

**PERSONNEL PLAN**  
**Spring 2015**

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

Prepared by the  
Personnel Committee  
School of Nursing

**IN ACCORDANCE WITH**  
**THE FACULTY PERSONNEL,**  
**POLICIES, AND PROCEDURES DOCUMENT Spring 2015**  
**AND THE CBA**

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

Approved by SON 9/2013  
Revised by SON Personnel Committee 10/2014  
Approved by Provost: 11/2014

## **SECTION I. INTRODUCTION**

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

## **SECTION II. PURPOSES**

The Personnel Plan's purposes are:

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

## **SECTION III. ASSUMPTIONS**

The Personnel Plan is contingent upon the following assumptions:

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

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

- A. Committee Responsibilities. The Personnel Committee is entrusted with five major responsibilities in the implementation of the Personnel Plan:
1. The recruitment and review of candidates for hiring as faculty for the School of Nursing.
  2. The evaluation of faculty performance through the implementation of the Retention, Tenure and Promotion (RTP) procedure.
  3. Recommendation for retention, promotion and tenure of qualified faculty.
  4. Selection of Fifth-Year Review Committees.
  5. Implementation procedure for selection and review of the School of Nursing Director.
  6. Annual Review of Personnel Plan.
- B. Personnel Committee Membership. The minimum size of a DEPARTMENT/UNIT or COLLEGE PERSONNEL COMMITTEE, or any sub- committee thereof, shall be three. If the DEPARTMENT/UNIT Chair elects to serve as a member of the DEPARTMENT/UNIT PERSONNEL COMMITTEE rather than as a separate report writer, the DEPARTMENT/UNIT Chair will count toward achieving this minimum size. A majority of members of the DEPARTMENT/UNIT PERSONNEL COMMITTEE shall come from within the DEPARTMENT/UNIT where possible (FPPP 5.0.e). All members of PERSONNEL COMMITTEES shall be tenured full time faculty members. Only tenured members of the faculty and academic administrators may engage in deliberations that lead to RECOMMENDATIONS or in the formulation of RECOMMENDATIONS regarding faculty status. However, upon the recommendation of the department, the President or designee may agree that faculty participating in the Faculty Early Retirement Program (FERP) in a department/unit may also engage in deliberations and make recommendations regarding the evaluation of a faculty unit employee. The committee may not be composed solely of FERP faculty. A FERP faculty member may only participate in the evaluation process if he or she is employed during the entire portion of the review cycle for which that committee is responsible (FPPP 5.0.g).
- C. Nursing faculty are ineligible to serve on the SON Personnel Committee if:
1. They serve on the College Personnel Committee (Constitution of CNS section 6.b.i)
  2. They are being evaluated for promotion or review during that academic year.
  3. Committee members must have a higher rank/classification than those being considered for promotion (FPPP 5.0.e).
- D. Personnel Committee Operations
1. Each committee shall elect a chair and a secretary.
  2. Minutes shall include
    - a. Time, place, date of meeting.
    - b. Members present.
    - c. Action taken.
    - d. No discussion shall be recorded.

E. Committee Regulations

1. Confidentiality is required.
2. Reports and recommendations shall be submitted only in written form.
3. A quorum consisting of a majority of the Committee must be present to conduct business.
4. If a member abstains from voting, the member shall submit a written reason for the abstention.

**SECTION V. RECRUITMENT AND HIRING**

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

A. Considerations in Faculty Recruitment and Appointments:

1. Programmatic needs on which faculty appointments are based are delineated in the School of Nursing Academic Master Plan and based on student enrollment in the following programs: (ranked according to present commitment of resources).
  - a. The Baccalaureate (BSN) Degree
  - b. The Master's (MS) Degree
  - c. The Public Health Certificate
2. Probationary appointments are determined by program needs.
3. It is the goal of the School to appoint personnel to the faculty who will represent a variety of academic and experiential qualifications and diversity of backgrounds appropriate to meet program needs.
4. It is the goal of the School to have the majority of the faculty who are teaching graduate courses to have earned doctorates.
5. There should be expertise within the faculty in curriculum development and evaluation, instructional design and research.
6. Any tenured, probationary or multiple year temporary faculty anticipating an absence for the next academic year must notify the School Director by March 1 of the year in which the leave is requested. Approval of all leaves/sabbaticals will be contingent on school needs.

