

*The Department of Physics strives to maintain and enhance a long tradition of collegiality, professional responsibility, and mutual respect. This document is intended to promote these same goals.*

## I. STRUCTURE

The Department of Physics Retention, Tenure, and Promotion (RTP) Personnel Committee shall be constituted according to all appropriate guidelines and regulations that include but are not limited to the CBA and FPPP section 4.

- A. The membership of the committee shall consist of at least three members. A majority of members of a *Department Personnel Committee* shall come from within the Department, where possible. (FPPP 4.1.4, 4.1.9.a).
- B. For the review of joint-appointment faculty, it is natural that the membership of the committee be augmented by a faculty member from the other department in the joint appointment, and we strongly encourage this action. The selection of this additional committee member shall be done by the departmental Personnel committee. The Personnel Committee (or its chair) should discuss the selection with the faculty member under review to ensure the most effective evaluation.
- C. The eligible departmental faculty shall consist of all full-time, tenured faculty members (FPPP 4.1.4).
- D. FERP faculty may be elected to a *Personnel Committee* only if they will be employed during the entire portion of a faculty member's review cycle for which that committee is responsible. (FPPP 4.1.4.b.2).
- E. Department Chairs may participate as members of the Department *Personnel Committee* when the committee is undertaking a *periodic evaluation* or a *performance review*. Such membership counts towards the committee's required size. (FPPP 4.1.10.a)
- F. No faculty member may serve on the committee if they are the subject of a *periodic evaluation* or a *performance review* that year. (FPPP 4.1.6).
- G. Faculty members shall not serve on more than one committee level of peer review. (FPPP 4.1.1)
- H. In promotion considerations, peer review committee members must have a higher rank/classification than those being considered for promotion (FPPP 4.1.5)
- I. If the Department Chair does not serve on the Personnel Committee they will serve as a separate level of review within the Department.
- J. The committee will be elected after the selection of the College Personnel Committee.

K. The members of the committee shall be elected in accordance with the department election guidelines.

## II. PROCEDURES

The Committee will operate under and be knowledgeable of all of the appropriate guidelines and regulations which include, but are not limited to the CBA and the FPPP.

- A. Each *Personnel Committee* and subcommittee shall elect a chair and a secretary (FPPP 4.2.1).
- B. A quorum consisting of a majority must be present in order for the Committee to conduct its business.
- C. When the Committee meets to vote on the reports and recommendations, all members must vote, either in person or by proxy. If a member abstains from voting, the member shall submit a written reason for the abstention.
- D. In matters of retention, tenure and promotion, the Committee will follow the procedures and the special criteria established by and approved for the Department of Physics. In the event of any inconsistency between this document and either the FPPP or the CBA, the FPPP and/or the CBA will take precedence.
- E. At least one Committee member shall make a classroom visit for each faculty member under review. The Department Chair will also visit if he/she serves as an independent level of review. A written report of each visit will become a part of the personnel file of the candidate.
- F. *Periodic evaluations* and *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 31st 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. (FPPP 10.1.11).
- G. In consideration of tenure or promotion to associate professor, the period of review shall be the entire *probationary* period (including years of prior service credit, if any). Consideration shall be given to the development and continuity of the candidate's total performance during the review period. Where prior credits have been granted, these credits plus performance rendered since being appointed to the faculty at California State University, Chico shall, together, constitute the data base for the review. (FPPP 10.4.4.a). 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. (FPPP 11.1.2).
- H. *Personnel Committees* may be divided into subcommittees, with the division of work being determined by the *Personnel Committee*. In cases where this is done, the subcommittee rather than the entire *Personnel Committee* is responsible for the complete and thorough review and

evaluation of data and making *recommendations* on each candidate. Subcommittee *reports* and *recommendations* shall be submitted to the entire *Personnel Committee* for endorsement, after which the *reports* and *recommendations* are forwarded to the Department Chair or College Dean as appropriate (FPPP 4.1.3).

- I. The committee's report will include a written evaluation of the evidence contained in the WPAF. The committee's evaluation must address the evidence with respect to the requirements for retention (FPPP 10.4.3), tenure (FPPP 10.4.4), or promotion (FPPP 10.4.5), the definitions of evaluation ratings (FPPP 10.3.3) and the Special Criteria and Standards of the Physics Department. The committee will evaluate candidates based upon the quality, quantity and continuity of their performance as faculty members in pursuit of our department's mission.
- J. The committee's report can only be based on evidence in the WPAF (FPPP 7.0.16). The committee should assist the candidate in making certain that the WPAF accurately reflects the full performance record. It is the responsibility of the candidate with the assistance of the Department to make certain that all materials needed for a favorable review are in the WPAF (FPPP 8.1.1.b.1), while it is the committee chair's responsibility to see that all materials needed for a thorough evaluation are included in the WPAF (FPPP 8.1.1.b).
- K. The candidate should indicate in the dossier the category in which (Instruction, Professional Growth and Achievement, Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and to the Community) each piece of evidence should be considered. Specific pieces of evidence, e.g. a published paper, may only be considered in a single category.
- L. The Committee (or sub-committee) will meet with each candidate after reviewing the WPAF but before writing its report (FPPP 10.2.6).

