

**P E R S O N N E L P L A N**

**CALIFORNIA STATE UNIVERSITY, CHICO  
SCHOOL OF NURSING**

Prepared by the  
Personnel Committee  
School of Nursing

**I N A C C O R D A N C E W I T H  
T H E F A C U L T Y P E R S O N N E L,  
P O L I C I E S, A N D P R O C E D U R E S D O C U M E N T A N D T H E  
C B A**

**CALIFORNIA STATE UNIVERSITY, CHICO  
CHICO, CALIFORNIA**

Revised by SON Personnel Committee 09/2023  
Approved by SON 10/2023  
Approved by Vice Provost: 05/2024

## **SECTION I. INTRODUCTION**

This School of Nursing (SON) Personnel Plan has been developed in accordance with the current University's Faculty Personnel Policies and Procedures (FPPP) Document and focuses on the important considerations for department level personnel policies and procedures.

## **SECTION II. PURPOSES**

The Personnel Plan's purposes are:

- A. To delineate policies and procedures related to the:
  - 1. Recruitment and hiring of faculty
  - 2. Retention and promotion of tenure track faculty
  - 3. Retention and range elevations of lecturer faculty
  - 4. Periodic review of tenured faculty (5-year review)
  
- B. To support the programmatic needs and personnel considerations delineated by, and inherent in, the SON's Academic Master Plan.

## **SECTION III. ASSUMPTIONS**

The Personnel Plan is contingent upon the following assumptions:

- A. The determination of programmatic needs begins with the philosophy and goals of the nursing program. It is out of this philosophy that the approach to nursing education develops. The Personnel Plan must support the implementation of the curriculum.
  
- B. Because of the expanding demand for nurses to meet health care needs, the School of Nursing will continue to devote its major resources to the programs leading to B.S. and M.S. degrees.
  
- C. The type of clinically supervised learning experiences in the nursing major necessitates the maintenance of low faculty/student ratio sufficient to assure safe and effective faculty guidance of students in patient care practicums or laboratory experiences. The faculty/student ratio shall not exceed 1:10 in the clinical sections for the generic baccalaureate degree program.
  
- D. In accordance with legal and professional accrediting bodies, expertise in the major clinical specialties (medical-surgical, maternal-child, mental health, community health and gerontology) will be represented on the faculty. Ongoing currency in practice is required.

## **SECTION IV. THE SCHOOL PERSONNEL COMMITTEE**

- A. **Committee Responsibilities.** The Personnel Committee is entrusted with five major responsibilities in the implementation of the Personnel Plan:
  - 1. The recruitment and review of candidates for hiring as faculty for the School of Nursing.
  - 2. The evaluation of faculty performance through the implementation of the

- Retention, Tenure and Promotion (RTP) procedure.
3. Recommendation for retention, promotion, and tenure of qualified faculty.
  4. Selection of Fifth-Year Review Committees.
  5. Implementation procedure for selection and review of the School of Nursing Director.
  6. Annual Review of Personnel Plan.

**B. Personnel Committee Membership.**

1. The minimum size of a Department or College Personnel Committee, or any sub-committee thereof, shall be three tenured faculty.
2. If the Department Chair elects to serve as a member of the Department Personnel Committee rather than as a separate report writer, the Department Chair will count toward achieving this minimum size. The Department Chair will thus not submit a subsequent report that will be considered a separate level of review.
3. A majority of members of the Department Personnel Committee shall come from within the Department when possible.
4. All members of the Personnel Committee shall be tenured full-time faculty members. Only tenured members of the faculty and academic administrators may engage in deliberations that lead to recommendation or in the formulation of recommendations regarding faculty status.
5. Upon the recommendation of the Department, the President or designee may agree that faculty participating in the Faculty Early Retirement Program (FERP) in a Department may also engage in deliberations and make recommendations regarding the evaluation of a faculty unit employee.
6. The committee may not be composed solely of FERP faculty. A FERP faculty member may only participate in the evaluation process if he or she is employed during the entire portion of the review cycle for which that committee is responsible.

**C. Nursing faculty are ineligible to serve on the SON Personnel Committee if:**

1. They serve on the College Personnel Committee
2. They are being evaluated for promotion during that academic year.
3. Committee members must have a higher rank/classification than those being considered for promotion

**D. Personnel Committee Operations**

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

**E. Committee Regulations**

1. Confidentiality is required
2. Reports and recommendations shall be submitted only in written form
3. A quorum consisting of a majority of the Committee must be present to conduct business

4. If a member abstains from voting, the member shall submit a written reason for the abstention

## **SECTION V. RECRUITMENT AND HIRING**

The responsibility for recruitment and hiring rests with the School Director and the School Personnel Committee or its designated Hiring subcommittee.

### **A. Considerations in Faculty Recruitment and Appointments**

1. Programmatic needs on which faculty appointments are based are delineated in the School of Nursing Academic Master Plan and based on student enrollment in the following programs: (ranked according to present commitment of resources).
  - a. The Baccalaureate (BSN) Degree
  - b. The Master's (MS) Degree
  - c. The Public Health Certificate
2. Probationary appointments are determined by program needs.
3. It is the goal of the SON to appoint personnel to the faculty who will represent a variety of academic and experiential qualifications and diversity of backgrounds appropriate to meet program needs.
4. It is the goal of the SON to have the majority of the faculty who are teaching graduate courses to have earned doctorates.
5. There should be expertise within the faculty in curriculum development and evaluation, instructional design, and research.

