P E R S O N N E L   P L A N
Spring 2022

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 FACULTY PERSONNEL,
POLICIES, AND PROCEDURES DOCUMENT Spring 2022
AND THE CBA

This Personnel Plan reflects revisions based on
changes in the 2021-2022 FPPP.
Required to become effective 2022-2023.

CALIFORNIA STATE UNIVERSITY, CHICO
CHICO, CALIFORNIA

Revised by SON Personnel Committee 05/2022
Approved by SON 05/2022
Approved by Provost: 08/2022

Provisional Standard Approved 8-31-22 for AY 22/23 and extended to AY 23/24   Page 1
contingent upon receipt of revision per the 8-31-22 memo and attachments.
Standards must be compliant with the CBA and the FPPP. Conflicts between these standards and the CBA or the FPPP will be
resolved pursuant to the CBA and then FPPP.

SECTION I. <u>INTRODUCTION</u>

The 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. <u>PURPOSES</u>

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 non-tenure-track 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 School's Academic Master Plan.

SECTION III. <u>ASSUMPTIONS</u>

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. 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.
   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 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 or review 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.   <u>RECRUITMENT AND HIRING</u>

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.
   6. Any tenured, probationary or multiple year temporary faculty anticipating an absence for the next academic year must notify the School Director by *March 1* of the year in which the leave is requested. Approval of all leaves/sabbaticals will be contingent on school needs.

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. (The term…is defined to mean —equivalent attainment as it is used in the appointment standard established in the Title 5, Section 4271.

   1. A goal of the SON is to increase the proportion of faculty with doctoral preparation. Tenure track candidate 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 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 non-tenure track 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 Masters 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. The Committee will seek this data actively via telephone and correspondence. Faculty members in the candidate's specialty area (clinical) will be included on the hiring committee to ensure that appropriate specialty consultation occurs. With the advice and assistance of the Committee, 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 interview. This interview will take place with the SON Director, the Personnel or Hiring subcommittee, and faculty member(s) representing the specialty area. If 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. **Non-tenure track/Lecturer Appointments**
   a. Part-time temporary faculty will be appointed after all allocated full-time appointments are made
   b. Temporary faculty are usually assigned to laboratory teaching (clinical or skills).
   c. Rank will be determined by academic and professional experience.
   d. Temporary 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. **Affirmative Action**
   The School of Nursing's recruitment and hiring procedures are consistent with the guidelines established by the University and in accordance with Faculty Personnel, Policies, and Procedures.

SECTION VI. <u>RETENTION, TENURE AND PROMOTION</u>

A. **The Dossier**
   The dossier is a cumulative record of a faculty's professional career since appointment, tenure, or promotion, whichever occurred last. 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 necessary to reflect 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

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 for each of the evaluation areas. In the area of teaching, written reports based on classroom observation will 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 done during the first, third, and fifth year of tenure/tenure track period. The review is performed at the SON and the CNS.
      2. Performance Reviews (Developmental and Judgement Component). This is done during the second, fourth, and sixth year of 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 ranked (see criteria below).
   - In the consideration of promotion, the review process shall only take into account the candidate's record of performance for all years since appointment or the last performance report for promotion, whichever is more recent.

C. **Early Tenure/Promotion**
   1. Early 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. Early promotion is not the normal pattern, and is only considered when candidate believes their record of accomplishments is exceptional and provides documentation to justify request as a special case as stated in the FPPP.
   3. The SON director may initiate early tenure/promotion consideration after careful review of the candidate's file and determine the record is exceptional and warrants special consideration.
   4. To be considered for early promotion the candidate should 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.
   5. To be considered for early promotion, the candidate must demonstrate significant continuity in teaching, professional growth and achievement, and service.

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

A. **Teaching**
The *Vision* of the SON is to empower and transform graduates to meet global health care challenges. The *Mission* of the SON is to prepare professional nurses who are leaders, excellent clinicians and lifelong scholars. The SON encourages the creation and support of innovative high-quality student-centered learning environments. (May have minor revisions at Dayz Away to be in alignment with new University strategic plan).

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.

Effective teaching will be evaluation by the following:
- **Chickering and Gamson** (1987) in the *Seven Principles for Good Practice in Undergraduate Education.* The candidate will use these principles for self-evaluation of teaching
    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

- **Peer Evaluation** (can include class or clinical observation, review of syllabus, handouts, student assignments, feedback given to students, and evaluation methods)
    o Provide a summary of peer classroom and/or clinical observation(s). A minimum of one per academic year is required.
- **Reflection on Peer Evaluation**
    o Provide reflection on peer evaluations

- **Student Feedback on Teaching and Learning (SFOT)**
    o Provide a summary and response to Student Feedback (SFOT) including written comments.
    o What steps will your take to make improvements to student learning

- **Course Development**
    o Include:
        ▪ List of classes taught (include semester and units)
        ▪ Class documents and/or collaboration on course development/delivery
    o Demonstration of current theory and practice in preparation of the syllabus, assignments, and organization of course/class material
    o 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
    o Demonstrate ability to enhance instruction with appropriate teaching aids and technology
    o Use a variety of teaching strategies
    o Provide timely feedback to students on activities and assignments that enhance students' learning process
    o Encourage student/teacher and student/student contact and cooperation to enhance

the learning process
- o Communicate effectively with students, peers, agencies to optimize student the student learning process.