### III. CRITERIA FOR RETENTION, TENURE, AND PROMOTION.

*The mission of the Department of Physics is to "provide the highest quality undergraduate education in physics." All standards and criteria should be considered as contributing to our pursuit of this mission. Accordingly, in what follows we state how we envision each category (Instruction, Professional Growth and Achievement, Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and to the Community) contributing to our mission. This statement is followed by a list of typical activities that a faculty member undertakes, in whole or in part to help fulfill our mission.*

In each area of review (Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and to the Community) all performance review reports conclude with a single-word summary evaluation, or *rating* (FPPP 10.3.3): Exceeds, Meets, or Does Not Meet Expectations. Therefore, it is helpful to candidates and reviewers to specify a) what ratings are typically required to produce a recommendation for tenure or promotion and b) what work is necessary to achieve a given rating.

Probationary, tenure-track faculty normally undergo a *retention* performance review every two years (typically these occur in the 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> years) (FPPP 10.1.5). The timing of the performance reviews may be adjusted for cases of service credit or accelerated tenure and promotion. The record of candidates undergoing a performance review for the purposes of retention should demonstrate that they have a reasonable chance of obtaining tenure in due course (FPPP 10.4.3). A rating of "Exceeds Expectations" should only be assigned at any level of review if the candidate meets the criteria for Exceeds Expectations for promotion to Associate or Full. A complete discussion of the criteria for Tenure and Promotion can be found in the appropriate sections. At the Performance Reviews, the committee should consider the overall trajectory of the candidate.

The following table provides a guide (for both the candidate and evaluators) for a rating of "Meets Expectations" during performance reviews at the different levels of retention, tenure, and promotion.

	Instruction Area 1	Instruction Areas 2-4	Professional Growth	Service
Performance Review for Retention 1st - 2nd year	M	*	*	*
Performance Review for Retention 3rd - 5th year	M	1 Tier 2 accomplishment	1 Tier 2 accomplishment	1 Tier 1 activity
Tenure	M	1 Tier 1 accomplishment	2 Tier 1 accomplishments	2 Tier 1 activities
Promotion to Associate	M	1 Tier 1 accomplishment	3 Tier 1 accomplishments	3 Tier 1 activities
Promotion to Full	M	1 Tier 1 accomplishment**	3 Tier 1 accomplishments**	3 Tier 1 activities**

\*Specific accomplishments are not required for a rating of Meets Expectations in any category in 1st and 2nd year reviews. Instead, the committee should consider documented progress in each category.

\*\*Cannot duplicate those used for promotion to Associate.

A rating of "Meets Expectations" in Instruction generally means the candidate Meets Expectations in Area 1 *and* in any combination of Areas 2 - 4.

A rating of "Does Not Meet Expectations" in one area during a Performance Review for retention indicates that "the candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation" (FPPP 10.3.3). The Department Personnel Committee should highlight the "significant deficiencies" (FPPP 10.3.3). According to the FPPP "The significant deficiencies identified require immediate attention and correction" (FPPP 10.3.3). The candidate must address these deficiencies in the next round of review and document the steps taken to correct the deficiencies. In consideration for retention, the committee should consider the entire trajectory of the candidate to determine if there is a "reasonable possibility of obtaining tenure in due course" (FPPP 10.4.3). A candidate with a rating of "Does not meet expectations" can be recommended for retention if the committee determines there is a reasonable possibility of correcting the deficiency and obtaining tenure.

A rating of "Does not Meet Expectations" in one area during a Performance Review for tenure or promotion is assigned for any work that does not qualify for a rating of "Meets Expectations". ***A candidate rated as "Does Not Meet Expectations" in any area will not be recommended for tenure or promotion.***

A recommendation by the Committee for accelerated tenure or promotion to associate professor only occurs if a candidate is judged to be "exceptional". Such "exceptional record" justification must be determined, *ipso facto*, on an individual case basis. To qualify the candidate must: (1) be rated Exceeds Expectations in all three categories of evaluation; *and* (2) demonstrate the likelihood that this high level of performance will continue; *and* (3) have worked a minimum of one academic year under the conditions similar to their department's typical fulltime assignment. (FPPP 10.5.3). The requirements to meet exceeds

expectations in all three categories are defined below within each section pertaining to the three categories.

To qualify for accelerated promotion to full professor the candidate must: (1) be ranked Exceeds Expectations in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; and (2) demonstrate the likelihood that their exceptional performance will continue, and (3) clearly demonstrate substantial professional recognition at and beyond the University itself. In as much as consideration of accelerated promotion to full professor is not the normal pattern, a recommendation for accelerated promotion must be accompanied by its justification as an exceptional record at each level of review. (FPPP 11.1.3)

Beyond simply rating the candidate and making the appropriate retention recommendation, it is particularly important that the committee report give constructive guidance concerning the candidate's trajectory toward tenure and promotion. In this same collegial spirit, the department strongly recommends that at the conclusion of the entire review process the retention candidate requests to meet with the department chair and Personnel committee to discuss and clarify issues regarding tenure and promotion.