B. Faculty Qualification Standards:

The School of Nursing requires a Master of Science in Nursing (MSN) degree for appointment to a tenure track position. This degree allows tenure track faculty to achieve Associate Professor as their highest rank. This requirement is based on the scarcity of nursing doctorates and the professional nature of the field. A Master's or its equivalent degree may be accepted: (1) in those fields where the doctorate is not common, and (2) in professional fields where experience may be substituted for academic training (FPPP 6.1.b.2). The term...is defined to mean —equivalent attainment as it is used in the appointment standard established in the Title 5, Section 42711(FPPP 6.1.b.1).

1. A major goal of the School is to increase the proportion of faculty with doctoral preparation. Tenure track candidate hired after 9/19/1992 must have a doctoral degree in nursing or a related field before they become eligible for promotion to the rank of full professor. Master's prepared faculty will be facilitated in attaining the doctorate while in tenure track positions whenever possible.

2. National accrediting bodies (Collegiate Commission on Nursing Education and Accreditation Commission for Education in Nursing) and the California Board of Registered Nursing (BRN) established minimum criteria for full-time nursing faculty. The following Criteria for Qualification for a faculty position in the School of Nursing adhere to accreditation standards.

- a. Criteria for Qualification for Tenure-Track Faculty position include:

1. A current, valid license to practice professional nursing in the State of California.
2. A Master's or higher degree in Nursing from an accredited college or university in an area appropriate to the teaching assignment. In addition the degree program must have contained one or more of the following areas of preparation:
  - a. Education
  - b. Clinical nursing specialty
3. At least one year of teaching experience in a accredited school of registered nursing or a course in practice teaching.
4. At least one year's continuous experience in the practice of professional nursing.
5. Current expertise in the area of teaching responsibility.

- b. Criteria for Qualification for a non-tenure track Lecturer position include:

1. A Bachelor's or higher degree in Nursing from an accredited college or university in an area appropriate to the teaching assignment (limited to clinical course instruction). A Masters or higher degree in Nursing from an accredited college or university is preferred.
2. A current, valid license to practice professional nursing in the State of California.
3. Academic and/or professional experience related to area of assignment.

- C. Procedures for Recruitment and Hiring:

1. Tenure Track Faculty Appointments

- a. Selecting new personnel primarily is the responsibility of the DEPARTMENT/UNIT seeking the new employee. The faculty of the Department/Unit are in the best position to understand their needs and to evaluate the professional competence of candidates in relevant fields. Review by the College DEAN and the Provost is necessary to assure compliance with legal requirements, to obtain a wider perspective than is possible within a single Department/Unit, and to ensure equity and comparability across the University in terms of rank and salary (FPPP 6.1.c.1).
- b. The Personnel Committee or Hiring subcommittee will screen data relative to the criteria on each potential candidate. The Committee will seek this data actively via telephone and correspondence. Faculty members in the candidate's specialty area (clinical) will be included on the hiring committee to ensure that appropriate specialty consultation occurs.

With the advice and assistance of the Committee, the School Director will correspond with each potential candidate directly.

- c. The highest ranked candidates who meet the criteria for appointment will have an on campus interview. This interview will take place with the School Director, the Personnel Committee or Hiring subcommittee, and faculty members representing the specialty area. If the interview is scheduled on campus, the candidate will make a formal presentation to the faculty, and will have opportunity to meet the faculty.
  - d. Candidates will be ranked for hiring by the Personnel Committee or Hiring subcommittee and the School Director.
2. Non-tenure track/Lecturer Appointments
    - a. Part-time temporary faculty will be appointed after all allocated full-time appointments are made (see requirements outlined in CBA 12.29).
    - b. Temporary faculty are usually assigned to laboratory teaching (clinical or skills).
    - c. Rank will be determined by academic and professional experience.
    - d. Temporary faculty shall be given written statements as far in advance of the term as possible for the following:
      1. Description of probable duties, especially courses to be taught.
      2. Workload, schedules and class size.
      3. Possibility of cancellation of classes.

