

**A HANDBOOK FOR
THE COLLEGE PERSONNEL FILE
AND
PERSONNEL PROCESS**



**COLLEGE OF AGRICULTURE
2014-2015**

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The College Personnel Files

When you are first hired to work in the College of Agriculture (COA), a Personnel Action File (PAF) is created especially for you. If you teach in multiple departments or colleges, you will have multiple PAF's, one for each department in which you have an appointment.

Glossary of Terms

<u>Term</u>	<u>Definition</u>
COA	College of Agriculture
CBA	Collective Bargaining Agreement (Union agreement between CSU & faculty, a.k.a. Contract or Agreement)
CV	Curriculum Vitae
FLRC	First-Level Personnel Review Committee (same as Department Personnel Committee)
FPPP	Faculty Policies & Procedures Manual (Local Academic Senate, Union, and Administration Agreement, CSU Chico specific)
PAF	Personnel Action File
RTP	Retention, Tenure, and Promotion
SLRC	Second-Level Personnel Review Committee (same as College Personnel Committee)
WPAF	Working Personnel Action File

Personnel Action File (PAF)

The COA Personnel Action File (PAF) is the official personnel file for each faculty member. The PAF is kept in the College office and is maintained by the College Dean (or their designee), who is the official custodian of the PAF. The PAF contains correspondence about your employment status and personnel actions (e.g., contract renewals; promotion; award of tenure), as well as information such as peer evaluations, signed statements of evaluation, and summaries of student evaluations (FPPP 3.0-3.0.p). This file does not leave the College office without approval from the Administrative Analyst/Specialist (AA/S) or Dean to take PAFs to COA conference room for committee to meet with candidates.

Dossier

The Dossier is the professional file kept by each faculty member. It is created and maintained by you (temporary faculty also). It contains data in the possession of the faculty member that documents your accomplishments in the areas of teaching, professional growth and achievement, and other contributions to the university. Your Dossier may include a second binder (appendix) that provides evidence of the information documented in the Dossier.

Working Personnel Action File/Dossier

The Working Personnel Action File (WPAF) is a combination of your COA PAF and your Dossier. This file documents your accomplishments in the areas of teaching, professional growth and achievement, and other contributions to the university. In the COA Handbook, see the

section that contains the Provost's "Model Outline for a Faculty Dossier" AAO 02-04. See Guidelines for Preparation of the CV and Dossier that provides a COA outline to assist you in formatting your Dossier to meet both the COA guidelines and the Provost's "Model Outline for a Faculty Dossier". All recommendations and decisions regarding retention, tenure, and promotion shall be based upon information contained in your WPAF. After each review cycle, your Dossier is returned to you so you can continually update it for reviews.

Copying Items in Your PAF

Copying Items in your PAF is perfectly acceptable. You must, however, bear the cost of duplicating. See FPPP Section 3.0.f, for more information.

Access to Your PAF

Access to your PAF is permitted. However, because of the highly confidential nature of the file, no portion of it may be removed from the College office. Areas in the College office are available for reading files and you are allowed to bring along a colleague for consultation purposes. Faculty members may have access to their own file at any time during the normal working hours of the College office. See FPPP Section 3.0.e for more information.

Administrative personnel charged with the academic responsibilities for an instructional unit shall have access to personnel files for faculty members assigned to that unit. (FPPP Section 3-5).

Length of Time a PAF is Maintained

The PAF is maintained throughout the faculty member's career with CSU, Chico. Once the RTP review has been initiated during the academic year (AY), no additional information can be added unless agreed upon between the FLRC and the candidate. As noted earlier, the dossier is returned to the faculty member annually following the review cycle. Periodically, peer evaluations, comments from previous evaluations, and student evaluation summaries will be returned to faculty (in accordance with the FPPP). The faculty member is required to sign a statement acknowledging their receipt, which is then placed in the PAF, remaining in the College office.

If a faculty member transfers to another college at CSU Chico, his/her entire PAF is forwarded to the new college. If a faculty member separates from CSU Chico, his/her PAF is placed in a holding file (in the College Office) and kept for a period of five years. During that time it is still considered confidential and only authorized personnel may view it. If by the end of five years, the faculty member has not been re-employed by CSU, Chico, the entire PAF is destroyed.

The Personnel Process

The College Office is the central headquarters for the Retention, Tenure, and Promotion process. The Administrative Analyst/Specialist will work directly with the First-Level Personnel Review Committee (FLRC) and you to ensure that everyone is on track for this process.

Chronological Account of the RTP Process

The following is a brief Chronological Account of the RTP Process. During the fall semester faculty will receive a timeline for the process. *It is very important to note when your Dossier is due to the College Office.*

The College of Agriculture has its own Personnel Review Committees and Personnel Guidelines. If you are up for a review of any kind, the AA/S will provide you with a copy of the College Personnel Guidelines, and the FPPP. At your request, the AA/S, Personnel Review Committee, and Dean will work with you in assembling your materials.