In what follows the Department of Physics has attempted to quantify certain *typical* minimums of activity in the three areas of activity: Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and to the Community. We strongly emphasize that these quantified minimums are a *typical* set of achievements that a candidate *could* pursue, but that other achievements of equivalent value may stand in place of these quantified minimums.

The purpose of the minimums stated below is not to restrict the candidate's range of work, but to aid both the candidate and the personnel committee by providing *an example set* of achievements that would merit a positive recommendation for personnel action.

#### A. INSTRUCTION:

The department values faculty that demonstrate a commitment to student learning by the energy, time, and care that they devote to the creation and support of innovative, high-quality, student-centered

learning environments. This commitment may be demonstrated in any or all of the three areas: general education, service courses, and physics degree programs. Evidence of this commitment is demonstrated by activities that lie in one of the following four areas:

1. Establishing and maintaining academically rigorous and effective classroom instruction
2. Developing or implementing innovation in undergraduate physics education.
3. Creating new courses or programs that help the department fulfill its mission.
4. Mentoring students outside of the classroom

Since area (1) is central to the department's mission, all faculty members under review must meet or exceed expectations in this area to be recommended for tenure or promotion. This is emphasized in the FPPP as well, "Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion of teaching faculty." (10.2.5a)

For area (1) the committee shall consider and evaluate the following evidence for rigor and effectiveness in classroom instruction:

- Syllabi, assignments, exams and other course materials created by the instructor
- Samples of student work
- Reports of class visits by committee members and others, e.g. chair and dean
- Student feedback on teaching and learning (SFOTs)
- Reflection on SFOTs and classroom visits
- Other evidence provided by the faculty member under review, such as pre/post test results or other relevant metrics.

In order to meet or exceed expectations in area (1) the evidence should demonstrate that the candidate

- Focuses on student learning.
- Implements formative assessment.
- Fosters a classroom learning community.
- Implements inclusive pedagogical practices.
- Sets high standards and communicates them to students.



These criteria are further elaborated and explained in the appendix. The Department of Physics expects the candidate to engage in teaching activities beyond area (1). Therefore, candidates must demonstrate work in at least one of the remaining areas (2-4) to meet or exceed expectations for the category of Instruction.

The following activities constitute typical minimums of expectation for tenure and promotion to associate professor or full professor:

Meets expectations rating for 1st and 2nd year review:

- Meets Expectations in Area 1  
The candidate should document progress and plans beyond Area 1 to demonstrate they are on track to achieve tenure in due course. There is no specified minimum requirement in Areas 2 – 4 of instruction.

Meets expectations rating for 3rd, 4th, and 5th year review:

- Meets Expectations in Area 1
- One Tier 2 accomplishment

Meets expectations rating for Tenure and Promotion to Associate or Full:

- Meets Expectations in Area 1 *and*
- One Tier 1 accomplishment that may be substituted with two Tier 2 accomplishments related to the areas 2 - 4 of instruction

Exceeds expectations rating for any review period:

- Meets the same requirements as "Meets Expectations" plus one additional Tier 1 accomplishment that may be substituted with two Tier 2 accomplishments related to areas 2 - 4 of instruction.

Tier 1 accomplishments related to the areas 2 - 4 of instruction include activities such as

- Receiving teaching grants and awards external to the CSU system
- Publishing peer-reviewed works such as but not limited to a peer reviewed book or book chapter, a refereed journal publication, a refereed conference proceedings paper.
- Development of new courses

- Mentoring resulting in student publications and/or recognition such as students' awards received through nomination by the candidate, external student fellowships obtained by the candidate, or similar
- Similar work of equivalent effort and impact as demonstrated and documented by the candidate.

Tier 2 accomplishments related to the areas 2 - 4 of instruction include activities such as

- A presentation, invited or contributed, at a professional conference
- A significant re-design of an existing course to improve student outcomes including but not limited to the incorporation of inclusive pedagogy or significant efforts to improve equity gaps
- Receiving a College, University, or CSU System wide grant to make a significant course improvement
- Conducting research mentoring equivalent to mentoring one or two students in research for two summers or an equivalent amount of research mentoring during the academic year as documented by the candidate
- Serving as the Single Subject Credential Advisor for at least 3 students
- Serving as Society of Physics Students Advisor for two years
- Similar work of equivalent effort and impact as demonstrated and documented by the candidate.

For each accomplishment the effort and impact should be documented by the candidate. As previously stated these quantitative minimums are *examples* of the minimum level of achievement associated with a particular rating. The committee must *always consider the quality, continuity, and level of effort* associated with any activity documented by the candidate. For example, a ranking of "Exceeds Expectations" in instruction is based on evidence that "demonstrates the candidate's consummate professionalism and exceptional skill" (FPPP 10.3.3), while a ranking of "Meets Expectations" is based on evidence that "demonstrates the candidate's professionalism and competence" (FPPP 10.3.3). The committee shall also carefully consider the value of documented activities that have yet to yield publications or presentations, e.g. a book in progress. Any effort that does not qualify for a ranking of "Meets Expectations" results in a ranking of "Does Not Meet Expectations".

