

Department of Business Information Systems

Faculty Personnel Policies and Procedures

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10 Statement of Compliance

The Department of Business Information Systems (BSIS) Faculty Personnel Policies and Procedures are intended to comply with the Collective Bargaining Agreement (CBA) between the California Faculty Association and the Trustees of the California State University and the Faculty Personnel Policies and Procedures (FPPP) of California State University, Chico. The reader is urged to consult these essential documents. If there should be any conflict between provisions contained within this document and federal or state law, California State University policy, the CBA and/or the FPPP, the higher level laws, regulations, or policies shall apply. For current information regarding documents and policies that may have implications for personnel-related decisions, contact the office of Faculty Affairs.

2.0 Personnel Committee Structure and Eligibility

2.1 Personnel committee composition and rules for eligibility shall conform to the standards specified in CSU, Chico FPPP. Faculty members participating in the Faculty Early Retirement Program (FERP) are eligible to serve on a department personnel committee during semesters in which they have teaching responsibilities.

2.2 A quorum shall consist of at least two thirds of the total committee membership. Committee membership shall be established by nomination and election at the first business meeting of the BSIS Department at the beginning of each academic year. An eligible faculty member, if nominated, may not decline the nomination.

3.1 General Responsibilities of Faculty Undergoing Periodic Evaluation or Performance Review

3.2 It is the responsibility of all faculty members to understand the provisions of the FPPP as well as those contained within this document. Faculty members undergoing Periodic Evaluation or Performance Review should periodically consult with (and seek guidance from) the Department Chair and/or the Personnel Committee with respect to questions about the personnel process generally, or about specific expectations or requirements pertaining to the individual faculty member.

3.3 The Department of Business Information Systems cannot overstate the importance of maintaining a dossier containing a cumulative record of the faculty member's activities and accomplishments. Although unmanageable quantities of material should be avoided, capabilities, performance, accomplishments, and effectiveness must be documented affirmatively. That is, should insufficient evidence exist regarding any evaluation criterion, the reviewer(s) may not find that satisfactory performance has been achieved.

3.4 A faculty member need not excel in all areas of review. The more relevant question is whether, overall, the faculty member provides a valuable contribution to the Department, College and University. When evaluating a faculty member's contributions, the quality as well as the amount of contribution shall be considered.

4.1 Standards -Instruction

4.2 Teaching effectiveness is the first, minimum, and indispensable requirement for faculty with responsibility for instruction. In evaluating teaching effectiveness, the following shall be the main criteria for evaluation: (1) scholarship (i.e., currency of knowledge of the field(s) in which the faculty member instructs); (2) organization; and (3) effective communication.

4.3 Student evaluations of teaching (SET) shall be used, but will not weigh excessively in the overall evaluation of teaching effectiveness, and shall not be used when determining a faculty member's scholarship. It is the faculty member's responsibility to carefully provide whatever documentary evidence he/she deems appropriate so that evaluators can accurately assess teaching performance. Typically, this may include syllabi, exams, handouts, and other instructionally related materials used by the faculty member.

4.4 With respect to instruction and teaching effectiveness, a faculty member should:

- possess an in-depth knowledge of the course material, and maintain currency in his/her field
- be able to communicate effectively
- provide evidence of an ability to deliver a well-organized learning experience
- be able to determine the appropriate level of difficulty and range of instructional materials for the course(s) being taught
- provide evidence of the creation and support of high quality, student-centered learning environments
- provide evidence of academic rigor and of high expectations for student performance
- provide, when applicable, evidence of involvement with the enhancement of instructional technology

4.4 Documentary evidence that may be used to establish performance on the standards related to instruction and teaching effectiveness may include (but need not be limited to) the following:

- classroom visitation(s) of members of the Personnel Committee, and/or the Department Chair, and/or the Department Chair's designee, and/or other qualified observers
- course syllabi, examinations, supplementary instructional materials for each course taught
- teaching portfolios, including examples of student performance and achievement, and examples of the faculty member's feedback to students
- videotapes of teaching sessions
- written reports of colleagues based on team-teaching experiences
- written student evaluations of teaching
- peer evaluations of significant independent study or research by students
- special student projects, informal seminars, or internships overseen by the faculty member
- honors, awards, or special recognition received for accomplishments in the classroom
- results of standardized measures or examinations across multiple-section, multiple-faculty courses