#### D. Affirmative Action

1. The School of Nursing's recruitment and hiring procedures are consistent with the guidelines established by the University and in accordance with FPPP 2.0.

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

#### A. The Dossier

A dossier is a cumulative record of a faculty's professional career since appointment, tenure, or promotion, whichever occurred last. The College of Natural Sciences will provide the faculty member with a one-inch binder.

1. Candidates are expected to follow the outline for a Faculty Dossier as provided by the College of Natural Sciences and outlined in FPPP 8.1.c.1. The Dossier shall contain the following material:
  - a. A copy of the School of Nursing standards
  - b. An up-to-date curriculum vitae
  - c. A narrative which includes:
    - 1) a reflective statement on teaching philosophy, strategies, and objectives
    - 2) a reflective statement on the integration of teaching and scholarship.
    - 3) a detailed index or list of support materials (see section B below) that can be supplied on request. The index is a permanent addition to the file and should be continually updated to reflect any materials added to the file during an evaluation cycle. The index is mandated by the CBA section 15.9.

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

**B. Support Material for Dossier**

The dossier should include as much support material as the RTP candidate deems necessary to reflect his or her career, and to substantiate and explain the significance of achievements mentioned in the one-inch binder. These materials should be organized as follows:

1. Instruction
2. Professional Growth and Achievement
3. Other contributions to the University, the Profession, and Community;
4. Contribution to Strategic Plans and Goals of the Department/Unit, College, and University.

Four areas of evaluation for tenure/tenure track faculty will be considered in making recommendations on retention, tenure and promotion: Instruction, Professional Development/Scholarly Activities; Community Service and Contribution to the Strategic Plans and Goals of the School, College and University (FPPP 8.5.a.2). Specific School of Nursing Criteria for evaluations are outlined below. These criteria are consistent with those of the College and University level review procedures and policies.

Candidates for promotion to the rank of Associate Professor and full Professor should have demonstrated both achievement and potential for growth in each of the areas of evaluation. Additionally, candidates for promotion to Professor must also clearly demonstrate recognition at/or beyond the University itself (FPPP 8.5.b.2.e.5), and have an earned doctorate in nursing or a related field.

All candidates for retention, tenure and promotion will be evaluated in the areas listed below. The review process will assess the quality, quantity and rate of accomplishment of the candidate’s achievements for the period under review (FPPP 8.5.a.16). The following table represents typical requirements for tenure and promotion.

**Table of Ratings for Tenure and Promotion**

	<b>Teaching</b>	<b>Professional Develop</b>	<b>Service</b>
<b>Tenure</b>	S	A	A
	E	A	E
	E	E	A
<b>Tenure and/or Promotion to Associate</b>	E	E	E
	E	S	A
	E	A	S
	S	E	A
<b>Promotion to Full</b>	S	S	E
	S	E	S
	E	S	S

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

Note that the candidate can focus her/his efforts in various ways to be recommended for tenure or promotion. However, a candidate rated as inadequate in any area will not be recommended for tenure or promotion. Also note that a minimum rating of effective is required in teaching for tenure or promotion (FPPP 8.5.b.1.c-e).

In the consideration of promotion, the review process shall only take into account the candidate's record of performance for all years since appointment or the last performance report for promotion, whichever is more recent.

Early Tenure/Promotion - Candidates who submit for **Early Tenure** must submit justification as a special case as stated in the (FPPP 8.5.b.3).