## B. PROFESSIONAL GROWTH AND ACHIEVEMENT:

*The department values faculty that demonstrate a commitment to professional growth and achievement. The Department's Mission defines professional growth and achievement as not only that which deepens a faculty member's scientific knowledge, "but also that which is designed to improve their pedagogic skills." Scientific scholarship has intrinsic merit, but scholarship that enhances the student-centered learning experience directly advances the Mission of the Department and shall be considered of special value. Evidence of this commitment is demonstrated by activities that lie in:*

1. Physics or Applied Physics
2. Physics Education or Science Education
3. Astronomy and Astrophysics
4. Interdisciplinary Work

The following sets of activities constitute *typical* minimums of expectation in professional growth and achievement:

Meets Expectations for 1<sup>st</sup> and 2<sup>nd</sup> year review:

- The candidate should document progress and plans in professional growth to demonstrate they are on track to achieve tenure in due course. There is no specified minimum requirement.

Meets Expectations for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> year review:

- One Tier 2 accomplishment

Meets Expectations rating for Tenure:

- One Tier 1 accomplishment that may not be substituted with two Tier 2 accomplishments and,
- One additional Tier 1 accomplishment that may be substituted with two Tier 2 accomplishments\*\*

Meets Expectations rating for Promotion to Associate or Promotion to Full:

- Meets the same requirements as "Meets Expectations for Tenure" plus one additional Tier 1 accomplishment that may be substituted with two Tier 2 accomplishments.

Exceeds Expectations rating for any review period:

- Meets the same requirements as “Meets Expectations for Promotion to Associate” or “Meets Expectations for Promotion to Full” plus one additional Tier 1 accomplishment that may be substituted with two Tier 2 accomplishments.

Tier 1 accomplishments include activities such as

- PI or co-PI on grants and awards external to the CSU system
- Publishing peer-reviewed works such as but not limited to a peer reviewed book or book chapter, a refereed journal publication, a refereed conference proceedings paper etc.
- Mentoring resulting in student publication and/or recognition
- PI or co-PI on a successful proposal for a significant amount of time awarded on a competitive basis at a nationally funded institution such as a telescope or national lab
- Non-printed media, computer software or other non-traditional work
- Development of new technology or patent
- Similar work of equivalent effort and impact as demonstrated and documented by the candidate.

Tier 2 accomplishments include activities such as

- A research presentation, invited or contributed, at a professional conference or university.
- Mentoring resulting in student presentations at a professional conference
- Receiving a University or CSU System wide grant.
- A submitted, reviewed, and unfunded grant proposal external to the CSU system.
- Conducting research mentoring equivalent to mentoring one or two students in research for two summers or an equivalent amount of research mentoring during the academic year as documented by the candidate
- Similar work of equivalent effort and impact as demonstrated and documented by the candidate.

For each accomplishment the effort and impact, should be documented by the candidate. As previously stated, these quantitative minimums are *examples* of the minimum level of achievement associated with a particular rating. The committee must *always consider the quality, continuity and level of effort* associated with any activity documented by the candidate. For example, ranking of “Exceeds Expectations” is based

on evidence that "demonstrates the candidate's significant, highly regarded scholarly and professional activities that contribute to students, to the discipline, and to the professional community" (FPPP 10.3.3), while a ranking of "Meets Expectations" is based on evidence that "demonstrates the candidate's appreciable scholarly and professional activities that contribute to students, to the discipline, and to the professional community" (FPPP 10.3.3). The committee shall consider the fact that a single publication of significant quality, or representing substantial and/or long-term effort, may well constitute an achievement equal to or greater than that of two lesser publications. The committee shall also carefully consider the value of documented activities that have yet to yield publications or presentations, e.g. book in progress.

The department highly values mentoring that leads to student publications and/or presentations, and such student work may contribute to the publication and presentation record of the candidate. However, publications and presentations counted in the area of instruction cannot also be counted in the area of professional growth and achievement.

C. SERVICE THAT CONTRIBUTES TO THE STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, UNIVERSITY, AND TO THE COMMUNITY:

*The department values faculty that demonstrate a commitment to serving the department, college, university and larger communities. The Department's Mission states, "the well rounded students we seek to educate should develop a strong sense of the value of service to others." Our faculty should set a high standard for students to emulate. Evidence of this commitment is demonstrated by activities that lie in one of the following four areas:*

1. Participation in governance at the departmental, college or university level
2. Performance of departmental, college or university service
3. Participation in professional or community service organizations
4. K-12 outreach and other community service

A candidate's service is particularly vital at the departmental level, since active participation of its faculty is necessary for the health of the

Department. Therefore, *all faculty* should (a) demonstrate a willingness and ability to cooperate and work effectively with faculty and staff members of the department; and (b) show a genuine interest in departmental activities and problems.