### **B. Faculty Qualification Standards**

The SON requires a Master of Science in Nursing (MSN) degree for appointment to a tenure track position. This degree allows tenure track faculty to achieve Associate Professor as their highest rank. This requirement is based on the scarcity of nursing doctorates and the professional nature of the field. A Master's or its equivalent degree may be accepted: (1) in those fields where the doctorate is not common, and (2) in professional fields where experience may be substituted for academic training.

1. A goal of the SON is to increase the proportion of faculty with doctoral preparation. Tenured/Tenure track candidates must have a doctoral degree in nursing or a related field before they become eligible for promotion to the rank of full professor. Master's prepared faculty will be facilitated in attaining the doctorate while in tenure track positions whenever possible.
2. The California Board of Registered Nursing (BRN) establishes minimal criteria for full-time nursing faculty. The SON is nationally accredited by the Commission on Collegiate Nursing Education (CCNE).
3. The Criteria for Qualification for Tenure/Tenure-Track Faculty position
  - a. A current, valid license to practice professional nursing in the State of California
  - b. A Master's or higher degree in Nursing from an accredited college or university in an area appropriate to the teaching assignment. In addition, the degree program must have contained one or more of the following areas of preparation:
    - Education

- Clinical nursing specialty
  - c. At least one year of teaching experience in an accredited school of registered nursing or a course in practice teaching.
  - d. At least one year's continuous experience in the practice of professional nursing.
  - e. Current expertise in the area of teaching responsibility.
4. Criteria for Qualification for a Lecturer position
- a. A Bachelor's or higher degree in Nursing from an accredited college or university in an area appropriate to the teaching assignment (limited to clinical course instruction). A Master's or higher degree in Nursing from an accredited college or university is preferred.
  - b. A current, valid license to practice professional nursing in the State of California.
  - c. Academic and/or professional experience related to area of assignment.

### **C. Procedures for Recruitment and Hiring**

1. Tenure Track Faculty Appointments
- a. Selecting new personnel primarily is the responsibility of the department. The faculty of the Department are in the best position to understand their needs and to evaluate the professional competence of candidates in relevant fields.
  - b. Review by the College Dean and the Provost is necessary to assure compliance with legal requirements, to obtain a wider perspective than is possible within a single department, and to ensure equity and comparability across the University in terms of rank and salary.
  - c. The Personnel Committee or Hiring subcommittee will screen data relative to the criteria on each potential candidate. Faculty members in the candidate's specialty area (clinical) will be included on the hiring committee to ensure that appropriate specialty consultation occurs when possible. With the advice and assistance of the Committee and Faculty Affairs and Success, the SON Director will correspond with each potential candidate directly.
  - d. The highest ranked candidates who meet the criteria for appointment will have an on-campus or virtual interview. This interview will take place with the SON Director, the Personnel or Hiring subcommittee, and faculty member(s) representing the specialty area. If an interview is scheduled on campus, the candidate will make a formal presentation to the faculty and will have the opportunity to meet the faculty.
  - e. Candidates will be ranked for hiring by the Personnel Committee or Hiring subcommittee and the SON Director.
2. Lecturer Appointments
- a. Part-time lecturer faculty will be appointed after all allocated full-time and Tenured/Tenure-Track appointments are made in accordance with the Collective Bargaining Agreement.
  - b. Lecturer faculty are usually assigned to laboratory teaching (clinical or skills).
  - c. Range will be determined by academic and professional experience.
  - d. Lecturer faculty shall be given written statements as far in advance of the term as possible for the following:

1. Description of probable duties, especially courses to be taught.
2. Workload, schedules, and class size.
3. Possibility of cancellation of classes.

**D. Equity, Diversity, and Inclusion**

The School of Nursing's recruitment and hiring procedures shall be consistent with the guidelines established by the University and in accordance with Faculty Personnel, Policies, and Procedures.

**SECTION VI. RETENTION, TENURE AND PROMOTION**

**A. The Dossier**

The dossier is a cumulative record of a faculty's professional career, including service credit, since appointment, tenure, or promotion, whichever is more recent. The dossier is submitted online via BOX and must comply with the pre-determined template sent to faculty by the College of Natural Science (CNS). The use of inclusive language should be used throughout (e.g. their and they instead of his/her, he/she).

**1. The Dossier shall contain the following material:**

- a. A copy of the School of Nursing standards (this document)
- b. An up-to-date curriculum vitae
- c. A narrative which includes:
  1. A reflective statement on teaching philosophy
  2. A reflective statement on the integration of teaching and scholarship.
  3. Contributions to the current University's Strategic Plan
- d. A detailed index or list of support materials (see section B below). The index is a permanent addition to the file and should be continually updated to reflect any materials added to the file during an evaluation cycle.
- e. Three main folders:
  1. Instruction
  2. Professional Growth and Achievement
  3. Service and Contribution to the University's most current Strategic Plan
- f. Detailed Index which provides direction to find evidence in the Supplemental Folder
- g. Supplemental Materials Folder

**2. Support Material for Dossier**

The Supplemental Material Folder should include as much support/evidence material as necessary to reflect the candidate's career and to substantiate and explain the significance of achievements. The materials are organized as follows:

1. Instruction
2. Professional Growth and Achievement
3. Service and Contribution to the University's Strategic Plan and Goals of the School of Nursing, College, and University as well as the Community

**B. The Evaluation Process**

- The process involves the evaluation/review of the candidates for tenure and/or promotion in the categories of Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the School of Nursing, College of Natural Science, University, Community, and Profession.