- evidence of the creative development of appropriate student outcomes assessment measures
- evidence of the enhancement of instructional technology (including measures indicating the quality and effectiveness of such enhancement)

4.5 Many faculty activities naturally reflect on multiple areas of achievement. Reviewers should include consideration of material presented regarding professional growth and achievement as it may have bearing on the faculty member's instructional effectiveness and currency in the field. In evaluating a faculty member's instructional effectiveness, reviewers also should consider his/her role in course, curriculum, and program development; and special forms of contact with students, such as individual student advising and involvement with student organizations. The unique challenges and contributions associated with team teaching shall be duly weighed. In all cases, evidence of the quality of such activities must be presented.

5.0 Standards - Professional Growth and Achievement

5.1 All forms of scholarship (teaching and learning, discovery, integration of knowledge, and application) that conform to current College policy regarding the determination and maintenance of AACSB qualified status should be considered when evaluating professional growth and achievement.

5.2 Faculty members must provide evidence of active and on-going scholarly inquiry and/or significant consulting activities. The documentary evidence that may be used to establish performance on the standards related to determination and maintenance of AACSB Qualified status may include (but need not be limited to) the following:

- published articles in refereed academic, practitioner, or instructional development journals
- published articles in non-refereed academic, practitioner, or instructional development journals
- authorship/editorship of books (including textbooks), or authorship of chapters in books
- significant consulting activities
- authorship of software that has been published or is generally in use
- authorship of other generally circulated publications
- authorship of published case studies (or which have been widely circulated and used)
- receipt of awards or other recognition for professional activities
- authorship of curricular materials that achieve widespread distribution and use at accredited Colleges of Business
- manuscripts published in a regional, national, or international Conference Proceedings
- presentations made at regional, national or international conferences
- funded grant proposals and contracts
- editorial review of manuscripts for possible publication in academic/professional journals, or for presentation at academic/professional conferences

- service as the Editor, or as a member of the Editorial Board, of an academic/professional journal
- manuscripts prepared for presentation at conferences, or for submission to refereed and non-refereed journals
- creation/development of appropriate student outcomes assessment measures
- service as a conference organization committee member or track/mini-track/session chair at academic/professional conferences

5.3 Faculty members should note that outside reviews may be helpful in assessing their work, as would reviewers' and/or editors' comments on work that has been submitted for publication or presentation consideration. Significant and high quality service to one's profession can be considered in evaluating professional growth and achievement, but it will not weigh nearly as much in the evaluation as publications. Faculty members should provide reviewers with any relevant evidence regarding works in progress.

6.1 Standards -Other Contributions to the University/Community (a.k.a. Service)

6.2 There are many ways in which a faculty member can contribute to the success of the Department, College, University, and the surrounding community. Faculty members should find appropriate means of documenting any such contributions. While the Department of Business Information Systems does not value any one particular form of contribution over another, reviewers should consider the significance of these efforts/outcomes as they relate to facilitating the achievement of University, College, and Department strategic plans and goals.

6.3 Each faculty member must provide evidence regarding his/her service on committees, task forces, and other service-related activities. For each committee, task force, or other group activity, the faculty member should identify: (1) the service group's name, (2) the faculty member's role (e.g., Chair, member), (3) the duration of service, (4) a contact person for verification of the faculty member's contributions, and (5) the ways in which the faculty member effectively contributed to the group's tasks and outcomes. In all cases, evidence of the quality of such activities should be presented. An example of sufficient documentation is a brief statement from the chair of the committee on which one served.