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

- a. Consideration of tenure/promotion before the beginning of the sixth consecutive full-time probationary year shall be regarded as consideration of "early tenure/promotion."
- b. Any faculty member wishing consideration of early tenure/promotion must request it in writing. They should only do so if they believe their record of accomplishment is exceptional and warrants special consideration. The DPC may initiate early tenure/promotion consideration at the Department level if, after careful examination of the candidate's file, it determines that the candidate's record is exceptional and warrants special consideration.
- c. Inasmuch as consideration of early tenure/promotion is not the normal pattern, a recommendation for early tenure/promotion must be accompanied by its justification as an exceptional case that warrants special consideration. To be considered for early tenure/promotion a candidate should have been rated superior in all three rated categories (or have the reasonable expectation of superior ratings in all three categories based on past reviews) and significantly exceed the minimum qualifications for the rating of superior in one of them. A candidate could be considered for early tenure/promotion if they were rated effective in either the teaching or service categories but significantly exceeded the minimum requirement for superior in the other two categories.

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

- a. Consideration of promotion before the beginning of the fifth consecutive years at the level of Associate Professor shall be regarded as consideration of "early promotion."
- b. Any faculty member at the Associate Professor level wishing consideration of early promotion to Full Professor must request it in writing. They should only do so if they believe their record of accomplishment is exceptional and warrants special consideration. The DPC may initiate early promotion consideration at the Department level if, after careful examination of the candidate's file, it determines that the candidate's record is exceptional and warrants special consideration.
- c. Inasmuch as consideration of early promotion from Associate Professor to Full Professor is not the normal pattern, a recommendation for early promotion must be accompanied by its justification as an exceptional case that warrants special



consideration. To be considered for early promotion, a candidate must demonstrate significant continuity in professional growth and achievement, service and teaching quality at the level of Associate Professor and must be rated superior in all three rated categories (or have the reasonable expectation of superior ratings in all three categories based on past reviews) and significantly exceed the minimum qualifications for the rating of superior in one category. A candidate could be considered for early promotion if they were rated effective in either the teaching or service categories but significantly exceeded the minimum requirement for superior in the other two categories."

Contribution to the Strategic Plans and Goals of the School, College and University will be assessed qualitatively, based on demonstrated ability to conform and facilitate plans and goals of the respective units. (FPPP 8.5.b.1.d)

**A. Effective Teaching** - includes any/all courses taught (general education or Nursing)

The School of Nursing encourages the creation and support of innovative high-quality, student-centered learning environments in accordance with principles for quality teaching practices in education. The criteria for effective teaching are consistent with those set forth by Chickering and Gamson (1987) in *Seven Principles for Good Practice in Undergraduate Education*. For its deliberations the Committee will use the following under instruction:

1. Self-evaluation using (using the *Seven Principles for Good Practice in Undergraduate Education*)
  - a. Encourages student-faculty contact
  - b. Encourages cooperation among students
  - c. Encourages active learning
  - d. Gives prompt feedback
  - e. Emphasizes time on task
  - f. Communicates high expectations
  - g. Respects diverse talents and ways of knowing
2. Written course material
3. Peer evaluations (a minimum of two independent evaluations)
4. Student evaluations
5. Written input from individuals or organizations
6. Coordination and/or collaboration on course development and/or delivery

## **CATEGORIES**

### **Instruction**

- Uses current theory and practice in the preparation of the syllabus and organization of course and class content.
- Demonstrates ability to develop course/class objectives and to organize the student learning experiences to meet the specific curriculum content within the nursing program and the learning needs of students. Uses a variety of teaching strategies, which are appropriate to the content and to the learning needs of students.
- Demonstrates ability to enhance instruction with appropriate teaching aids and technology.
- Provides appropriate assignments/organization for the most effective student learning.
- Provides timely feedback on activities and assignments that enhance each student's learning process.

- Encourages student/teacher and student/student contact and cooperation to enhance the learning process.
- Communicates effectively with students, peers, agencies to optimize student learning.

### **Innovation in Instruction**

- Actively and effectively participates in course and/or program development, implementation and evaluation/assessment.
- Enhances instruction and learning through a variety of innovative pedagogies, e.g., unfolding case study presentation, debate, upside down classroom, Socratic seminars, etc.