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

B. **Innovation in Instruction**
   Innovation in Instruction (assessed by peer review and letters submitted)
   - Actively and effectively participates in course and/or program development, implementation and evaluation/assessment.
   - Enhances instruction and learning through a variety of innovative pedagogies

C. **Student Support (in addition to teaching assignment)**
   - Advising nursing and pre-nursing students, honors and master's students, student organizations
   - Supervision of student externships
   - Mentoring students in scholarly activities).

PROFESSIONAL GROWTH AND ACHIEVEMENT (Refer to Appendix A Tenure and Promotion Grid)

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 (Two publications required for promotion to full professor)
- Full article-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: $20,000/Associate: $40,000)

- Author/Co-author of funded minor grant of less than (Assistant: $20,000/Associate: $40,000)
- Author/Co-author of non-funded major grant of minimum of (Assistant: $20,000/Associate: $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 certification require documentation of hours.

8. Continuing Education
- The 30 continuing educations units required every two years to maintain your nursing license 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.

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 is encouraged. The SON values faculty that demonstrate 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 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 evaluator assess the candidate's performance in other contribution/service to the university 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.

There are three different descriptors of service:
1. assuming roles on significant committees
2. involvement in the community or profession
3. facilitating activities

There are multiple pathways to serving the university including not-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 should 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)
   - Semester Coordinator
   - Lead Clinical Instructor
   - Chair of a SON Committee (Chair of Committee required for promotion full professor)
   - Member of a SON Committee
   - Mentoring of New Faculty

2. **Service to the College of Natural Sciences**
   - Chair of a College Committee
   - Member of a College Committee

3. **Service to the University**
   - Chair of the Academic Senate
   - Chair of an Academic Senate subcommittee
   - Member of the Academic Senate
   - Chair of University Committee
   - 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

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.

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 Non-Tenure Track/Lecturer Faculty**
        The primary mission of this university is teaching, which shall be the primary criterion for

evaluating part-time and fifteen-unit base 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, temporary 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**

All temporary faculty will undergo an annual review for the initial two personnel cycles, followed by biennial rather than annual reviews. If the candidate's course assignment changes, the review process returns to the initial two-year annual followed by either annual or biennial REVIEW CYCLE. At the discretion of the personnel committee, Department Chair, or upon the candidate's petition, a review may be scheduled in a year succeeding an annual or biennial review.

This evaluation shall include student evaluations of teaching performance, 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**

Temporary unit employees are eligible for an initial three-year appointment pursuant to CBA article 12.12 and shall be evaluated in the academic year preceding the issuance of the initial three-year appointment. This evaluation shall include student evaluations of teaching (SET) for all full-time Temporary faculty will undergo an annual review for the initial two personnel cycles, followed by biennial rather than annual reviews. If the candidate's course assignment changes, the review process returns to the initial two-year annual followed by either annual or biennial review cycle. Evaluation of full-time temporary faculty will follow the periodic evaluation procedures for tenure-track faculty. The timetable for evaluation of full-time Temporary Faculty, regardless of the number of years the individual has served, shall follow the schedule of Periodic Evaluation for probationary faculty, with evaluation notice to the individual due on or before May 15.

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 three tenured faculty members at rank equal to or higher than the candidate and is selected by the School Personnel Committee and the Director. 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 evaluations 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.
   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 total faculty for approval.

SECTION XI.   LAYOFFS AND REINSTATEMENT

Should layoffs be necessary within the SON, the procedure utilized will follow the regulations contained in the Collective Bargaining Agreement

Appendix A: Tenure and Promotion Grid

Tenure-Track Assistant Professor			
	Teaching	Prof Development	Service
Meets Expectations for Tenure	Competency in majority of the instruction evaluative items.	2 SAs from 2 categories	• Service to SON -and- • Minimum 1 College or University committee
Meets Expectations for Promotion: Assistant to Associate Professor	Competency in majority of the instruction evaluative items. -and- Innovation in Instruction or Student Support.	3 SAs from 2 categories • At least 1 peer-reviewed publications -or- • Podium or poster at regional level or higher.	• Serves on SON Committee -and- • Minimum 1 College or University committee
Exceeds Expectations	Significant competency in all three categories of Instruction.	4 SAs from 2 categories • At least 1 peer-reviewed publications -and- • Podium or poster at regional level or higher.	• Committee Chair at SON -and - • Minimum 2 College and/or University committees