6.4 "Working collaboratively and productively with colleagues" is defined by the CBA as a professional responsibility of faculty, and this activity should be included in the evaluation of "Other Contributions." It is the responsibility of the faculty member to include evidence that he/she works well with others (i.e., is considered to be a "good colleague"). For example, such evidence might include written confirmation by others in the discipline that the faculty member works collaboratively and productively with his/her colleagues. Team-developed courses, co-taught classes, and co-authored articles may also demonstrate the effectiveness of a faculty member's ability to work harmoniously with his/her co-workers. Evidence presented under the sections of "Instruction" and "Professional Growth and Achievement" may also demonstrate the effectiveness of the faculty member's ability to work collaboratively and productively with colleagues.

7.0 Standards -Contribution to the Strategic Plans and Goals of the Department, College, and University

The faculty member should include in his/her dossier information regarding how his/her instructional, professional, and service activities have contributed to the implementation of the University, College, and Department strategic plans, and how the faculty member's performance generally facilitated the University's, College's, and Department's abilities to meet their respective strategic goals.

8.1 Academic and Professional Qualification

8.2 The achievement and maintenance of a faculty member's qualification to teach is essential to the preservation of the College of Business's accreditation with the AACSB. Faculty members are expected to maintain one of the following four qualified statuses: Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner. Refer to the current College of Business document titled "Faculty Qualification Policies" on how to achieve and maintain the appropriate qualified status. The Dean is the sole authority in determining the qualification status of individual faculty. It is the responsibility of faculty members to acquaint themselves with the prevailing standard prescribed by AACSB and the College of Business.

8.3 Tenure-track faculty members are expected to hold a terminal degree and remain qualified as a Scholarly Academic or a Practice Academic. Normally that would mean attaining a doctorate in their teaching area and maintenance of their academic qualification through periodic publications in refereed journals and other academic/professional engagement activities.

8.4 Temporary faculty are expected to be qualified at the time of appointment as an Instructional Practitioner or a Scholarly Practitioner and to continue to maintain one of these two qualifications. The minimum requirement for lecturer or temporary faculty will normally be a master's degree with professional experience at a senior level. Exceptions to the minimum requirement may include recent employment of exceptional responsibility and duration relevant to one's teaching assignment. Temporary faculty members that have taught in the department are expected to demonstrate a continuing satisfactory level of teaching performance and to provide evidence of activities that meet the maintenance requirements of their qualification status.

9.1 Standards for Retention, Tenure, and Promotion (Tenure-Track and Tenured Faculty)

9.2 The department shall adhere to the definitions of "Superior," "Effective," "Adequate," and "Inadequate" as specified in FPPP.

The table below outlines the department's requirements for RTP. A tenure-track faculty member rated as "Inadequate" with respect to Instruction, Professional Growth and Achievement, or Other Contributions will not be recommended for retention, tenure or promotion.

Area	Retention*	Tenure	Promotion from Assistant to Associate	Promotion from Associate to Full
Instruction	Adequate	Effective	Effective	Effective*
Professional Growth and Achievement	Adequate	Effective	Effective	Effective*
Service	Adequate	Adequate	Adequate	Effective*
Other				Substantial professional recognition at and beyond the University

*Promotion from Associate to Full requires that the candidate to be rates as "Superior" in one or more of the three categories: Instruction, Professional Growth and Achievement, or Service.

- 9.2 Department of Business Information Systems Standard for Retention: The record of candidates undergoing a performance review for the purpose of retention should demonstrate that there is a reasonable chance of the candidate obtaining tenure in due course. Therefore, the evaluation of retention candidates will be based on their progress towards the achievements necessary for receiving recommendation for tenure or promotion.
- 9.3 Department of Business Information Systems Standard for Tenure: To be recommended for tenure a faculty member must be evaluated as at least "Effective" with respect to Instruction and Professional Growth and Achievement, and at least "Adequate" in Service and Other Contributions.
- 9.4 Department of Business Information Systems Standard for "Early" Promotion/Tenure: Tenure or promotion may be conferred earlier than the normal sixth year of employment. To be granted early tenure or promotion the faculty member must meet the standards stipulated in the FPPP. Additionally, it is the responsibility of the faculty member requesting early promotion and/or tenure to persuasively justify and demonstrate that theirs is a special case, and why granting of early promotion and/or tenure is warranted.
- 9.5 Department of Business Information Systems Standard for Promotion from Assistant Professor to Associate Professor: To be promoted from Assistant Professor to Associate Professor, the individual normally shall possess tenure or be awarded tenure simultaneously with promotion and must be evaluated as at least "Effective" with respect to Instruction and Professional Growth and Achievement, and at least "Adequate" in Other Contributions. All recommending bodies must clearly identify those activities and achievements which demonstrate fulfillment of this requirement.
- 9.6 Department of Business Information Systems Standard for Promotion from Associate Professor to Professor: To be promoted from Associate Professor to Professor, the individual shall possess tenure or be awarded tenure simultaneously with the promotion and must be evaluated as at least "Effective" with respect to Instruction, Professional Growth and Achievement, and Other Contributions. Additionally, a candidate for promotion to professor must clearly demonstrate substantial professional recognition at and beyond the University itself. All recommending bodies must clearly identify those activities and