- Data shall be gathered by the candidate for each of the evaluation areas. In the area of teaching, written reports based on classroom observation must be included as well as reports on course syllabus and other instructional material.
- One Personnel Committee member will complete a classroom visitation. The instructor being reviewed will be notified at least five days prior to the classroom visit. The completed report form will be placed in the individual's Personnel Action File, and the candidate will receive a copy from the College of Natural Science (CNS). In addition, the School Personnel Committee will solicit written peer comments.
- There are two types of reviews during the tenure/tenure-track probationary period
  1. Periodic Evaluation (Primary Development). This is normally done during the first, third, and fifth year of tenure/tenure track period. The review is performed at the SON and the Dean.
  2. Performance Reviews (Developmental and Judgement Component). This is normally done during the second, fourth, and sixth year of the tenure/tenure track period. The review is performed at the SON, CNS, and the University level. This review includes a summary evaluation in each of the three main categories (Instruction, Professional Growth and Achievement, Service) and is rated (see criteria below).
  3. Periodic or performance reviews will cover the period since the faculty member's date of appointment. For summer or fall appointments, period of review will begin on May 31<sup>st</sup> in the academic year preceding the appointment. 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 promotion to full professor, the period of review shall be the period since closure of the WPAF prior to promotion to the current rank.

### C. Accelerated Tenure/Promotion

1. Accelerated tenure or promotion is considered as the:
  - Promotion to Full Professor prior to the normal fifth year of full-time employment at the Associate Professor level.
  - Promotion of a full-time probationary Assistant Professor prior to the beginning of the sixth consecutive year of employment.
2. Accelerated promotion is not the normal pattern and is only considered when a candidate believes their record of accomplishments is exceptional and provides documentation to justify their request as a special case as stated in the FPPP.
3. The SON director may initiate accelerated tenure/promotion consideration after careful review of the candidate's file and determines the record is exceptional and warrants special consideration.
4. To be considered for accelerated promotion to associate professor, the candidate must have demonstrated and received ratings of "exceeds expectations" in all three categories of evaluation or has the reasonable expectation of receiving this rating based on past reviews. The candidate for accelerated promotion to associate professor must also demonstrate the likelihood that their high level of performance will continue and have worked a minimum of one academic year under the conditions similar to the SON's typical full-time assignment. (FPPP 10.5.3).
5. To be considered for accelerated promotion to full professor, the candidate must demonstrate significant continuity in teaching, professional growth and achievement, and service. The candidate for accelerated promotion to full professor must be ranked

Exceeds Expectations in all three categories of evaluation, demonstrate the likelihood that their exceptional performance will continue, and clearly demonstrate substantial professional recognition at and beyond the University itself. (FPPP 11.1.3).

6. Consideration of tenure before the beginning of the sixth consecutive fulltime probationary year shall be regarded as consideration of “accelerated tenure or promotion.” A decision on tenure before the sixth year is necessarily based on less evidence of performance within rank than tenure granted on a normal timeline. For this reason, decisions for accelerated tenure will require that faculty meet a higher standard than they would for tenure granted on a normal timeline. This higher standard is defined in 10.5.3 in the FPPP and is the definition of an “exceptional record” for accelerated tenure.

#### **D. General Criteria for Tenure and/or Promotion**

##### **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” is the minimum level of overall achievement consistent with 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 contribution with regards to department’s criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction.

Note that the candidate can focus their efforts in various ways to be recommended for tenure or promotion. However, a candidate rated as “Does Not Meet Expectations” in any area will not be recommended for tenure or promotion.

### **SECTION VII. DEPARTMENTAL STANDARDS FOR EVALUATION**

#### **INSTRUCTION (Refer to Appendix A Tenure and Promotion Grid)**

Teaching is evaluated by courses taught in the SON. In its evaluation the candidate, the DPC will review how the *Seven Principles for Good Practice in Undergraduate Education* **Chickering and Gamson** (1987) were used to guide effective teaching. The seven principles are :

1. Encourage student-faculty contact
2. Encourage cooperation among students
3. Engages active learning



4. Gives Prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of knowing

There are three areas of evaluation in the area of instruction. Teaching, Innovation in Instruction, and Student Support.

#### A. Teaching

**Teaching is working with students through course work instruction, advising, support, and mentoring. Effective teaching is required for promotion.**

### **Instruction Performance Standards for 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 School of Nursing standards as well as the FPPP and the CBA.

#### **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/Unit standards, other sections of this FPPP, and the CBA. An evaluation of "Meets expectations" performance is normally the minimum level of overall achievement consistent with the awarding of tenure and/or promotion.

#### **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 School of Nursing standards as well as the FPPP and the CBA.

For evaluation, the DPC will review the following:

Ai) Self-evaluation using the Seven Principles for Good *Practice in Undergraduate Education* Chickering and Gamson (1987)

- Encourage student-faculty contact
- Encourage cooperation among students
- Engages active learning
- Gives Prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of knowing

Aii) **Peer Evaluation** (Candidate can include class or clinical observation, review of syllabus, handouts, student assignments, feedback given to students, and evaluation methods)

- Provide a summary of peer classroom and/or clinical observation(s). A minimum of one per academic year is required.