The FLRC will review the materials in the PAF and your Dossier. They will conduct a classroom observation(s) and will hold an interview with you before submitting their report to your file and the next level of review, the SLRC.

The Second-Level Personnel Review will review your PAF, your Dossier, and the reports from the FLRC. They will then write their own report, using the same format, and pass it on to you and the College Dean. The Dean will review your PAF, your Dossier, all the other reports and write a report of his/her own.

Copies of all write-ups of classroom observations and reports will be provided to you prior to being entered into your PAF and forwarded to the next level of review. You have the right to respond to the report; see the FPPP 8.5.a.20 for more details.

After the College Dean has written his/her report and you have been given the appropriate response time, all the reports and your Dossier will be forwarded to the Provost for his/her review and decision. The Provost will then notify you of his/her decision in writing. (The letter will be given to the Dean, for forwarding to you.)

Specific to Periodic Evaluation and Performance Review of Probationary Faculty

(FPPP 8.5 – 8.5.a.20.5) Probationary tenure-track faculty, who are given a multi-year contract are subject to periodic review during their first, third, and fifth years on campus. Periodic evaluations are primarily developmental in nature (FPPP 8.5.a.5) and no retention decisions are made at this time. Probationary faculty are required to complete all the PAF and Dossier steps; however, these periodic reviews are completed only by the FLRC and the Dean. Probationary tenure-track faculty, who are given a multi-year contract are subject to performance reviews for the purpose of a retention decision during their second, fourth, and sixth years of employment on

campus. Probationary faculty will be provided with copies of the reports and have the right to respond.

Guidelines and Procedures of the College of Agriculture Personnel Committees

The Personnel Committees of the College of Agriculture will be organized and function in a manner consistent with the Faculty Personnel Policies and Procedures (FPPP) document of California State University, Chico.

Part I. Committee Characteristics and Charge

- A. There shall be three personnel committees. The Department/Unit committee will be referred to as the First Level Review Committee (FLRC). The College personnel committee will be called the Second Level Review Committee (SLRC). An Ad Hoc FLRC reviews temporary faculty.
- B. The FLRC shall make specified periodic evaluations and performance reviews and make recommendations concerning retention, tenure, and promotion.
- C. The SLRC shall make specified periodic evaluations and performance reviews and make recommendations concerning retention, tenure, and promotion. This committee is also charged with the responsibility of receiving, considering, and evaluating applications from College faculty for professional leaves.
- D. The College Dean may request consultation from the SLRC on personnel matters outside the normal retention, tenure, and promotion cycle.
- E. The operation of the committees shall be in accordance with the University personnel calendar as adjusted to meet the special characteristics of the College of Agriculture.
- F. The membership of the FLRC shall be a minimum of three tenured members of the College of Agriculture. The membership of the SLRC shall be a minimum of three tenured members of the College of Agriculture. If necessary, tenured professor(s) from a related discipline outside the COA may serve on either the FLRC or SLRC. The candidates are encouraged to provide the Dean with a list of outside tenured professors active in related disciplines to the candidate, however the Dean has final determination of which outside professors will be invited to serve on the FLRC and the SLRC.
- G. In promotion considerations, FLRC members must have a higher rank or classification than those being considered for promotion (FPPP 9.6). The FLRC may be composed of tenured Associate Professors and/or Professors when making recommendations relating to promotion to Associate Professor, and shall be composed of tenured Professors when making recommendations relating to promotion to Professor. The SLRC shall be composed entirely of Professors (FPPP 5.0.e).
- H. Personnel committees shall be elected by tenured and probationary voting members of the College of Agriculture through secret ballot at the last College meeting of the academic year for service in the subsequent academic year. Exempt from serving will be FERP faculty, faculty elected to other personnel committees, faculty who apply for and are granted a "hardship" exemption by the College Dean, faculty who are subject to periodic evaluation or performance review in the current personnel cycle, and faculty who are to be on leave in any part of the personnel cycle. Full tenured professors who

will undergo periodic evaluation are not exempt from serving on either committee. No faculty member shall serve on both the FLRC and SLRC.

- I. Service shall be for two consecutive years. Terms of service normally will be staggered so that at any time at least one person will have served during the previous academic year.
- J. Each Committee shall have a Chair. The chairs will be responsible for the conduct of all committee activities. Each committee shall designate a member to orient the committee to University Affirmative Action Guidelines.
- K. A quorum of the committee will consist of two-thirds of its members.
- L. Any discussion of personnel matters, exclusive of FPPP and the Guidelines and Procedures of the College, with non-members of the committee is considered a breach of confidentiality. Discussions with the Dean of the College of Agriculture, Vice Provost for Faculty Affairs, Provost, or Director of Employment Practices are exempt from this provision. Failure, or the appearance of failure, to maintain confidentiality will be reported to the Dean of the College and is grounds for immediate removal from the Committee and possible reprimand or formal discipline. The Dean of the College will examine all reported breaches of confidentiality.