achievements which demonstrate fulfillment of this requirement.

10.0 Periodic Evaluation of Temporary Faculty

10.1 The policies and procedures pertaining to the periodic evaluation of temporary faculty shall follow the policies and procedures specified in the FPPP and CBA. In addition, the Department of Business Information Systems establishes the following policies and procedures with respect to part-time temporary faculty members:

- a. All part-time temporary faculty members who are not on three-year appointments are reviewed at least annually. Exceptions may be made if consistent with the FPPP.
- b. At least one classroom visit is conducted each academic year. Classroom visitations may be conducted by members of the Personnel Committee, and/or the Department Chair, and/or the Department Chair's designee, and/or other qualified observers.
- c. All temporary faculty members must maintain "Professionally Qualified" status, as determined by the College of Business.

10.2 Temporary faculty members are expected to earn an evaluation of at least "Satisfactory" with respect to both Instruction and Professional Activity or Professional Growth and Achievement. Temporary faculty members appointed to Range A or Range B are required to demonstrate "professional activity" appropriate to the instructional assignment. Temporary faculty members appointed to Range C or Range D are required to demonstrate professional growth and achievement commensurate with the corresponding rank.

10.3 Failure to submit a dossier as part of the WPAF, or failing to submit a dossier in a timely manner according to the published deadline, will necessarily create an incomplete WPAF, and will lead to a notation in the evaluation report of "Performance cannot be evaluated because of lack of evidence".

11.0 Periodic Evaluation of Tenured Faculty

Periodic evaluation of tenured faculty shall be conducted following procedure in the FPPP.

12.0 Hiring of Tenure Track and Temporary Faculty

12.1 Upon notification of an authorization to hire a new faculty member, the department chair will initiate the process of forming a search committee as specified in the CSU, Chico Faculty Personnel Policies and Procedures (FPPP). The search committee will consist of at least three tenured faculty members who volunteer to serve and, when possible, the Department Chair. Because the BSIS department includes multiple academic areas of concentration, faculty members from the anticipated new hire's area of concentration are strongly encouraged to volunteer for service on the committee. A faculty member who is nominated for service on the search committee by either department faculty or by the Department Chair may not refuse to serve. Recruitment of an external faculty member from outside of the department is strongly recommended for all faculty searches. The external member will act as a full member of the committee in all phases of the decision process and will carry full voting rights. The search committee will be responsible for adherence to campus timelines to ensure

timely offers/acceptances.