In addition to demonstrating this overall ability to work productively with departmental faculty and staff, a candidate's service should include specific service activities. The following are examples of tier 1 and tier 2 activities:

Meets Expectations for 1<sup>st</sup> and 2<sup>nd</sup> year review:

- The candidate should document progress and plans in service that contributes to the strategic plans and goals of the department/unit, college, university, and to the community to demonstrate they are on track to achieve tenure in due course. There is no specified minimum requirement.

Meets Expectations for 3rd, 4th, and 5th year review:

- One Tier 1 Activity that may be substituted with two Tier 2 activities

Meets Expectations rating for Tenure:

- One Tier 1 Activity and
- One Tier 1 Activity that may be substituted with two Tier 2 activities

Meets Expectations rating for Promotion to Associate or Full:

- Meets the same requirements as "Meets Expectations for Tenure" plus one additional Tier 1 activity. This additional Tier 1 activity may be substituted with two Tier 2 activities beyond the department.

Exceeds Expectations rating for any review period:

- Meets the same requirements as "Meets Expectations" for Promotion to Associate" or "Meets Expectations for Promotion to Full" plus one additional Tier 1 activity that may be substituted with two Tier 2 activities

Examples of Tier 1 Activities:

- Chairing 1 university committee for a full term.
- Chairing 1 college committee for a full term.
- Chairing 2 departmental committees for a length of an Academic year
- Chairing the Physics Department for a term.
- Serving on a federal level grant review panel

- Similar work of equivalent effort and impact as demonstrated and documented by the candidate: for example serving on a major departmental committee such as a tenure track hiring committee, the departmental personnel committee for an academic year, or rewriting the departmental RTP standards document.

Examples of Tier 2 Activities:

- Serving a full term on 1 university committee.
- Serving a full term on 1 college committee.
- Serving on 2 departmental committees each for a length of an Academic year or equivalent
- Contributing in a significant manner to the scientific community at large, examples of such may include, but are not limited to:
  - Peer reviewing two scientific papers or grants
  - Assuming a key role in organizing a professional conference
- Participating in a significant amount of service to the scientific community at large, significance to be demonstrated and documented by the candidate.
- Assuming a significant role in the organization of, creation of, and/or continued participation in regularly scheduled community engagement events: significance to be demonstrated and documented by the candidate.
- Organizing a major community engagement event, examples of such may include, but are not limited to:
  - Having a key role in organizing poster competitions at the K-12 Level
  - Assuming a key role in organizing new regularly occurring community engagement programs at the public or K-12 levels.
- Participating in a significant amount of service to the community, college, university, and/or the scientific community at large, significance to be demonstrated and documented by the candidate.
- Serving as Society of Physics Students Advisor for two years
- Serving as the Single Subject Credential Advisor for at least 3 students
- Similar work of equivalent effort and impact, as demonstrated and documented by the candidate.

For each activity the effort and impact should be documented by the candidate. The department recognizes that all committees 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 any committee activity.* For example, a ranking of "Exceeds Expectations" is evidenced by "assuming key roles on significant committees" (FPPP 10.3.3), while a ranking of "Meets Expectations" is evidenced by "occasionally assuming roles on significant committees" (FPPP 10.3.3). It is in the candidate's interest for them to document heavy workload committees and/or document special responsibilities assumed, e.g. serving as committee chair, and/or time and effort spent engaged in committee service.

The department recognizes that a candidate may make significant service contributions to the university outside of a committee setting, for example: university senator, departmental chair, SPS advisor, or liberal studies advisor.

The department recognizes that a candidate may make significant service contributions that, while formally outside of the university, do promote the department, college, or university mission. Typically, this work is within the community or a professional society. However, the candidate must still demonstrate service at the departmental *and* college levels.

The department recognizes that CSU Chico's Strategic Plan includes service to the surrounding community, and as such significant community engagement may contribute toward the service area for retention and promotion. The significance of engagement will be decided by the RTP committee upon receiving evidence.

The department recognizes that joint-appointment faculty have service commitments to two departments. Given this fact, it is entirely appropriate for the Personnel Committee to consider the candidate's departmental, college, and university service work done as a member of the second department.

#### **IV. PERIODIC EVALUATION OF LECTURER FACULTY**

As stated in FPPP section 9.1, lecturer faculty will undergo an annual evaluation of teaching effectiveness for the initial two personnel cycles of their appointment, followed thereafter by biennial reviews and then



by reviews during the third year of their three-year appointment when applicable<sup>1</sup> (FPPP 9.1.4).

All lecturer faculty members eligible for an initial three-year appointment pursuant to CBA Article 12.12 shall be evaluated in the academic year preceding the issuance of the initial three-year appointment (FPPP 9.1.4b). The evaluation shall consider the faculty member's cumulative work over the six or more years of consecutive service on the same campus that make up the qualifying period for the initial three-year appointment. (FPPP 9.1.4.b).

