.	Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses, new course or syllabi development, efforts to enhance instruction and learning through a variety of in-class pedagogical means or use of various instructional technologies or use of devices/techniques that assess student outcomes.	Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses, new course or syllabi development, efforts to enhance instruction and learning through a variety of in-class pedagogical means or use of various instructional technologies or use of devices/techniques that assess student outcomes. Faculty should review DFW rates and equity gap and develop strategies for improvement.	Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses, new course or syllabi development, efforts to enhance instruction and learning through a variety of in-class pedagogical means or use of various instructional technologies or use of devices/techniques that assess student outcomes. Faculty should review DFW rates and equity gap and develop strategies for improvement.

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			Year 5-6 Tenure or Promotion to Associate	
SUPPORT OF STUDENT LEARNING	Faculty will have minimal, if any, responsibilities in this area.	Faculty will begin to take students for externship activities and mentor students in research or other scholarly activities. Faculty will begin to meet with students for academic advising, if applicable.	Faculty will continue to take students for externship activities and mentor students in research or other scholarly activities. Faculty will continue to meet with students for academic advising, if applicable.	Faculty will routinely take students for externship activities and mentor students in research or other scholarly activities. Faculty will continue to meet with students for academic advising, if applicable.
EXCEEDS EXPECTATIONS	Year 1-2	Year 3-4	Year 5-6 Tenure or Promotion to Associate	Promotion to Full Professor
SFOT SCORES	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 scores should generally be at or 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 scores should generally be at or 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 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	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.	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.	SFOT comments should be uniformly positive and should reflect a classroom environment that is highly conducive to learning.	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 evaluation "Overall Rating for This Session" assessments should "Exceed Expectations". Detailed feedback should be provided for any areas that do not exceed expectations. Faculty should address those areas and detail plans for improvement.	Peer evaluation "Overall Rating for This Session" assessments should "Exceed Expectations". Detailed feedback should be provided for any areas that do not exceed expectations. Faculty should address those areas and detail plans for improvement.
INNOVATION IN INSTRUCTION	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.

SUPPORT OF STUDENT LEARNING	Faculty will begin to take students for externship activities and mentor students in research or other scholarly activities. Faculty will begin to meet with students for academic advising, if applicable.	Faculty will continue to take students for externship activities and mentor students in research or other scholarly activities. Faculty will begin to meet with students for academic advising, if applicable.	Faculty will routinely take students for externship activities and mentor students in research or other scholarly activities. Faculty will develop opportunities for externship activities. Faculty will continue to meet with students for academic advising, if applicable.	Faculty will routinely take students for externship activities and mentor students in research or other scholarly activities. Faculty will develop opportunities for externship activities. Faculty will continue to meet with students for academic advising, if applicable.

Rubric for Professional Growth and Achievement

MEETS EXPECTATIONS	Year 1-2	Year 3-4	Year 5-6 Tenure or Promotion to Associate	Promotion to Full Professor	
Authorship (a)	Explore a research opportunity and identify a topic of expertise or interest in preparation to produce a publication during this review period. Submit at least one (1) research paper (peer reviewed or non-peer reviewed) during this review period.	Submit 1-2 peer reviewed research papers by this review period.	Publish at least 2 research papers by this time period. One peer reviewed (Primary author) and the other peer reviewed or non-peer reviewed.	Publish at least 2 research papers by this time period. One peer reviewed (primary author) and the other peer reviewed or non-peer reviewed.	
Research and Grants (b)	Explore funding opportunities (external or internal) for research and submit at least 1 request for funding during this review period.	Explore funding opportunities (external or internal) for research and submit at least 2 requests for funding by this review period.	Explore funding opportunities (external or internal) for research and submit at least 3 requests for funding by this review period.	Explore funding opportunities (external or internal) for research and submit at least 3 requests for funding by this review period.	Candidate must have a combination of 4 substantive contributions from "a," "b," or "c" with at least one in "a" and one in "a" or "b" **OR** two in "a."
Scholarly Activities within One's Profession (c)	Present research at a local or state professional meeting	Present research at 2 local, state, or national professional meetings, organization of a professional meeting, reviewer of a professional publication	Present research at 2 local, state, or national professional meetings, organization of a professional meeting, reviewer of a professional publication	Present research at 2 local, state, or national professional meetings, organization of a professional meeting, reviewer of a professional publication	
EXCEEDS EXPECTATIONS	**Year 1-2**	**Year 3-4**	**Year 5-6 Tenure or Promotion to Associate**	**Promotion to Full Professor**	
Authorship (a)	Submit 1-2 research papers during this review period, peer reviewed (primary author) or non-peer reviewed.	Publish at least 1 research paper by this time period. Peer reviewed (primary author) or non-peer reviewed.	Publish at least 2 research papers by this time period. One peer reviewed (primary author) and the other peer reviewed or non-peer reviewed.	Publish at least 3 research papers by this time period with at least 1 being peer reviewed (primary author).	
Research and Grants (b)	Submit at least 1 request for funding during this review period.	Obtain funding from at least 1 request by this review period.	Obtain funding from at least 2 requests by this review period.	Obtain funding from at least 3 requests by this review period.	