### **Student support – in addition to teaching assignment**

- Effectively supports students (includes advising nursing and pre-nursing students, Honor's students, or master's students; thesis advising; advising student organizations, supervision of student externships, mentoring students in scholarly activities).
- Semester coordinator, retention coordinator, program coordination and advising
- Other

Instruction will be assessed by peer review (including classroom observation, clinical observation, review of syllabi, handouts, student assignments, feedback given to students and evaluation methods) and student evaluations of teaching (including numerical SIR IIs, written student comments, and letters submitted). Innovation and Student Support will be assessed by peer review and letters submitted.

### **Performance Standards for Tenure and Promotion (Associate and Full Professor)**

#### **Adequate Evaluation:**

Evidence of competency in the Instruction category as evidenced by 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. In general, the candidate has demonstrated competency in a majority of the evaluative items listed in the "instruction" category above.

#### **Effective Evaluation:**

Evidence of advanced competency in some or all of the Instruction category as well as at least one additional category (Innovation in Instruction or Student Support).

#### **Superior Evaluation:**

Evidence of significant competency in all three categories of Instruction.

### **B. Professional Development/Scholarly Activities**

The School of Nursing requires that faculty demonstrate an ongoing commitment to professional growth and achievement. Professional growth and development may encompass ongoing professional practice, research, and academic scholarship. The School of Nursing values collaborative efforts in all professional development and scholarly activities including grant writing, publication, professional meetings, and presentations. (Each author in collaborative or coauthored activities needs, however, to document their level of participation in the activity, such as the percentage of co-authored work documented by a letter). These activities must demonstrate enhancement in excellence in teaching and contribute to the student-centered learning environment. The Committee will determine on an individual basis the level of significance of individual achievements

based on the documentation provided by the candidate. Evidence of professional growth and achievement is demonstrated by activities listed below.

**CATEGORIES FOR PROMOTION TO ASSOCIATE PROFESSOR** – The following is a list of achievements that have been recognized as significant in terms of tenure and promotion for individuals at the assistant professor level. More achievements are included for this rank than for those at higher levels because we recognize the developmental progression that must occur to attain recognition at/beyond the university. The list is in general order of significance.

**Grants**

- a. Author/Co-author of funded major grant (\$20,000 or more)
- b. Author/Co-author of funded minor grant (less than \$20,000)
- c. Author/Co-author of non-funded major grant
- d. Implementation – Project Director of a major grant
- e. Implementation – grant participant in a major grant

**Research**

- a. Principal/Co-principal investigator
- b. Investigator

**Journal Articles**

- a. Refereed (full article)
- b. Non-refereed (full article)
- c. Refereed (short articles)
- d. Non-refereed (short article)

**Professional Presentations** (podium or poster)

- a. International
- b. National/Regional
- c. State
- d. Local

**Invited Presentations** (keynote) – at Committee’s discretion

**Written/Developed Materials**

- a. Textbooks (whole)
- b. Textbooks (chapter)
- c. Edited book
- d. Research monographs
- e. Software/computer programs for nursing
- f. Peer reviewed simulation scenario development

**Completed Doctorate after Hire**

**Specialty Certification**

**Faculty Practice**

- a. Clinical practice – need to document hours worked & type of practice
- b. Professional consulting dealing with issues specifically related to the candidate’s areas of expertise – need to document significance and time spent (e.g. a letter)
- c. Post graduate work
- d. Certification maintenance

**Other**

Will be based on review of documentation by candidate, such as national/international recognition or awards

**CATEGORIES FOR PROMOTION TO FULL PROFESSOR-** the following is a list of activities that have been recognized as significant in terms of tenure, and promotion for individuals at the associate professor level. The list is in general order of significance.