All lecturer faculty members holding three-year appointments and eligible for subsequent reappointment pursuant to CBA Articles 12.13, 15.26 and 15.29 shall be evaluated in the third year of their appointment and may be evaluated more frequently upon request as specified by the CBA and the FPPP. The evaluation shall consider the faculty member's cumulative work (9.1.4d)

Lecturer faculty who (1) are not eligible for more SSIs in their current range, and (2) have been employed in their current range for at least five years are eligible for range elevation. (FPPP 12.1.1) Pursuant to CBA 12.18

The personnel committee report shall contain an evaluation of whether the lecturer's performance is satisfactory (FPPP 9.1.3). If the performance is not satisfactory then the reasons for this conclusion should be included in the report. The committee shall consider and evaluate the following evidence for satisfactory classroom instruction:

- Syllabi, assignments, exams and other course materials created by the instructor
- Samples of student work
- Reports of class visits by committee members and others, e.g. chair and dean
- Student feedback on teaching and learning (SFOTs)
- Reflection on SFOTs and classroom visits
- Other evidence provided by the faculty member under review, such as pre/post test results or other relevant metrics.

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<sup>1</sup> There are a number of cases where the frequency of review may be altered at the discretion of the lecturer, the personnel committee, and/or the department chair, dean etc. More details on this may be found in the FPPP.

While a member of the personnel committee or other designee will conduct a minimum of one classroom visit, it is the responsibility of the faculty member to submit additional evidence of their teaching effectiveness such as those listed above.

In order to meet satisfactory expectations in the area of instruction the evidence should demonstrate that the candidate:

- Focuses on student learning.
- Implements formative assessment.
- Fosters a classroom learning community.
- Implements inclusive pedagogical practices.
- Sets high standards and communicates them to students.

These criteria are further elaborated and explained in Appendix A. Periodic evaluations that demonstrate the teaching excellence of the candidate may be used as evidence if and when a lecturer faculty pursues range elevation, see below.

## **V. PROCEDURES FOR LECTURER RETENTION**

- A. The Committee will operate under and be knowledgeable of all of the appropriate guidelines and regulations which include, but are not limited to the CBA and the FPPP.
- B. The evaluation shall consider the lecturer faculty member's work performance over the appropriate time frame as defined in the FPPP and stated above in section VII of this document (FPPP 9.1.4.a, 9.1.4.b, 9.1.4.d).
- C. An initial or subsequent three-year appointment shall be offered when the Appropriate Administrator determines, based on the personnel action file, that an eligible lecturer faculty member has performed in a satisfactory manner, and absent documented serious conduct problems (9.1.4.c).
- D. If an initial or subsequent three-year appointment is not offered, the reasons for this determination shall be documented by the Appropriate Effective Administrator and placed in the personnel action file (9.1.4.c, 9.1.4.e).

## VI. PROCEDURES FOR RANGE ELEVATION

- A. The Committee will operate under and be knowledgeable of all of the appropriate guidelines and regulations which include, but are not limited to the CBA and the FPPP.
- B. Lecturers who meet the criteria listed in FPPP subsection 12.1.1 will be notified thirty days prior to the commencement of the annual campus range elevation process and reminded that receipt of a previous FMI may affect their eligibility for range elevation (CBA 12.18, FPPP 12.2.2.a)
- C. The consideration process of range elevation shall start with an application by the candidate, in accordance with the FPPP subsection 12.2.1. This must be received by March 10<sup>th</sup>.
- D. The Committee will operate under and be knowledgeable of all of the appropriate guidelines and regulations which include, but are not limited to the CBA and the FPPP.
- E. Each *Personnel Committee* and subcommittee shall elect a chair and a secretary (FPPP 4.2.1).
- F. A quorum consisting of a majority must be present in order for the Committee to conduct its business.
- G. When the Committee meets to vote on the reports and recommendations, all members must vote, either in person or by proxy. If a member abstains from voting, the member shall submit a written reason for the abstention.
- H. In matters of lecturer retention and range elevation the Committee will follow the procedures and the special criteria established by and approved for the Department of Physics. In the event of any inconsistency between this document and either the FPPP or the CBA, the FPPP and/or the CBA will take precedence.
- I. At least one Committee member shall make a classroom visit for each lecturer faculty member under review. The Department Chair will also visit if they serve as an independent level of review. A written report of each visit will become a part of the personnel file of the candidate.
- J. The committee's report will include a written evaluation of the evidence contained in the WPAF. The committee's evaluation must address the evidence with respect to the requirements for the definitions of evaluation ratings (FPPP 12.1.1) and the Special Criteria and Standards of the Physics Department. The committee will evaluate candidates based upon the quality, quantity, and continuity of their performance as faculty members in pursuit of our department's mission.
- K. The Committee should submit their written recommendation for range elevation to the chair, then chair will add their own recommendation and forward both to the Dean.

## VII. CRITERIA AND STANDARDS FOR RANGE ELEVATION

Since lecturer and period/tenure track faculty are colleagues, the criteria for Range Elevation (RE) should mirror the commitment to teaching excellence and currency in the field of instruction detailed in the criteria for tenure and promotion. It is equally true that the RE criteria must reflect the clear *differences* in work assignments for lecturer and tenure/tenure track faculty.