Part II. Committee Procedures

- A. The FLRC will specify in detail the operating procedures to be followed in implementing the specified and required periodic evaluations and performance reviews in the College of Agriculture. The operating procedures will be reviewed, revised if necessary, and approved by the FLRC and SLRC.
- B. These procedures will be presented to full-time tenured and probationary faculty for approval.
- C. The approved procedures become the operating document for the College after approval by the Provost.
- D. Approved procedures are to be given to each person being reviewed within 14 days of the beginning of instruction of the academic term (FPPP 8.5.a.3) or from the start of employment.
- E. The Chair of the FLRC shall act as liaison between faculty being reviewed and the FLRC. The Chair of the FLRC shall meet with the faculty member(s) as needed over the course of the review to answer questions about file preparation and committee policies and procedures. After reviewing the data and evaluations but before writing its recommendation, the FLRC shall meet with each candidate for retention, tenure, or promotion on an individual basis. The purpose of this meeting shall be to answer unresolved questions on the part of any of the participants in the RTP process (FPPP 8.5.a.18).
- F. All final recommendations about individual promotion, tenure, and retention will be confirmed by committee members signing the RTP signature page and checking box to reflect their decision. The FLRC's final recommendations will be shared with the candidate and forwarded to the College Dean along with any minority reports as required

by the current FPPP. The recommendation of the SLRC will be developed in consultation with the College Dean and may involve consultation with the FLRC. The FLRC may not initiate consultation with the SLRC or the College Dean.

- G. Members of personnel committees will normally vote in person for or against the proposed transaction before the committee. If a member abstains, the member will provide a written reason for abstention. Committee members who disagree with the report may submit a minority report. Members who generally agree with the report but who wish to offer additional or alternative analysis and/or interpretation may submit a concurring report. Any minority and concurring reports must be signed.

Part III. Retention, Tenure, and Promotion

A. General Requirements

1. College members are expected to conduct themselves in accordance with the provisions on ethical behavior in the current FPPP and the pertinent campus executive orders.
2. Candidates are expected to follow the Model Outline for a Faculty Dossier (AAO 02-04) which has been integrated into the Guidelines for Preparing your CV and Dossier (below). Materials other than those required in the dossier can be submitted in a separate appendix.
3. **In all promotion decisions, a minimum rating of effective in teaching and related activities is required** (FPPP 8.5.b.1.c).

B. Areas Reviewed

Faculty members will only be recommended for promotion on consideration of merit, with a higher degree of excellence and involvement expected at each successive rank. The concept of time is not interpreted to mean that individuals will be rewarded on the basis of length of service.

Performance reviews for most faculty will take place in years two, four, and six (unless service credit is given upon hire). Individuals under review for promotion will be evaluated on their performance and contributions in the four areas below. However, only areas 1 – 3 will be rated. (See Section C. – Performance Standards)

1. Teaching and related activities.
2. Professional growth and development.
3. Contributions to the college, university, profession, and/or community
4. Contribution to the strategic plan and goals of the department/unit, college, and university

The COA Activity Summaries (page 22-24) depict examples of the activities, materials, and evidence that will be examined by the Committee in the process of performance evaluation. Candidates may submit additional evidence not included in the rubrics for consideration.

C. Performance Standards

1. Teaching and Related Activities:

Inadequate The candidate has achieved less than satisfactory levels of performance in the area of teaching and is not making adequate contributions to the academic community. The evidentiary record does not demonstrate that candidate is performing at an adequate level of professionalism and competence as an educator with respect to the materials, activities and standards listed in the College Handbook, other sections of the FPPP, and the Collective Bargaining Agreement. The candidate has not demonstrated improved teaching practices.

Adequate: Manages teaching assignment, office hours; course materials are consistent with the state of the discipline; and courses are taught in a manner appropriate to the material. Evidence of a willingness to participate in planning activities and commitment to help reach the strategic goals and objectives of the program, college, and university.

Effective: Same as above plus evidence of above average commitment to high quality teaching and advising. High level of contribution to both the planning process and efforts to realize strategic goals of the program, college, and university.

Superior: Same as effective plus a record of outstanding accomplishment recognized by students and peer evaluations; a consistent demonstration of commitment to excellence and innovation in teaching and advising, and demonstrated leadership related to strategic planning and attainment of goals and objectives of the college and university.