**Grants**

- a. Author/Co-author of funded major grant (\$40,000 or more)
- b. Implementation – Project Director of a major grant
- c. Implementation – active major grant participant

**Research**

- 1. Principal/Co-principal investigator
- 2. Active investigator

**Journal Articles**

- a. Refereed (full article)
- b. Refereed (short articles)

**Presentations Professional** (podium)

- a. International
- b. National/Regional
- c. State

**Invited Presentations** (keynote) – at Committee’s discretion

**Written/Developed Materials**

- a. Textbooks (whole)
- b. Textbooks (chapter)
- c. Edited book
- d. Research monographs
- e. Software/computer programs for nursing
- f. Peer reviewed simulation scenario development

**Completed Doctorate after Hire**

**Specialty Certification**

**Faculty Practice**

- a. Clinical practice - – need to document hours worked & type of practice
- b. Professional consulting dealing with issues specifically related to the candidate’s areas of expertise – need to document significance and time spent (e.g. a letter)
- c. Post graduate work
- d. Certification maintenance

**Other**

Will be based on review of documentation by candidate, will be based on review of documentation by candidate, such as national/international recognition or awards

The following scholarly activities are typical minimum departmental expectations for tenure and promotion to associate professor and promotion to full professor.

**Performance Standards for Tenure and Promotion (Associate Professor)**

**Adequate Evaluation:** Two significant professional achievements from a combination of two categories

**Effective Evaluation:** Three significant professional achievements from a combination of two or

more categories. Must include either a peer-reviewed publication or a podium or poster presentation at least at the regional level.

**Superior Evaluation:** Four significant professional achievements from a combination of two or more categories. Must include at least one full-length peer-reviewed publication and one poster or podium presentation at least at regional level.

### **Performance Standards for Tenure and Promotion (Full Professor)**

**Adequate Evaluation:** Three significant professional achievements from a combination of two categories

**Effective Evaluation:** Four significant professional achievements from a combination of two or more categories. Must include at least one full-length peer-reviewed publication and one poster or podium presentation at least at national level.

**Superior Evaluation:** Six significant professional achievements from a combination of two or more categories. Must include at least two full-length peer-reviewed publications and at least one national or international podium or poster presentation.

#### **C. Other Contributions to the University and Community**

The School recognizes that all service activities are not equivalent when it comes to workload, and that all committee members do not accomplish the same amount of work. The Committee must consider the quality, continuity and level of effort associated with each service activity. It is in the candidate's interest to document heavy workload service activities and/or document special responsibilities assumed. Letters of support from Committee Chairs or members is encouraged. The School values faculty that demonstrate a commitment to the School, College, University, community, and profession and such service is recognized in all retention, tenure, and promotion decisions.

**Service to the School of Nursing** - in general order of significance and includes active participation in committee work as well as demonstrated leadership in the following elected or appointed positions:

1. School Director
2. Assistant School Director
3. Internal Program or Organization Advisors (i.e. CNSA advisor, End of Program Ceremony advisor)
4. Semester/Program Coordinator
5. Chair of a School Committee
6. Member of a School Committee

**College of Natural Sciences Committees** – in general order of significance

1. Serve as Chair of a College, committee
2. Serve as member of a College or committee

**University Committees** – in general order of significance

1. Serve as Chair of the Academic Senate
2. Serve as a Chair of an Academic Senate subcommittee

3. Serve as an officer of the Academic Senate
4. Serve as a chair of a university committee
5. Serve as a member of a university committee

**Service to the Community-** includes active participation in community projects or in collaborative efforts with other community service organizations. Must include level of participation/activity with supporting documentation.

**Service to the Profession** – includes active participation in organizations, coalitions, and initiatives that seek to further professional nursing goals. Must include level of participation/activity with supporting documentation.

### **Performance Standards for Tenure and Promotion to Associate Professor**

**Adequate Evaluation:** The candidate is a member of at least one professional organization within the assigned discipline. Must serve on at least one committee at the college or university level for tenure and promotion.

**Effective Evaluation:** Service to the School and at least one other category: Service to the College, Service to the University, Service to the Community or Service to the Profession. The candidate is a member of professional organizations within the assigned discipline, and either serves professionally within the community or serves on at least one university committee.