The Department of Physics appoints lecturer faculty for purposes of classroom instruction, therefore they are evaluated exclusively on their instructional performance. The dossier of a RE candidate should present evidence from courses in which the lecturer is the primary instructor of record and is primarily responsible for the course structure and content.

Range elevation is based on an evaluation of teaching excellence and maintaining currency in the field. Typical demonstrations of teaching excellence and maintaining currency in instruction are as defined in section IV. As with that section, the activities described below are a *typical* set of achievements that a candidate *could* pursue, and other achievements of equivalent value may stand in place of these minima. Consideration should be made of activities since the initial appointment or last range elevation, whichever is most recent. (FPPP 12.1.2.c)

Demonstration of teaching excellence and currency sufficient for range elevation from A to B:

- Demonstration of teaching excellence as defined in section VII on the Periodic Evaluation of Lecturers

Demonstration of teaching excellence and currency sufficient for range elevation from B to C:

- Demonstration of teaching excellence as defined in section VII on the Periodic Evaluation of Lecturers *and*
- One Tier 1\*\* accomplishment that demonstrates currency in the field

Demonstration of teaching excellence and currency sufficient for range elevation from C to D:

- Demonstration of teaching excellence as defined in section VII on the Periodic Evaluation of Lecturer and
- Two Tier 1\*\* accomplishments that demonstrate currency in the field

\*\*These Tier 1 accomplishments may be replaced by two Tier 2 accomplishments

Tier 1 accomplishments that demonstrate currency in the field include activities such as

- Receiving teaching grants and awards external to the CSU system
- Publishing peer-reviewed works such as but not limited to a peer reviewed book or book chapter, a refereed journal publication, a refereed conference proceedings paper.
- Development of new courses
- Mentoring resulting in student publications and/or recognition such as students' awards received through nomination by the candidate, external student fellowships obtained by the candidate, or similar
- PI or co-PI on grants and awards external to the CSU system
- Publishing peer-reviewed works such as but not limited to a peer reviewed book or book chapter, a refereed journal publication, a refereed conference proceedings paper etc.
- Mentoring resulting in student publication and/or recognition
- PI or co-PI on a successful proposal for a significant amount of time awarded on a competitive basis at a nationally funded institution such as a telescope or national lab
- Non-printed media, computer software or other non-traditional work
- Development of new technology or patent
- Chairing 1 university committee for a full term.
- Chairing 1 college committee for a full term.
- Chairing 2 departmental committees for a length of an Academic year
- Chairing the Physics Department for a term.
- Serving on a federal level grant review panel
- Similar work of equivalent effort and impact as demonstrated and documented by the candidate for example serving on a major departmental committee such as a tenure track hiring committee, the departmental personnel committee for an academic year, or rewriting the departmental RTP standards document.

Tier 2 accomplishments that demonstrate currency in the field include activities such as

- A research presentation, invited or contributed, at a professional conference or university.
- Mentoring resulting in student presentations at a professional conference
- Receiving a University or CSU System wide grant.
- A submitted, reviewed, and unfunded grant proposal external to the CSU system.

- Conducting research mentoring equivalent to mentoring one or two students in research for two summers or an equivalent amount of research mentoring during the academic year as documented by the candidate
- A significant re-design of an existing course to improve student outcomes including but not limited to the incorporation of inclusive pedagogy or significant efforts to improve equity gaps
- Receiving a College, University, or CSU System wide grant to make a significant course improvement
- Conducting research mentoring equivalent to mentoring one or two students in research for two summers or an equivalent amount of research mentoring during the academic year as documented by the candidate
- Serving a full term on 1 university committee.
- Serving a full term on 1 college committee.
- Serving on 2 departmental committees each for a length of an Academic year or equivalent
- Contributing in a significant manner to the scientific community at large, examples of such may include, but are not limited to:
  - Peer reviewing two scientific papers or grants
  - Assuming a key role in organizing a professional conference
- Participating in a significant amount of service to the scientific community at large, significance to be demonstrated and documented by the candidate.
- Assuming a significant role in the organization of, creation of, and/or continued participation in regularly scheduled community engagement events: significance to be demonstrated and documented by the candidate.
- Organizing a major community engagement event, examples of such may include, but are not limited to:
  - Having a key role in organizing poster competitions at the K-12 Level
  - Assuming a key role in organizing new regularly occurring community engagement programs at the public or K-12 levels.
- Participating in a significant amount of service to the community, college, university, and/or the scientific community at large, significance to be demonstrated and documented by the candidate.
- Serving as Society of Physics Students Advisor for two years
- Serving as the Single Subject Credential Advisor for at least 3 students

- Similar work of equivalent effort and impact as demonstrated and documented by the candidate.

In the event that a lecturer faculty is assigned duties outside of instruction, their dossier should indicate their excellence and currency in a way that is appropriate to the non-instructional elements of their work assignment. (FPPP 12.1.2.d.2)

Nothing in the above criteria and standards is intended to conflict with the FPPP *or* CBA; should there be a conflict, the FPPP and/or CBA shall take precedence. All FPPP references refer to the 2022/2023 FPPP. Should the FPPP be updated, refer to the appropriate updated sections.