**Aiii) Student Feedback on Teaching and Learning (SFOT)**

- Provide a summary and response to Student Feedback (SFOT) including written comments.
- Include steps candidate will take to make improvements to student learning

**Aiv) Course Development**

- Include:
  - List of classes taught (include semester and units)
  - Class documents and/or collaboration on course development/delivery
- Demonstration of current theory and practice in preparation of the syllabus, assignments, and organization of course/class material
- Demonstrate ability to develop course/class objectives and to organize the student learning experience to meet the specific curriculum content within the nursing program and learning needs of students
- Demonstrate ability to enhance instruction with appropriate teaching aids and technology
- Demonstrate use of a variety of teaching strategies
- Provide timely feedback to students on activities and assignments that enhance students' learning process
- Encourage student/teacher and student/student contact and cooperation to enhance the learning process
- Communicate effectively with students, peers, agencies to optimize student the student learning process.

**Av) Provide written input on effective teaching from individuals or organizations.**

**B. Innovation in Instruction**

**Innovation in Instruction (assessed by peer review and letters submitted)**

Bi. New course or syllabi developed

Biii. Actively and effectively participates in course and/or program development, implementation, and evaluation/assessment.

Biii. Enhances instruction and learning through a variety of innovative pedagogies

Biv. Teaching award or recognition

**C. Student Support (in addition to teaching assignment)**

Ci. Advising nursing and pre-nursing students, honors and master's students, student organizations

Cii. Supervision of student externships

Ciii. Mentoring students in scholarly activities.

Civ. Academic advising

Cv. Developing or leading student learning projects.

Significant achievements in this category are **Ai-Aiv**, **Bi-Biv** and **Ci-Cv**.

**PROFESSIONAL GROWTH AND ACHIEVEMENT (Refer to Appendix A: Tenure and Promotion Grid for specific numbers of achievements required for RTP.)**

**PROFESSIONAL GROWTH AND ACHIEVEMENT**

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 the SON standards, and in sections of 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 SON standards, and sections of FPPP and the CBA).

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 SON standards, and sections of FPPP and the CBA).

- The SON requires that faculty demonstrate an ongoing commitment to professional growth and achievement. Professional growth and achievement may encompass on-going professional practice, research, and academic scholarship.
- The SON 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, such as the percentage of co-authored work documented by a letter. These activities must demonstrate enhancement of excellence in teaching and contribute to the student-centered learning environment.
- Candidates will write a brief narrative or provide a list addressing the achievements in the professional development and scholarly activities folder and provide evidence in the Supplemental Material folder.
- The SON encourages and recognizes participation in and/or presenting at diversity, equity and inclusive professional development opportunities (e.g., Faculty Learning Community on Inclusive Pedagogy, Diversity Academy and/or Certificate Program, Safe Zone Ally Training).
- The Committee will determine level of achievement based on the documentation provided by the candidate.
- Evidence of professional growth and achievement is demonstrated by the activities listed below.

**1. Publications** (Note: Two publications required for promotion to full professor)

- Full article(s)-peer reviewed.
- Other articles will be considered at the discretion of the committee

**2. Research**

- Principal Investigator or Co-investigator
- Submission of documentation must include:
  - Institutional review board (IRB) approval letter
  - Final paper/findings
  - Co-investigator will receive credit based on involvement in research

### **3. Grants**

Submit all documentation, including the grant application, budget, and letter of award or non-acceptance. Submit a letter from the primary author of the grant explaining your role.

Categories may include:

- Author/Co-author of funded major grant: minimum of (Assistant to Associate: \$20,000/Associate to Full: \$40,000)
- Author/Co-author of funded minor grant of less than (Assistant to Associate: \$20,000/Associate to Full: \$40,000)
- Author/Co-author of non-funded major grant of minimum of (Assistant to Associate: \$20,000/Associate to Full: \$40,000)
- Implementation – Project Director of a major grant
- Implementation – Grant participant in a major grant

### **4. Professional Presentations**

- Keynote Speaker (Invited Presentation)
- International Podium Presentation
- National/Regional Podium Presentation
- State Podium Presentation
- International Poster Presentation
- National/Regional Poster Presentation
- State Poster Presentation (Cannot receive credit for promotion to full professor)
- Local Poster or Podium Presentation (Cannot be used for credit for promotion to full professor)

### **5. Written/Developed Materials**

- Textbooks (whole)
- Textbooks (chapter)
- Edited book
- Edited chapter
- Software/computer programs for nursing
- Simulation scenario development. Peer reviewed by a content expert
- Development of new course

### **6. Doctorate earned after hire or promotion**

Doctorate degree is required for promotion to full professor

### **7. Specialty Certification**

- National or international certification in a nursing specialty
- All other certifications require documentation of hours.

### **8. Continuing Education**

- All nursing faculty must maintain active RN licensure to meet expectations. The 30 continuing education units required every two years is considered for credit. Must provide list of courses, dates taken, and the number of CEUs received.

### **9. Faculty Practice**

- Clinical practice.
  - The candidate needs to provide verification from employer to document hours worked and type of practice.
  - Must not exceed 160-hours per semester
- Professional consulting dealing with issues specifically related to the candidate’s areas of expertise – need to document significance and time spent (e.g. a letter)
- Post graduate work
- Certification maintenance
- Other activities will be considered by committee based on review of documentation provided by the candidate.

**10. Other**

- Participation in a Nursing or Teaching, Equity or Diversity-focused seminar of 60 hours or greater will be considered one significant achievement.
- Participation in graduate or postgraduate course that totals 60 hours or greater/year.