**Superior Evaluation:** Service to the School and at least two other categories: Service to the College, Service to the University, Service to the Community or Service to the Profession. The candidate demonstrates significant service on appropriate department, college, and university committees; candidate demonstrates leadership in professional organizations or provides significant professional contributions to the community.

### **Performance Standards for Promotion to Full Professor**

**Adequate Evaluation:** Service to the School and at least one other category: Service to the College, Service to the University, Service to the Community or Service to the Profession. The candidate is a member of at least one professional organization within the assigned discipline. Must serve on at least one committee at the college or university level for tenure and promotion.

**Effective Evaluation:** Service to the School and at least two other categories: Service to the College, Service to the University, Service to the Community or Service to the Profession. The candidate demonstrates significant service on appropriate Department and College committees, is a member of professional organizations within the assigned discipline, and either serves professionally within the community or serves on at least one university committee.

**Superior Evaluation:** Service to the School and at least three other categories with increasing leadership demonstrated: Service to the College, Service to the University, Service to the Community or Service to the Profession. The candidate demonstrates significant service on, and at times provides a leadership role on appropriate department, college, and university

committees; candidate demonstrates leadership in professional organizations or provides significant professional contributions to the community.

**D. Competency for and willingness to adjust to University-approved Personnel Plan**

Demonstrates capability to adapt to the School Master Plan by the following:

1. Showing evidence of continuing academic development.
2. Assuming new assignments.
3. Contributing constructively in the achievement of program goals and plans.

**SECTION VII. EVALUATION PROCESS**

**A. Evaluation of Tenure-Track Faculty**

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

**B. Evaluation of Non Tenure Track/Lecturer Faculty**

The primary mission of this university is teaching, which shall be the primary criterion for evaluating part-time and fifteen-unit base faculty.

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

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

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

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

### **C. Evaluation Procedures**

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

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

### **D. Three Year Appointments**

ALL TEMPORARY FACULTY unit employees 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. This evaluation shall include student evaluations of teaching (SET) for all full-time TEMPORARY FACULTY will undergo an annual review for the initial two personnel cycles, followed by biennial rather than annual reviews. If the candidate's course assignment changes, the review process returns to the initial two-year annual followed by either annual or biennial REVIEW CYCLE. Evaluation of full-time TEMPORARY FACULTY will follow the PERIODIC EVALUATION procedures for tenure-track faculty. The timetable for evaluation of full-time Temporary Faculty, regardless of the number of years the individual has served, shall follow the schedule of Periodic Evaluation for PROBATIONARY FACULTY, with evaluation notice to the individual due on or before May 15.

### **E. Range Elevation**

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

## **SECTION VIII. FIFTH-YEAR EVALUATION PROCEDURE**

### **A. Composition of Evaluation Committee**

1. The Fifth-Year Evaluation Committee shall be composed of three tenured faculty members at rank equal to or higher than the candidate and is selected by the School Personnel Committee and the Director. One committee member will write the report but all three members will sign the report.



## B. Data Gathering

1. The evaluation committee should collect all pertinent data as listed below that would provide information as to the faculty's performance as an instructor and currency in the field.
  - a. This data shall include, but not necessarily be limited to the following:
    - 1) Written reports based upon classroom visitations, syllabi, course supplements, examinations, class assignments, etc.
    - 2) Copies of scholarly papers presented
    - 3) Letters of commendation
    - 4) Evidence of community service
    - 5) A copy of the most current curriculum vita (FPPP 8.6.b.3.a)
  - b. Additional data would include, but not necessarily be limited to the following:
    - 1) Peer and student evaluations of instructional performance
    - 2) Materials in the faculty's College Personnel File
    - 3) Voluntary additional commentary and evaluations submitted and signed by students, faculty, and administrators regarding the performance of the faculty member in the two evaluation areas (FPPP 8.6.b.3.b)