2. Professional Growth and Development:

Inadequate Does not demonstrate an adequate level of scholarly achievement with respect to professional contributions to students, to the discipline, and to the professional community.

Adequate: Demonstrates acceptable level of currency and scholarly achievement within areas of the assigned discipline.

Effective: Same as adequate plus evidence of professional competence in areas of the assigned discipline.

Superior: Same as effective plus evidence of leadership within areas of assigned discipline.

3. Service to University, Profession, and Community:

- Inadequate Minimal participation in the outreach and retention activities.
Minimal participation in college/university committees.
- Adequate: Contributes to outreach and retention activities, is an active and contributing member of college/university committees, and is a member of professional organizations within the assigned discipline.
- Effective: Actively seeks opportunities to contribute to outreach and retention activities to promote increased enrollment in the College of Agriculture, volunteers for appropriate committees, and is active in professional organizations within the assigned discipline, and provides community service related to area of professional expertise.
- Superior: Provides leadership in outreach and retention activities to promote in the College of Agriculture, is actively sought after to serve on committees, demonstrates leadership in professional organizations within the assigned discipline, and provides leadership in community service related to area of professional expertise.

4. Contribution to Strategic Plan and Goals of the Program, College and University:
This is an important part of the RTP evaluation; however, it is NOT rated.

C. Specific Requirements

1. Retention

Effective teaching and adequate professional growth, achievement, and service with demonstrable progress towards effectiveness in all three areas of evaluation are the minimum requirements to warrant a recommendation for retention.

2. Promotion and/or Tenure – See COA Promotion/Tenure Chart below

COA RTP Standards

The following table specifies the ratings required to produce a recommendation for tenure or promotion. Note that the candidate may focus her/his efforts in various ways to be recommended for tenure or promotion.

RTP Promotion Rating Chart

	Teaching	Professional. Growth	Service
Promotion To Associate Professor or Tenure	S	E	E
	E	S	E
	E	E	S
	S	S	A
	S	A	S
Promotion To Professor	S	S	E
	S	E	S
	E	S	S

(S = superior, E = effective, A = adequate)

3. Early Tenure

- a. Consideration of tenure before the beginning of the sixth consecutive full-time probationary year shall be regarded as consideration of “early tenure.”
- b. Any faculty member wishing to be so considered may request consideration of early tenure in writing. The FLRC may initiate early tenure consideration.
- c. Inasmuch as consideration of early tenure is not the normal pattern, a recommendation for early tenure must be accompanied by its justification as a special case.

4. Definition of ‘exceptional’ for Early Promotion

The FPPP states that exceptional for accelerated promotion must meet the criteria for exceptional merit at the college level. Within the COA ‘exceptional’ shall be defined as having achieved all the requirements for promotion in a shorter time than the standard period defined in the FPPP and the candidate must demonstrate clear leadership and positive impact in their discipline. The College Committees shall submit a report that clearly substantiates why a candidate is exceptionally meritorious, indeed superior, above and beyond the normal criteria established in the RTP cycle (e.g., the sixth year in cases of tenure/promotion and the fifth year in cases of promotion to Full Professor after granted tenure/promotion to Assoc. Professor).

Part IV. Periodic Evaluations of Tenured Faculty

FPPP 8.6.b.1.a: For the purpose of maintaining and improving a tenured faculty member’s effectiveness, tenured faculty shall be subject to PERIODIC EVALUATION at five-year intervals. Note that the focus of this review should be on providing developmental feedback and encouragement to maintain a positive level of performance. Where appropriate, the review

provides an opportunity for those colleagues to express their appreciation to the faculty member for his/her continued positive contributions to the University. It is recognized that, where necessary, the review will include corrective feedback.

8.6.b.1.b: This policy shall apply to faculty at the rank of Professor (or equivalent) and faculty in ranks below that of Professor (or equivalent) who have not undergone PERFORMANCE REVIEW for four years.

The FLRC, or a subcommittee thereof, will serve as the evaluation committee which in this case shall consist of tenured faculty only of equal or higher rank than the faculty under review. The committee shall consist of at least three members and may contain tenured faculty from other colleges representing related disciplines provided they do not form a majority (unless COA does not have an adequate number of qualified faculty). Members of the committee who are undergoing a fifth-year evaluation cannot participate in their own evaluation.

A. Data for Evaluation

The committee shall collect all data which are pertinent to the evaluation of the quality of instructional performance, professional currency, and service. These data shall be representative of the faculty member's responsibilities and activities since the last performance review. Data shall include those described under Part III, B 1, 2, and 3.