Significant achievements in this category are one of the following listed under 1-10.

**SERVICE AND CONTRIBUTION TO THE UNIVERSITY’S STATGIC PLAN (Refer to Appendix A Tenure and Promotion Grid)**

The SON 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. Letters of support from Committee Chairs or members are encouraged. The SON values faculty that demonstrates a commitment to the School, College, University, community, and profession and such service is recognized in all retention, tenure, and promotion decisions.

**Performance Standards for Service —**

**Exceeds Expectations**

The evidence demonstrates the candidate’s consistently high level of involvement in activities listed in the SON standards. “Exceeds Expectations” is evidenced by (1) assuming key roles on significant committees, (2) high levels of involvement in the community or profession, and/or (3) facilitating significant activities as well as demonstrating consistent, ongoing contributions to the university’s mission and strategic plan on campus and/or the community.

**Meets Expectations**

The evidence demonstrates the candidate’s involvement in activities listed in the SON standards. “Meets Expectations” is evidence by (1) occasionally assuming roles on significant committees, (2) involvement in the community or profession, and/or (3) facilitate activities, as well as demonstrating on-going contribution to the university’s mission and strategic plan on campus and/or community.

**Does Not Meet Expectations**

The evidence does not demonstrate an adequate level of involvement in activities listed in the SON standards. “Does Not Meet Expectations” is evidence by a lack of (1) assuming 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 in the community.

The SON encourages and recognizes leadership/officer positions in the community and the profession and on campus affinity groups that facilitate faculty professional development and diverse student success (e.g., Black Faculty Staff Association, Chican@/Latin@ Council, 1st Gen and Proud Faculty and Staff Association, LGBTQ Faculty and Staff Association, Asian Pacific Islander Faculty and Staff Association).

Materials that would help the evaluator(s) assess the candidate’s performance in other contribution/service to the university, profession, and community should be included. When compiling material, the candidate should keep in mind that the reviewer 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.

**Descriptors of service include:**

1. Assuming roles on significant committees
2. Involvement in the community or profession
3. Facilitating activities
4. Leadership: Leadership role is identified below but also includes leading a project in the SON, leading a taskforce, leading a grant writing team, leading student service-learning groups, and roles in the community, and profession.

There are multiple pathways to serving the university including non-institutional role and temporary activities. Specifically, evaluators should weigh evidence of service beyond formal institutional roles—such as task forces, mentoring, community engagement, or putting on events/activities that enrich the University will be weighed for Service. Additionally, all service contributions will be considered in the context of “contributions to the university’s mission and strategic plan on campus and/or the community.”

**1. Service to the School of Nursing**

- School Director
- Assistant Director
- Internal Program or Organization Advisors (i.e. CNSA advisor, Pinning advisor) (this is considered as a Leadership role)
- Semester Coordinator (this is considered as a Leadership role)
- Lead Clinical Instructor (this is considered as a Leadership role)
- Chair of a SON Committee (Chair of Committee required for promotion full professor) (this is considered as a Leadership role)
- Member of a SON Committee
- Mentoring of New Faculty
- Professional Integrity-acknowledge and practice SON Civility Pledge and Ground Rules

## **2. Service to the College of Natural Sciences**

- Chair of a College Committee (this is considered as a Leadership role)
- Member of a College Committee

## **3. Service to the University**

- Chair of the Academic Senate (this is considered as a Leadership role)
- Chair of an Academic Senate subcommittee (this is considered as a Leadership role)
- Member of the Academic Senate
- Chair of University Committee (this is considered as a Leadership role)
- Member of University Committee

## **4. Service to the Community**

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. Leadership roles include but are not limited to roles such as President or Vice President of community organizations.

## **5. Service to the Profession**

Includes active participation in organizations, coalitions, and initiatives that seek to further professional nursing goals. A candidate must include level of participation/activity with supporting documentation. Leadership roles include but are not limited to roles such as President or Vice President of professional organizations

## **6. Contributions to the University Strategic Plan**

The candidate will address their contributions to the University strategic plan and priorities. The university strategic plan can be found at <https://www.csuchico.edu/strategicplan/>. The Strategic Priorities are:

- Equity, Diversity & Inclusion
- Civic & Global Engagement
- Resilient and Sustainable Systems

## **SECTION VIII EVALUATION PROCESS**

### **E. Evaluation of Tenure-Track Faculty**

The evaluation focus will vary from year-to-year depending on the type of evaluation the probationary faculty is undergoing Performance Review (developmental and judgmental components) or Periodic Evaluation (primarily developmental). Data shall be gathered for each of the evaluation areas. In the area of teaching, written reports based upon classroom visitations will be included as well as reports on course syllabus and other instructional materials. One Personnel Committee member will complete a classroom visitation. The instructor being reviewed will be notified at least five days prior to the classroom visitation. The School of Nursing faculty will use the "Evaluation Guide" (Appendix B) for their reports. The completed report form will be placed in the individual's Personnel Action File. In addition, the School Personnel Committee will solicit written peer comments.

### **F. Evaluation of Lecturer Faculty**

The primary mission of this university is teaching, which shall be the primary criterion for

evaluating lecturer faculty.