## C. The Evaluation Process for Fifth-year Review

1. The School of Nursing policy and procedures on the fifth year periodic evaluation process are consistent with the University policy as outlined in FPPP 8.6.b.4.
  - a. The committee shall evaluate the data collected and, based upon it, shall write a report that addresses in detail teaching effectiveness and currency in the discipline.
  - b. After evaluating the data, but before writing its final report, the committee meets with each faculty within its purview. The purpose of this meeting is to provide both the committee and the faculty an opportunity to clear up any unresolved questions that seem relevant to the evaluation.
  - c. The faculty member under evaluation may respond, in writing, to the committee report before the committee report is included in the College Personnel File.
  - d. Materials accumulated during the review will be returned to the faculty being evaluated, upon completion of the evaluation. Following this process, the committee chair and the candidate meet with the dean.

## **SECTION IX. PERSONNEL PLAN REVIEW**

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

## **SECTION X. LAYOFFS AND REINSTATEMENT**

Should layoffs be necessary within the School, the procedure utilized will follow the regulations contained in the Collective Bargaining Agreement, Article 38.

## **Addendum A**

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

#### **TEMPORARY FACULTY EVALUATION GUIDE**

Please Evaluate:

\_\_\_\_\_

Name of faculty under review

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

- A. Effective Teaching - includes any/all courses taught (general education or Nursing)  
The School of Nursing encourages the creation and support of the innovative high-quality, student-centered learning environments in accordance with principles for good practices in education. Therefore, each School of Nursing faculty will be evaluated on the extent to which she/he:
- Encourages student-faculty contact
  - Encourages cooperation among students
  - Encourages active learning
  - Gives prompt feedback
  - Emphasizes time on task
  - Communicates high expectations
  - Respects diverse talents and ways of knowing

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

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

- Effectively mentors students
- Demonstrates ability to work effectively with agencies.
- Develops new courses and teaching techniques to enhance each student's learning process
- Student Evaluation of Teaching

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

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

## **Addendum B**

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

#### **Recommended Appointment Standards for LECTURER Ranges**

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

##### **Range – L (1)**

Educational Standard: Baccalaureate.

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

##### **Range – A (2)**

Educational Standard: Baccalaureate or Master's Degree or Recognized Equivalent.

Responsibilities: The individual will generally have responsibility for teaching specific lower-division courses, where the course curricula are already well defined. The individual must demonstrate currency through professional activity appropriate to the instructional assignment.

##### **Range – B (3)**

Educational Standard: Master's Degree or Doctorate or Recognized Equivalent.

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

##### **Range – C (4)**

Educational Standard: Terminal Degree for Discipline or Recognized Equivalent.

Responsibilities: The individual will generally have responsibility for developing, preparing, and teaching a variety of courses at multiple levels. The individual must demonstrate currency through professional activity appropriate to the instructional assignment.

##### **Range – D (5)**

Educational Standard: Terminal Degree for Discipline or Recognized Equivalent.

Responsibilities: The individual will generally have responsibility for developing, preparing, and teaching a variety of courses at multiple levels. The individual must demonstrate currency through professional activity appropriate to the instructional assignment and must also demonstrate substantial professional recognition at and/or beyond the University.

## **Range Elevation Criteria**

Maintaining Currency in Subject Areas--- demonstrate a commendable level of facilitating student success by providing evidence of:

- Increased mastery of the discipline evinced by additional relevant education or an additional degree
- Effectively using course materials that reflect the current state of knowledge and practices in the field
- Contributing to and planning professional development activities on campus
- Presenting original work at professional meetings and conferences
- Collaborative research and creative activity involving the campus and the community
- Publications, exhibitions, and/or performances that advance knowledge
- Research and/or creative activity in discipline related pedagogy
- Editing professional publications
- External fundraising and resource development related to the mission of the University
- Grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University

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

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

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

- Advising and mentoring students
- Supervising teaching assistants and student assistants.

- Advising and mentoring student associations
- Recruitment and retention of students
- Involvement of students in the research and creative processes