## VIII. Appendix: The criteria for establishing and maintaining academically rigorous and effective classroom instruction

We have considered multiple sources of education research in articulating the key features of effective instruction. The interested candidate might want to read the following three papers to further understand the criteria:

- Chickering, A. W., & Gamson, Z. F. (1987). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, 39, 3–7.
- Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148. <https://doi.org/10.1177/003172171009200119>
- Etkina, E., Gitomer, D., Iaconangelo, C., Phelps, G., Seeley, L., & Vokos, S. (2018). Design of an assessment to probe teachers' content knowledge for teaching: An example from energy in high school physics. *Physical Review Physics Education Research*, 14(1), 010127. <https://doi.org/10.1103/PhysRevPhysEducRes.14.010127> )

### A. Focuses on student learning.

An instructor who focuses on and understands student learning:

1. Understands and demonstrates through design of activities and instruction that learning takes time and energy. The instructor demonstrates an awareness of both the pace and trajectory of student learning. Instructor supports productive struggle in the classroom, therefore allocating appropriate time to key tasks, discussions, or explanations.

2. Classroom instruction & activities are designed around identifiable learning goals and involve key science ideas, key experiments, and mathematical models relevant to the development of ideas and practices.
3. Instruction & activities demonstrate that the instructor anticipates patterns in student thinking. Instructor understands and recognizes challenges students are likely to confront in developing an understanding of key science concepts and mathematical models.
4. The instructor understands where the students are at and meets them at their pace and capabilities.

B. Implements formative assessment.

Formative assessment is defined in the Black and Wiliam (1998) reference above. Simply put, formative assessment is a dynamic process that occurs both inside and outside the classroom, by which instructors monitor student learning, provide timely feedback that allows students to improve their work and advance their understanding, and is used by the instructor to adapt their instruction to evolving student understanding and comprehension of the material. This process can happen over a period of a minute as an instructor adapts their instruction to a "PollEverywhere" question that reveals a student difficulty. Or it can happen over a period of days or a week as an instructor becomes aware of students' difficulties with a particular homework problem, provides timely feedback to students and adapts their instruction to help students understand the key ideas related to that problem. Specifically:

1. The instructor monitors and responds to challenges and difficulties students experience in developing an understanding of key science concepts; understanding and applying mathematical models and manipulating equations; designing and conducting experiments, etc.
2. Monitoring is evident in classroom work, talk, actions, and interactions throughout the course of instruction so that specific learning needs or patterns are revealed and responded to appropriately.
3. The instructor also recognizes productive developing ideas and problem solutions and knows how to leverage these to advance learning.



4. The instructor engages in an ongoing and multifaceted process of assessment, using a variety of tools and methods. They draw on their understanding of learners and learning trajectories to accurately interpret and productively respond to their students' developing understanding.

C. Fosters a classroom learning community.

Learning happens best when students are actively engaged in the learning process and work collaboratively with each other and the instructor to negotiate meaning and further their understanding. For this to happen effectively the classroom needs to become a learning community. In summary, productive classroom learning environments are community-centered.

1. Instructors engage all students as full and active classroom participants.
2. Ideas are developed both individually and collectively in groups or as a whole class, emphasizing consensus through the practices of science and scientific argumentation.
3. The instructor clearly articulates and reinforced the values of the learning community.
4. The values of the classroom community include evidence-based reasoning, the pursuit of multiple or alternative approaches or solutions, and the respectful challenging of ideas.

D. Implements inclusive pedagogical practices.

Classrooms are microcosms of society at large. The challenges that students face because of their history, background, preparation, gender identity, socio-economic status (but to name a few examples) can lead to unequal access to learning opportunities within the classroom. Therefore, the instructor needs to be aware of these hidden challenges that students face, and foster a classroom learning environment that is an open and welcoming, place where:

1. Students of all backgrounds are able and willing to ask questions and express their ideas,
2. The instructor welcomes and hears students' questions and ideas. The instructor leverages students' ideas and questions to advance learning.

3. Instructor shows awareness that some students are afraid to speak up and/or take risks and creates a safe environment for traditionally marginalized students to participate in the learning community.

- E. Sets high standards and communicates them to students.

Students come to our classrooms with different backgrounds and levels of preparation. Some may be unwilling to exert themselves to the best of their abilities. Clearly articulating high expectations to students through the syllabus and through constant verbal encouragement, the instructor tries their best to encourage students to learn and perform to the best of their abilities and bring all of their attention and focus to the challenging task of learning.




## Department/Program Standards Approval Sheet

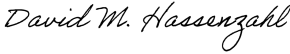
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Process:


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

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Chair/Director Approval:  Date: Aug 24, 2023  
[Christopher Nichols \(Aug 24, 2023 11:10 PDT\)](#)

Dean Review:  Date: Aug 24, 2023

OAPL Review:  Date: Aug 24, 2023

Provost Approval:  Date: Aug 24, 2023  
[Terence Lau \(Aug 24, 2023 16:32 PDT\)](#)