In evaluating teaching effectiveness, the following shall be the main criteria for evaluation:

1. Organization
2. Scholarship: Currency in the field
3. Effective communication

In addition to the primary criterion of teaching, lecturer faculty shall be evaluated with respect to the following:

- a. Their engaging in professional activity in the field appropriate to their teaching field as determined by department criteria
- b. Their duties as defined by their assignment
- c. Their professional ethics and conduct
- d. Other contributions that represent participation in scholarly life, or the University community and render positive assistance to the department

#### **G. Evaluation Procedures**

Each lecturer faculty member neither eligible for nor currently holding a three-year appointment will undergo an annual review for the initial two personnel cycles of their appointment, followed by biennial rather than annual reviews. This requirement may be waived for lecturer faculty who are in their first semester of employment.

This evaluation shall include student feedback on teaching and learning, classroom visitations, written evaluation by the SON Director and any written input by individual peers. A classroom visitation will be made by at least one Personnel Committee member. The instructor being reviewed will be notified at least five days prior to the classroom visitation. The School of Nursing faculty will use the "Evaluation Guide" (Appendix B) for their reports. The completed report form will be placed in the individual's Personnel Action File. In addition, the School Personnel Committee will solicit written peer comments.

#### **H. Three Year Appointments**

When lecturer employees are eligible for an initial three-year appointment pursuant to CBA article 12.12, they shall be evaluated in the academic year preceding the issuance of the initial three-year appointment. Evaluation criteria will be provided to faculty member no later than 14 days from the start of the term. This evaluation shall include student feedback on teaching and learning (SFOTs). All lecturer faculty members holding three-year appointments and eligible for subsequent reappointment shall be evaluated in the third year of their appointment.

#### **I. Range Elevation**

For elevation to the range of Lecturer B or above, the individual must satisfy the Department standards (See the criteria for range elevation in Appendix C) specified for the higher rank and have achieved substantial professional development since the initial appointment or last range elevation. Accumulated teaching experience alone is not considered sufficient for appointment at a higher level.

### **SECTION IX: FIFTH-YEAR EVALUATION PROCEDURE**



- A. Composition of Evaluation Committee
  - 1. The Fifth-Year Evaluation Committee shall be composed of two tenured faculty members at rank equal to or higher than the candidate and the SON Director and is selected by the School Personnel Committee and the Director. (FPPP 11.2.2.a). One committee member will write the report, but all three members will sign the report.
- B. Data Gathering
  - 1. The evaluation committee should collect all pertinent data as listed below that would provide information as to the faculty's performance as an instructor and currency in the field.
    - a. This data shall include, but not necessarily be limited to the following:
      - 1) Written reports based upon classroom visitations, syllabi, course supplements, examinations, class assignments, etc.
      - 2) Copies of scholarly papers presented
      - 3) Letters of commendation
      - 4) Evidence of community service
      - 5) A copy of the most current curriculum vita
    - b. Additional data would include, but not necessarily be limited to the following:
      - 1) Peer and student feedback on teaching and learning of instructional performance
      - 2) Materials in the faculty's College Personnel File
      - 3) Voluntary additional commentary and evaluations submitted and signed by students, faculty, and administrators regarding the performance of the faculty member in the two evaluation areas
- C. The Evaluation Process for Fifth-year Review
  - 1. The School of Nursing policy and procedures on the fifth-year periodic evaluation process are consistent with the University policy as outlined in FPPP.
    - a. The committee shall evaluate the data collected and based upon it, shall write a report that addresses in detail teaching effectiveness and currency in the discipline, scholarship and creative activity, and service to the University.
    - b. After evaluating the data, but before writing its final report, the committee meets with each faculty within its purview. The purpose of this meeting is to provide both the committee and the faculty an opportunity to clear up any unresolved questions that seem relevant to the evaluation.
    - c. The faculty member under evaluation may respond, in writing, to the committee report before the committee report is included in the College Personnel File.
    - d. Materials accumulated during the review will be returned to the faculty being evaluated, upon completion of the evaluation. Following this process, the committee chair and the candidate meet with the dean.

## **SECTION X. PERSONNEL PLAN REVIEW**

The Personnel Plan of the School of Nursing is reviewed annually in order to respond to changes in programmatic direction and the changing CBA and FPPP and is evaluated in terms of changing instructional needs. This review will be done by the School Personnel Committee and will be submitted to all department faculty for approval.