B. Evaluation Process

1. The personnel committee shall analyze the data collected and prepare a report of its findings. Before writing the report, the committee will meet with the faculty member if unresolved questions exist and either party needs clarifications. The College Dean may elect to be present at this meeting.
2. The evaluation report will address in detail the committee's findings on the quality and effectiveness of instructional performance, level of professional currency, and the service.
3. The report will be submitted to the College Dean who will meet with the faculty member to discuss the report's findings. If areas for improvement are identified in the report, the Dean shall discuss these and advise the faculty member of assistance available within the College or University.
4. The faculty member may respond in writing to the report's findings within ten days. The evaluation report, the faculty member's response, if any, and any suggested means of assistance will be placed in the College's personnel file.
5. Upon completion of the evaluation process all data which are not normally kept in the College's personnel file will be returned to the faculty member.

Part V. Periodic Evaluation of Temporary Faculty

(FPPP 8.2 – 8.3) Temporary faculty are required to complete all the PAF and Dossier steps. 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.

Evaluation of full-time TEMPORARY FACULTY will follow the PERIODIC EVALUATION procedures for tenure-track faculty. The timetable for evaluation of 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. (FPPP 8.3.a).

Per Article 15:26 “Temporary faculty unit employees holding three (3) year appointments pursuant to CBA Article 12.13, 15.26 and 15.29 shall be evaluated at least once during the term of their appointment and may be evaluated more frequently upon the request of either the employee or the President” (or designee/dean) (FPPP 8.2.d.4)

The areas of performance to be included in the PERIODIC EVALUATIONS of each TEMPORARY FACULTY shall be consistent with, and inclusive of, the individual’s assigned duties, as specified at the time of hire. (FPPP 8.3.a).

The PERIODIC EVALUATION of TEMPORARY FACULTY will result in a performance REPORT, but no RECOMMENDATION regarding future employment will be made. The report will include a rating of satisfactory or unsatisfactory and will determine if there have been any documented serious misconduct. Temporary faculty with a an appointment of less than 1.0 are reviewed only by the Ad Hoc FLRC of probationary and/or tenured faculty and the Dean. The Second-Level Personnel Review Committee and Provost are not involved in periodic evaluations of temporary faculty reviews. **The Personnel Committee will submit a report of its findings to the faculty member, the College Dean, and the College personnel file.** The Dean will review the report and enter it into the PAF, with the appropriate notice to the candidate. Temporary faculty will be provided with copies of the report and have the right to respond.

A. Data for Evaluation

Data used by the committee will include student evaluations of teaching (SET), peer review by the Ad Hoc FLRC and evaluations by appropriate administrators. Upon receipt of the evaluation report, the faculty member may request a meeting with the committee to discuss it, may file a written reply, or may accept the report as written. Any revision of the report shall be left to the discretion of the Personnel Committee and Dean of the College of Agriculture.

B. Range Elevation Criteria

Per FPPP 8.4.b.3-4.d, elevation to Lecturer B or higher, the individual must have achieved professional growth and development since the initial appointment or last RANGE elevation. This includes “teaching excellence and maintaining currency in the field” appropriate for individual’s work assignment.

College Guidelines for Preparing your CV and Dossier

The following COA outline will assist you in formatting your Dossier to meet both the COA guidelines and the Provost's "Model Outline for a Faculty Dossier" referred to as AA02-04.

Outline for Faculty Dossier:

- I. College Standards: This section will include a copy of the College RTP standards.
- II. Curriculum Vitae - **Your CV should be a comprehensive running summary of your entire academic and professional history.** It should include clearly labeled sections detailing your accomplishments.

Nearly every academic discipline follows somewhat different conventions in content and format of the *Curriculum Vitae (CV)*. Such variation is to be expected and need not present problems for readers from other disciplines, provided that the CV is well organized, neatly prepared, current, and non-redundant. Following the general guidelines below, in conjunction with the usual practices of your discipline and your College's RTP guidelines, will result in a CV that provides reviewers with the information they need about your professional accomplishments.

Your CV should include clearly labeled sections detailing your accomplishments in the areas of instruction, professional growth and achievement, and other contributions to the University and Community.

Within each section, list entries in *reverse* chronological order. That is, list your most recent accomplishments first and your earliest accomplishments last.

III. Narrative

- A. Reflection on Integration of Teaching and Scholarship: In just a few paragraphs, please provide an overview of your professional efforts and explain how your teaching and scholarly interests relate to and support each other.
- B. Teaching Philosophy: Teaching is a reflective practice aimed at constant improvement. We would like to know the goals you set for yourself and your students, what you do to attain them, and what you do that is most effective in helping students learn. Please use the Seven Principles of Good Practice in Undergraduate Education or a similar framework that your department provides to guide your response.

IV. Data and Interpretation

- A. Teaching and Related Activities:
 1. Instruction: List courses taught and dates of instruction, list any new courses developed along with dates of instruction.