Tenure-Track Associate Professor			
	Teaching	Prof Development	Service
Meets Expectations for Tenure	Competency in majority of the instruction evaluative items.	4 SAs from 2 categories • At least 1 peer-reviewed publication -or- • Podium or poster at national level or higher.	• Service to SON -and- • Minimum 1 College or University committee
Meets Expectations for Promotion: Associate to Full Professor	Competency in majority of the instruction evaluative items. -and- Innovation in Instruction or Student Support.	Doctoral Degree 4 SAs from 3 categories • At least 1 peer-reviewed publication -and- • Podium or poster at national level or higher.	• Must serve on at least one College or University committee. • Committee Chair at SON -and- • Additional leadership role at SON, College, University, or community.
Exceeds Expectations	Significant competency in all three categories of Instruction.	6 or more SAs from 2 or more categories • At least 2 peer-reviewed publication -and- • Podium Presentation at National level or higher.	• Must serve as Committee Chair minimum 2 committees at SON • Must serve on 2 College and/or University committees. • Additional leadership role required at SON, College, University, or community.

CALIFORNIA STATE UNIVERSITY, CHICO
SCHOOL OF NURSING
TEMPORARY FACULTY EVALUATION GUIDE

Please Evaluate: _____

Peer Evaluation is an important aspect of the retention decision for temporary 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 Evaluation of Teaching

(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. **Professional Growth and Achievement**: may include seminars, workshops presented or attended, professional writing, speaking engagements and research

C. **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.

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 part-time temporary faculty members. (Refer to FPPP 12.1.1 for eligibility).

Range – L (1)
   Educational Standard: Baccalaureate.
   Responsibilities: The individual will assist with the teaching of a course, but will usually not have complete responsibility for a course. Faculty members in this range typically teach laboratory and activity sections, which include student contact and may also include grading and evaluation of student work.

Range – A (2)
   Educational Standard: 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.

Range – B (3)
   Educational Standard: Master's Degree or Doctorate or Recognized Equivalent.
   Responsibilities: The individual will generally have responsibility for preparing and teaching 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)
   Educational Standard: 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. The individual must demonstrate currency through professional activity appropriate to the instructional assignment.

Range – D (5)
   Educational Standard: 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. The individual must demonstrate currency through professional activity appropriate to the instructional assignment and must also demonstrate substantial professional recognition at and/or beyond the University.

 If a TEMPORARY faculty member's scheduled responsibilities straddle the responsibilities of two or more ranges described below, the appointment shall be to the higher range.

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 Assessment
- 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 Standards Approval Sheet

Process:

a) Department votes, if approved, Department Chair/Director submits to College Dean for review and approval;

b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean approved Word document to OAPL via email for review;

c) OAPL reviews for compliance with CBA/FPPP, consults with the dean, then forwards OAPL approved document to Provost for approval;

d) Provost reviews and approves, recommending changes if necessary, then returns approved document to OAPL.

e) If not approved, OAPL forwards requested changes for revision and re-submission.

f) If approved, OAPL adds *Provost Approved Date* footnote to page 1 of the document:

    a. Routes this approval sheet with approved Standard 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.

Approvals:

Chair/Director: _Karin L. Lightfoot_____ Date:_Sep 2, 2022_____

Dean:_____David M. Hassanzahl_____ Date:_Sep 2, 2022_____

OAPL:_____Mahalley D. Allen_____ Date:_Sep 2, 2022_____

Provost:_____ Date:_Sep 4, 2022_____

MEMORANDUM

DATE: August 31, 2022

TO: Karin Lightfoot, Department Chair

CC: David Hassenzahl, Dean

FROM: Mahalley D. Allen, Associate Vice President for Academic Personnel

SUBJECT: Provisional Approval of NURS Department RTP Standards

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

Provost Larson has provisionally approved the attached department standards for the 2022-2023 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

- Clarify period of review in section VI. D
- Properly reflect the FPPP criteria for accelerated at each level.
- Provide definitions/criteria to the ill-defined terminology used in section D, such as: "excellence, competence, satisfactory, consummate, adequate, appreciable."
- Document – especially so within the area of instruction - provides examples of data or evidence but does not define what is needed to achieve a rating of meet, exceeds, or does not other than relying on ill-defined (and then ambiguous) terminology. A little bit better with PGA, but information is confusing as written.
- Make sure to reference the Appendix A grid within the narrative and define the word "competency." Clear up the questions embedded into the grid.
- Miscellaneous comments are provided to improve the document. There are many statements to older requirements that are no longer applicable.

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

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.

2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the

likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.

3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.

4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Monday, January 23, 2023, so that the Office of Academic Personnel and Provost Larson have adequate time to review the revisions prior to the start of the 2023-2024 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](#). You may now provide these provisionally approved standards to faculty in your department.