Scholarly Activities within One's Profession (c)	Present research at 1 local or state professional meeting during this review period	Present research at 1 local or state professional meetings, organization of a professional meeting, reviewer of a professional publication by this review period	Present research at 2 local, state, or national professional meetings, organization of a professional meeting, reviewer of a professional publication by this review period	Present research at 3 local, state or national professional meetings, organization of a professional meeting, reviewer of professional publication by this review period	Candidate must have a combination of 6 substantive contributions from "a," "b," or "c" with at least two in "a" and one in "b", and a combination of three in "a", "b", and "c."

Rubric for Service

MEETS EXPECTATIONS	Year 1-2	Year 3-4	Year 5-6 Tenure or Promotion to Associate	Promotion to Full Professor
Service to the University, College, and Department	After year 1, serves as an active member on a college or department level committee.	Serve as an active member on 2 or more college or department level committees or serves in a leadership role in NFSC.	Serve as an active member on 3 or more college or department level committees and chair of one or more committees or serves in a leadership role in NFSC.	Serve as an active member on 3 or more university, college, or department level committees and chair of one or more committees, or serves in a leadership role in NFSC.
Service to the Profession/Professional Organizations	Member of a professional organization within a discipline.	Member of a professional organization within a discipline. Serves as a committee member of a professional organization.	Member of a professional organization within a discipline. Serves as a committee member of a professional organization.	Member of a professional organization within a discipline. Serves as a committee member of a professional organization and serves as an elected/appointed official of a professional organization.
Service to the Community	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.
Guest Lectures and Other Public Presentations		1 guest lecture or public presentation.	2 guest lectures or public presentations.	3 guest lectures or public presentations.
EXCEEDS EXPECTATIONS	Year 1-2	Year 3-4	Year 5-6 Tenure or Promotion to Associate	Promotion to Full Professor
Service to the University, College, and Department	Serves as an active member on 1 or more college or department level committees.	Serve as an active member on 3 or more college or department level committees or serves in a leadership role in NFSC.	Serve as an active member on 4 or more college or department level committees and chair of one or more committees or serves in a leadership role in NFSC.	Serve as an active member on 4 or more university, college, or department level committees and chair of one or more committees, or serves in a leadership role in NFSC.
Service to the Profession/Professional Organizations	Member of one or more professional organizations within a discipline.	Member of one or more professional organizations within a discipline. Serves as a committee member of one or more professional organizations.	Member of one or more professional organizations within a discipline. Serves as a committee member of one or more professional organizations.	Member of one or more professional organizations within a discipline. Serves as a committee member of a professional organization and serves as an elected/appointed official of a professional organization.

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Service to the Community	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.	Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department.
Guest Lectures and Other Public Presentations	1 guest lecture or public presentation	2 guest lectures or public presentations.	3 or more guest lectures or public presentations.	4 or more guest lectures or public presentations.

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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: Joan Giampaoli (Aug 31, 2023 08:47 PDT)   Date: Aug 31, 2023

Dean Review: *David M. Hassenzahl*   Date: Aug 31, 2023

OAPL Review: *Mahalley D. Allen*   Date: Sep 6, 2023

Provost Approval: Terence Lau (Sep 7, 2023 15:31 PDT)   Date: Sep 7, 2023

Revised October 2022