2. Innovation in Instruction: Implementation of new and innovative teaching methods (cooperative learning, case study presentation, student-centered learning, etc.); efforts to enhance instruction through various instructional technology (interactive video; on-line web-based instruction, etc.) ; guest lectures (include date, location, and subject); workshops, conferences, etc. designed to improve your teaching (include dates of attendance); teaching awards (include dates); special recognition in teaching (include dates and granting organizations).
3. Support of Student Learning: Supervision of student projects (list student, title and dates); supervision of student internships (list student, location, dates); academic advising (number of students); Service on thesis committees; advisor to student organizations (list names and dates); contributions to the development of student leadership (descriptions, names and dates required). In all cases, please describe your level of involvement.
4. Summary of Student Evaluations Part I: Include a copy of the summary sheet for each course evaluated since your last review. Please group evaluations of different sections of the same course together (in reverse chronological order, i.e., start with the most recent).
5. Summary of Student Evaluations Part II: Please provide a narrative (1 page) summary of the student comments (from Part II of the SET form) you have received since your last review. This narrative should focus on identified strengths and weaknesses in your teaching, particularly noted in more than one course.
6. Summary of Peer Evaluations of Teaching: Please provide a narrative (one page) summary of the peer evaluations you have received since your last review. This narrative should focus on identified strengths and weaknesses in your teaching, particularly those noted by multiple evaluators
7. Reflections on SETS and Peer Evaluations: Please provide a narrative (1-2 pages) that reflects on the evaluations of your teaching provided by students and peers. What have you learned from the evaluation process? What changes have you made in your teaching as a result of these evaluations?
8. Teaching and related activities. Please refer to and include a copy of the Teaching and Related Activities Summary in your Dossier and use as a reference for what to include in your Dossier. Where appropriate, enumerate the number of activities.

B. Research, scholarship and creative activity (professional growth and development). See Professional Growth and Development Rubric for suggested list of items that will be considered toward promotion. The committee invites candidates to submit for

consideration other professional activities not mentioned below or in rubric. *This is the only rubric that will be scored using a point value for the COA RTP review. Please include a copy of the Professional Growth and Development Summary in your narrative and rate yourself using the point system included in the rubric.*

1. Publications:

- a) Peer-reviewed/refereed journal publications: list most recent first (reverse chronological order); provide a complete citation and include the publication rates for each journal.
- b) Non-peer reviewed/refereed journal publications: provide a complete citation (journal, date, authors, title, issue, volume, page, etc.). Explain the importance of each article as it relates to your professional development or industry involvement.
- c) Web-based publications: provide Web site and citation. Explain the importance of each Web site to your professional development or industry dissemination process.
- d) Research Reports: provide a complete citation and industry organizations involved. Provide a brief summary of the outcome of the research.
- e) Manuscripts currently underway: Provide a complete citation and indicate if the article is currently under review or is currently under revision for resubmit.

2. Grants:

- a) Funded grants: List title, objective, source, funding amount, effective dates. Describe how this grant will enhance your professional development and/or address an industry (or societal) need.
- b) Grants unfunded or grants in process: List titles and overview of objectives, funding source being solicited, funding request and the importance of this grant to your professional growth.

3. Professional Activities and Awards:

- a) These include professional presentations at meetings, workshops, training sessions, symposiums, and industry field days. Organizing professional meetings or conferences, reviewing articles for professional publication, professional consultancy or services as a non-paid consultant, member of a professional advisory board, or attending professional meetings to stay current or to retrain for a new teaching assignment. Describe each activity so the reviewer understands the significance of contribution to your professional development. Also include any professional awards at the local, state, or national level.

4. Professional Growth and Development Summary: Fill in the research and professional development summary as a self-evaluation and **place a copy in this section of your Dossier**. Where appropriate, enumerate or assign point values on the rubric.

C. Service to the department, college, university, profession, and/or community.

These activities contribute towards the mission of the University and the goals and objectives of the College of Agriculture.

1. Service to the College and University: These activities include outreach, recruiting, extension-related activities, College or University Committee work, service on Academic Senate, involvement as a unit supervisor at the University Farm and management team coordinator. Please list years of service, charge or assignment, level of commitment in terms of time and degree of actual involvement in the committee's activities.
2. Service to Professional or Industry organizations: Involvement in professional or industry organizations. This may include professional memberships, committee assignments, advisory board members and conference planning and/or execution. Describe the nature and degree of your involvement.
3. Contributions to K-12: These activities include (but not limited to) FFA field day, CATA meetings/committees or presentations, in-service training for K-14 teachers, and involvement with Ag literacy programs. Describe the nature and degree of your involvement.
4. Other: Please list all other service related activities and justify your reasons for inclusion.
5. Service Summary: Please fill in the service rubric as a self evaluation and place a copy in this section of your Dossier. Where appropriate, enumerate the number your service activities.