## Appendix A: Tenure and Promotion Grid

<b>Assistant Professor Tenure and Promotion to Associate Professor</b>			
	Teaching	Prof Development	Service
Meets Expectations for Tenure	Competency in majority of the instruction evaluative items. 2 SAs from 2 categories	2 SAs from 2 categories	<ul style="list-style-type: none"> <li>• Service to SON</li> <li>-and-</li> <li>• Minimum 1 College or University committee</li> </ul>
Meets Expectations for Promotion: Assistant to Associate Professor	3 SAs with 2 from Instruction and one from Innovation or Student support	3 SAs from 2 categories <ul style="list-style-type: none"> <li>• At least 1 peer-reviewed publications</li> <li>-or-</li> <li>• Podium or poster at regional level or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves on SON Committee</li> <li>-and-</li> <li>• Minimum 1 College or University committee</li> </ul>
Exceeds Expectations for Tenure and Promotion to Associate Professor	4 SAs with at least 1 from Instruction, Innovation, and Student support	4 SAs from 2 categories <ul style="list-style-type: none"> <li>• At least 1 peer-reviewed publications</li> <li>-and-</li> <li>• Podium or poster at regional level or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee Chair at SON</li> <li>-and -</li> <li>• Minimum 2 College and/or University committees</li> </ul>
<b>Associate Professor Tenure and Promotion to Full Professor</b>			
	Teaching	Prof Development	Service
Meets Expectations for Tenure	Competency in majority of the instruction evaluative items. 2 SAs from 2 categories	2 SAs from 2 categories	<ul style="list-style-type: none"> <li>• Service to SON</li> <li>-and-</li> <li>• Minimum 1 College or University committee</li> </ul>
Meets Expectations for Promotion: Associate to Full Professor	Competency in majority of the instruction evaluative items. -and- Innovation in Instruction or Student Support. 4 SAs from 3 categories and 1 from Innovation and 1 from Student Support	Doctoral Degree 4 SAs from 3 categories <ul style="list-style-type: none"> <li>• At least 1 peer-reviewed publication</li> </ul> -and- Podium or poster at national level or higher.	<ul style="list-style-type: none"> <li>• Must serve on at least one College or University committee.</li> <li>• Committee Chair at SON</li> <li>-and-</li> <li>Additional leadership role at SON, College, University, or community.</li> </ul>
Exceeds Expectations for tenure and promotion to Full Professor	6 or more SAs from 3 categories with at least 2 from Innovation.	6 or more SAs from 2 or more categories <ul style="list-style-type: none"> <li>• At least 2 peer-reviewed publications</li> <li>-and-</li> <li>Podium Presentation at National level or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• Must serve as Committee Chair minimum 2 committees at SON</li> <li>• Must serve on 2 College and/or University committees.</li> <li>• Additional leadership role</li> </ul>

### Appendix B

<b>Year</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>
2 <sup>nd</sup> Year Performance/Retention Evaluation	<p>Candidates will engage in one or more activities demonstrating teaching effectiveness in Instruction from Teaching section with emphasis on the <i>Seven Principles of Good Practice in Undergraduate Education</i>.</p> <p>The candidate will create a plan to align Professional Development activities and consider how to align your scholarly work with publication. Focus on achieving 1-2 SAs.</p> <p>The candidate will start service work in the SON and consider one college/university committee</p>	<p>Candidate will engage in one or more activities demonstrating teaching effectiveness in Instruction from Teaching and Innovation, and Student Support and implementing activities to demonstrate teaching effectiveness. Candidate should explain how the <i>Seven Principles of Good Practice in Undergraduate Education</i> are met.</p> <p>The candidate will focus on achieving 3-4 SAs from different categories</p> <p>The candidate will serve in SON committee and one College and University.</p>
4 <sup>th</sup> Year Performance/Retention Evaluation	<p>The candidate will engage in 2 or more SAs from two categories demonstrating teaching effectiveness in Teaching (Instruction, Innovation and Student support).</p> <p>The candidate will achieve in Professional Development 3 SAs from 2 categories At least 1 peer-reviewed publications -or- Podium or poster at regional level or higher</p> <p>The candidate will consider service in college committee or University Committees, consider leadership roles</p>	<p>The candidate will implement teaching 4 SAs or more activities from Instruction, Innovation, and Student Support with one each category (Instruction, Innovation and Student Support)</p> <p>The candidate will achieve in Professional Development 4 SAs from 2 categories At least 1 peer-reviewed publications -and- Podium or poster at regional level or higher</p> <p>The candidate will consider service leadership in college committee and/or</p>

		University Committees with a strong emphasis on Leadership
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**CALIFORNIA STATE UNIVERSITY, CHICO  
SCHOOL OF NURSING  
LECTURER FACULTY EVALUATION GUIDE**

Please Evaluate: \_\_\_\_\_

Peer Evaluation is an important aspect of the retention decision for lecturer faculty. Please provide pertinent information regarding any or all of the following as described in the School of Nursing Personnel Plan:

- A. **Effective Teaching** includes any/all courses taught (general education or Nursing) The SON encourages the creation and support of the innovative high-quality, student-centered learning environments in accordance with principles for good practices in education. Therefore, each SON faculty will be evaluated on the extent to which she/he:
- 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

Examples of the methods by which the faculty may demonstrate the use of those practices will include but are not limited to, the following:

- Uses current theory practice in the preparation of the syllabus and organization of course and class content
- Demonstrates ability to develop course/class objectives and to organize the student learning experiences to meet the specific curriculum content within the nursing program and the learning needs of students
- Uses a variety of teaching strategies that are appropriate to the content and to the learning needs of students.
- Demonstrates ability to enhance instruction with appropriate teaching aids and technology.
- Provides appropriate assignments/organization for the most effective student learning.
- Provides timely feedback on activities and assignments that enhance each student’s learning process.
- Encourages student/teacher and student/student contact and cooperation to enhance the learning process.
- Participates effectively in course and program development, implementation and evaluation/assessment.
- Effectively mentors students
- Demonstrates ability to work effectively with agencies.

- Develops new courses and teaching techniques to enhance each student's learning process
- Student Feedback on Teaching and Learning (SFOT)

(Areas observed may include lecture, discussion, laboratory activity, supervision, and advising. Document the activity and date you observed to support your written comments. Review course materials and relate them to the faculty evaluation.)