D. Contributions to the strategic plan and goals of the department/unit, college, and university. This is a narrative section where you need to explain your activities in terms of how well they align with the overall goals and strategic plan for the University and the College. All activities should align with the mission statement ***“to create, share, and disseminate knowledge of integrated agricultural and environmental systems to students, industry, and society”***.

IV. Appendix (volume II): Include any supplemental information that help to strengthen your argument for retention, tenure, and promotion. Suggestions include, syllabi, some select pieces of course content, publications, manuscripts in progress, grant notification, letters of support, etc.

RTP Activity Summaries

Note: Copies of Summary forms are available as individual documents at the RTP Forms bullet at the link below:

<\\bay\Departments\College of AGR\AGR Shared\RTP>

Teaching and Related Activities Summary¹

Category	Activity	No. or Avg. Score
Evaluation	Peer evaluations (outside RTP committee) – Average Score	
	Average of course SET scores – Average Overall Evaluation Score	
	Peer (including committee) and Dean’s evaluations – Avg. Score	
	Self-reflection on SETs and Peer Evaluations included	
	Course materials included for evaluation	
Instruction	Course taught	
	New courses (including preps)	
	Contribution to K-12 and general education	
	Coordination and/or collaboration on course development and/or delivery	
Innovation in Instruction	Teaching grants and/or awards	
	Conferences, workshops, etc. designed to improve your teaching	
	Efforts to enhance instruction and learning through a variety of in-class pedagogical means (e.g., cooperative learning, case study presentation, debate, etc.)	
	Efforts to enhance instruction and learning through the introduction and use of various instructional technology	
Support of Student Learning	Supervision of student projects and internships	
	Student organization advisor	
	Academic advising	
	Service on thesis committees	
	Other mentoring (explain)	
Guest Lectures and Other Public Presentations	Guest lectures in courses on campus	
	Off-campus lectures in person or through electronic delivery systems	
	Presentations at public forums, meetings, field days/tours, and other events where specific knowledge possessed by candidate is shared with the campus community and/or general public.	
Other	Attendance at meetings, workshops, or symposia related to teaching and not identified in activities above	
	Letters of commendation (employers, alumni)	
	Non-peer and non-student evaluations	

¹Submit copy of summary with dossier. Enumerate the number of activities or an average (e.g. SETs and Peer Evaluations) where appropriate.

Professional Growth and Development Summary¹

	A minimum of 20 pts from the following is recommend to obtain Superior rating; 16 pts for Effective; 12 pts for Adequate (pt values are in parenthesis). Furthermore, it is recommended the candidate have two significant scholarly publications (one as primary author) to receive the rating of Superior.	
Category	Activity	Point Values
Authorship	Peer reviewed/Refereed book (1-5)	
	Peer reviewed/Refereed manuscript in a professional publication (1-5)	
	Non-printed medium or computer software (1-3)	
	Development of a new technology, crop or animal variety, diagnostic technique for organism, product, or procedure (1-3)	
	Non-refereed book (1-3)	
	Non-refereed manuscript in a professional publication (1)	
	Non-refereed book chapter (1)	
	Submitted, unpublished articles (1)	
	Consultancy and funded research reports (1)	
	Web-based publication (1)	
Research Grants	PI or co-PI of major grants or contracts \geq \$50,000 (3-5)	
	PI or co-PI of minor grants \$5,000-49,999 (2)	
	Mini grants \leq \$4,999 (1)	
	Unfunded competitive grant (1)	
	Co-operator on a grant or contract (1)	
Creative Professional Activities	Presentation of research at a professional meeting, workshop, or symposium (1)	
	Organization of a professional meeting, workshop, or symposium (1-3)	
	Reviewer/referee of a professional publication (1)	
	Editor of a professional publication (3)	
	Panelist/Moderator at regional/state or national conference (1-2)	
Prof Awards and Honors	Honorary appointment--e.g., visiting, or adjunct professor (1-3)	
	National (3)	
	State and regional (2)	
	Local (1)	

¹Submit copy of summary with dossier.

Contributions to the College, University, Profession, and/or Community (Service) Summary¹

Category	Activity	Number of Service Activities
Evidence of Leadership	Serve as chair of a College or University committee	
	Serve as an elected/appointed official of a professional organization	
	Evidence of leadership in another service activity	
Service to the College and University	Serve as member of a College or University committee	
	Serve as farm unit or lab supervisor/manager	
	Serve as a member of the Academic Senate	
	Serve as chair of an Academic subcommittee	
	Serve as member of an Academic Senate subcommittee	
Service to Professional Organization	Serve as an elected/appointed official of a professional organization	
	Serve as a committee member of a professional organization	
	Journal editorial board/peer review	
Community Service (Profession)	Community service activity	
Contributions to K-12	FFA field day contest supervisor	
	Youth field day/contests	
	CATA meetings	
	In-service training for K-12 teachers	
	Involvement with agricultural literacy program	
Other	Other service activities not mentioned above	

¹Submit copy of summary with dossier. Enumerate the number of service activities where appropriate.