- B. If applicable to the lecturer's work assignments - Professional Growth and Achievement:** may include seminars, workshops presented or attended, professional writing, speaking engagements, and research
- C. If applicable to the lecturer's work assignments - Other Contributions to the University:** may include establishment of professional contracts, committee service and positions held at the School, College, and University level, and Recognition beyond the University Committee
- D. Competence required for and willingness to adjust to the University and College-approved School of Nursing Master Plans.**

**Appendix C**  
**CALIFORNIA STATE UNIVERSITY, CHICO**  
**SCHOOL OF NURSING**

**Recommended Appointment Standards for Lecturer Ranges**

The School of Nursing Evaluation Committee will evaluate lecturers for a Range Elevation upon request from eligible lecturer faculty members. (Refer to CBA 12.16-12.20; FPPP 12.1.1 for eligibility).

**Range – A (2)**

The initial appointment at this range has an educational standard of a Baccalaureate or Master's Degree or Recognized Equivalent. Responsibilities: The individual will generally have responsibility for teaching specific lower-division courses, where the course curricula are already well defined. The individual must demonstrate currency through professional activity appropriate to the instructional assignment. Candidates with a terminal degree related to teaching in the discipline shall not be appointed in the Lecturer A classification.

**Range – B (3)**

The initial appointment follows an educational standard of a Master's Degree or Doctorate or Recognized Equivalent such as an alternative degree and additional specialized professional expertise in a relevant field and/or teaching experience that is deemed equivalent to the degree

Responsibilities: The individual will generally have responsibility for preparing and teaching department/program specific courses at multiple levels, including levels beyond lower division. The individual must demonstrate currency through professional activity appropriate to the instructional assignment.

**Range – C (4)**

The initial appointment at this range follows an educational standard of a Terminal Degree for Discipline or Recognized Equivalent.

Responsibilities: The individual will generally have responsibility for developing, preparing, and teaching a variety of courses at multiple levels. Although not required, appointment at this level demonstrates confidence in the individual to teach advanced upper division and/or graduate-level courses. The individual must demonstrate currency through professional activity appropriate to the instructional assignment.

**Range – D (5)**

Range – D (5) Initial appointment at this range demonstrates confidence in the individual as an established senior educator and/or scholar or practitioner of the discipline. This appointment follows an educational standard of a Terminal Degree related to or specifically for the Discipline or Recognized Equivalent such as an alternative degree with recognized and extensive professional expertise in the field and teaching experience that is deemed equivalent to the degree. The individual must demonstrate notable achievement(s) and/or contribution(s) in the field as an educator, practitioner, or scholar.

Responsibilities of the individual will generally include development, preparation, and teaching of a

variety of courses at multiple levels including, as needed, advanced upper division and/or graduate-level courses. The individual must demonstrate currency through professional activity appropriate to the instructional assignment which may contribute to the Department/Unit Strategic Planning and the University or wider community.

### **Range Elevation Criteria**

Professional growth and development for Lecturer range elevation eligibility is defined as “teaching excellence and maintaining currency in the field” unless the faculty member’s work assignment includes duties besides instruction. Accumulated teaching experience alone is not considered “teaching excellence” sufficient for range elevation.

#### Teaching Excellence---

Developing Learning Experiences and Resources---demonstrate a commendable level of facilitating student success by providing evidence of:

- Continually refining and improving teaching practices based on self-reflection and feedback from student and faculty evaluations
- Effectively using course materials that reflect the current state of knowledge and practices in the field
- Clearly aligning assignments and assessments with course outcomes
- Developing, applying, and implementing innovative and effective ways of teaching subject matter to diverse student populations;
- Successfully developing and adapting best pedagogical practices while developing or revising outcomes-based course materials
- Participating in learning and assessment activities sponsored by Faculty Development or TLP
- Developing or leading activities sponsored by Faculty Development or TLP
- Developing and improving teaching and assessment methods
- Developing and revising outcomes-based curriculum and assessment
- Developing innovative or original teaching materials (activities, etc.)
- Contributing to the achievement of department curriculum goals
- Successfully employing new technology to foster student learning objectives
- Curriculum and program development
- Collaborative teaching

Advising, Supervising, Guiding, and Mentoring Students--- demonstrate a commendable level of facilitating student success by providing evidence of:

- Advising and mentoring students
- Supervising teaching assistants and student assistants.
- Advising and mentoring student associations
- Recruitment and retention of students
- Involvement of students in research and creative/process

Maintaining Currency in Subject Areas--- demonstrate a commendable level of professional growth and life-long learning by providing evidence of:

- Increased mastery of the discipline evidenced by additional relevant education or an additional degree
- Contributing to and planning professional development activities on campus
- Presenting original work at professional meetings and conferences
- Collaborative research and creative activity involving the campus and the community
- Publications, exhibitions, and/or performances that advance knowledge
- Research and/or creative activity in discipline related pedagogy
- Editor of a professional publication
- Reviewer for a professional publication
- External fundraising and resource development related to the mission of the University
- Grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission.





## 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 Faculty Affairs and Success via email for review.
- c) Faculty Affairs and Success reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns document to Faculty Affairs and Success.
- e) If not approved, Faculty Affairs and Success forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, Faculty Affairs and Success adds *Provost Designee Approved Date* footer to the document and:
  - a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,
  - b. Uploads document to Faculty Affairs and Success Standards website, and
  - c. Informs Dean and Department Chair/Director of approval with link to Faculty Affairs and Success website location.


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Chair/Director Approval:   
Fay Mitchell Brown (May 7, 2024 15:12 PDT)

Date: May 7, 2024

Dean Review: 

Date: May 8, 2024

Provost/Designee Approval: 

Date: May 8, 2024