Forms Used During the RTP Process

COA sample forms

RTP File Closure Form

College of Agriculture Peer Review

Report of Classroom Visitation and Teaching Assessment

Report for RTP Recommendations Worksheet

Personnel Guidelines Selection Form

COLLEGE OF AGRICULTURE

RTP File Closure Form

TO BE PLACED IN THE COLLEGE PERSONNEL FILE (PAF) OF:

In accordance with the Faculty Personnel Policies and Procedures document and in consultation with the subject faculty member, this file is declared complete and closed with respect to evidentiary data that should be used in formulating reports and recommendations for the current personnel cycle.

_____	_____	_____
Date	Time	Chair, First-Level Personnel Review Committee

_____	_____	_____
Date	Time	Faculty Member

COLLEGE OF AGRICULTURE

Classroom Visitation Summary

Faculty Member _____

College _____

Course Number/Name _____

Instructional Mode _____

Number of Students _____

Visitation Date/Time _____

Follow Up Discussion Date/Time _____

Observation By _____

Copies Sent To _____ Faculty Member

_____ College Personnel File

I have read the following visitation summary and understand that it will be placed in my Personnel Action File (PAF).

Faculty Member's Signature

Date

College of Agriculture Peer Review

Report of Classroom Visitation and Teaching Assessment

Instructor: _____ Course: _____

Peer Reviewer: _____ Date: _____

Lesson Topic: _____

Class Size: _____ Other: _____

Ratings: 5 = Excellent; 4 = Very Good; 3= Effective; 2 = Adequate; 1 =Needs work

TECHNICAL EXPERTISE	Rating	Remarks
Command of the Subject Matter		
LESSON ORGANIZATION & CONTENT		
Lecture Objectives		
Clear Transition from Previous Lecture to Current Lecture		
Organization of Lecture / Activity (lecture objective clearly stated)		
Lecture Innovative and/or Well Developed		
CONDUCT OF THE CLASS		
Enthusiasm, Energy, Confidence & Voice (volume, speed, projection & variation)		
Instructor Well Prepared		
Clarity of Presentation		
Instructor synthesizes, interprets and summarizes effectively.		
Instructor holds student interest, encourages opinions & questions.		
Instructor checks on student comprehension.		
Instructor adjusts to class level of comprehension.		
Clear & precise explanations to student's questions.		
Rapport with Students		
Visual Aids/Demos, Examples and/or Use of Technology		
Time Management		
Professional Conduct		
OVERALL ASSESSMENT: (85 possible points)	0	
<i>Percent of total points</i>	0%	

Comments

Consultation Date

Faculty/Instructor Candidate

RTP Peer Reviewer

COLLEGE OF AGRICULTURE

Report for RTP Recommendations Worksheet

Candidate _____ Type of Review _____

Recommending Body: _____ First-Level Personnel Review Committee

_____ Second-Level Personnel Review Committee

_____ College Dean

RECOMMENDATION

Should include:

- 1) Summary of appointment status and time in rank consideration
- 2) Vote of the committee

TEACHING AND RELATED ACTIVITIES*

PROFESSIONAL GROWTH AND DEVELOPMENT *

SERVICE TO UNIVERSITY, PROFESSION, AND COMMUNITY*

CONTRIBUTION TO STRATEGIC PLAN AND GOALS OF THE PROGRAM, COLLEGE,
AND UNIVERSITY

RECOMMENDATION

*NOTE: Promotion & Tenure review MUST include the ranking terms for these three categories (Adequate, Effective, or Superior).

College of Agriculture

Personnel Guidelines Selection Form

I _____ (candidate) began the COA RTP Tenure / Promotion process under the COA Personnel Guidelines of _____ (year of revision).

I have read and understand the new COA Personnel Guidelines revised in _____, and hereby acknowledge that I choose to:

_____ Continue from this date forward to pursue my tenure and/or promotion goals under the new guidelines.

_____ Continue from this date forward to pursue my tenure and/or promotion goals under the guidelines in effect at the time of hire.

Candidate

Date

Dean

Date

Faculty Personnel Policies and Procedures (FPPP)

The FPPP is continually updated. For the most recent version, please refer to the link below:

<http://www.csuchico.edu/faaf/fppp/index.shtml>

If you have any questions, please contact Robin McCrea, Administrative Analyst/Specialist, in the Dean's Office.

RTP Deadline Calendar

The current calendar for the COA is located at the link below in the RTP and HR Resources section.

<\\bay\Departments\College of AGR\AGR Shared\RTP>