- 12.2 As described in the most current COB & Department policies, the procedure for recommending new tenure-track faculty to the dean shall be conducted through a vote of all eligible members of the Search Committee who hold voting rights for the search.
- 12.3 The Department of Business Information Systems shall adhere to those standards established by the College of Business and published in the Policies and Procedures Manual for the appointment of lecturers. Refer to current Faculty Personnel Policies and Procedures (FPPP) of California State University, Chico for appointment standards of lecturers in Range L though Range D.
- 13.0 Department Chair Selection
 - 13.1 Typically, in the spring semester of the academic year when a presiding department chair's contract will expire, the department will form a nominating committee consisting of all department faculty members (tenured, tenure-track, and lecturers) with the exception of the incumbent chair who is not eligible to serve on the committee. The nominating committee will submit to the College of Business Dean's office the names of individuals nominated who meet the requirements for a Chair appointment -i.e., those who are tenured or probationary tenure-track faculty employees.
 - 13.2 The College of Business Dean or the Dean's delegate shall conduct a chair election by secret ballot from the list of candidates supplied by the nominating committee. All department faculty employees, including the incumbent chair and all lecturers, are eligible to cast votes in the election. Votes cast by each adjunct faculty member (lecturer) shall be weighted in proportion to the faculty member's appointment for the semester in which the vote is held. For example, a faculty member with a .40 appointment in the current semester would cast a 2/5ths (.40) vote in the election. It is not mandatory for faculty members to participate in a chair election. However, for a chair election to be deemed official, a quorum consisting of 2/3rds (66.67%) of the tenured and tenure-track faculty members must cast votes in that election.
 - 13.3 To be elected chair, a candidate must receive a fifty percent (50%) or higher majority of the votes cast. In the event no one candidate receives a 50% or better majority, the candidate receiving the fewest number of votes will be removed from the ballot and a subsequent run-off election will be held. Multiple run-off elections, each dropping the least popular candidate, may be necessary to achieve a winning threshold of 50% or better.

Range Elevation for Lecturers

- 14.1 The FPPP states: "For elevation to the RANGE of Lecturer B or above, the individual must have achieved substantial professional growth and development since the initial appointment or last range elevation, whichever is more recent. Professional growth and development for lecturer range elevation eligibility is defined as teaching excellence and maintaining currency in the field, and accumulated teaching experience alone is not considered sufficient for appointment at a higher level." The following table shows the expected performance ratings to achieve range elevation for instructors in the areas relevant to their work assignment and as stated in their contract.

	Instruction only	Instruction and PGA	Instruction & Service	Instruction, PGA & Service	Instruction, PGA & Service
Instruction	Superior	Superior	Superior	Superior	Superior
Professional Growth and Achievement		Effective		Effective	Adequate
Service			Effective	Adequate	Effective

14.2 Further, the CBA requires that the criteria for range elevation be appropriate to the faculty member's work assignments.

Therefore, for determining whether a faculty member's achievements reflect "professional development," if the faculty member's work assignment includes Instruction, then the candidate for range elevation must demonstrate a level of performance in that area at least equivalent to what is defined by the FPPP as "superior," and includes accomplishments recognized beyond the department and college. Examples of actions that demonstrate teaching excellence include (but are not limited to) the following:

- Continually refining and improving teaching practices based on self-reflection and feedback from student and faculty evaluations
- 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
- 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.)
- Successfully employing new technology to foster student learning objectives
- Being significantly involved in development of department curriculum and programs development

14.3 If the faculty member's work assignment includes Professional Growth and Achievement (PGA), then the candidate for range elevation must demonstrate a level of performance in that area at least equivalent to what is defined by the FPPP as "effective." Examples of actions that demonstrate maintaining currency in the field include (but are not limited to) the following:

- Increased mastery of the discipline evidenced by additional relevant education or an additional degree (Note: an additional degree is not a requirement for range elevation)

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- 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
- Conducting Collaborative research and creative activity involving the campus and the community
- Publication of articles or case studies in refereed academic, practitioner, or instructional development journals that advance discipline-related knowledge
- Research and/or creative activity in discipline related pedagogy
- Editing professional publications

If the faculty member's work assignment includes Service, then the candidate for range elevation must demonstrate a level of performance in that area at least equivalent to what is defined by the FPPP as "effective." Examples of actions that demonstrate professional growth in Service include (but are not limited to) the following:

- Successful advising and mentoring of student associations that result in increased recognition of the department or COB
- Recruitment and retention of students
- Involvement of students in the research and creative processes
- Service to a professional society
- External fundraising and resource development related to the mission of the College of Business
- Obtaining funding through grants to conduct research in the discipline, to support pedagogy, or to further the mission of the College of Business

15.0 Conflict of Interest

It is the responsibility of all faculty members to be aware of what constitutes a conflict of interest and adhere to the University's policies governing nepotism, procurement and conflict of interests in grants and contracts.

16.0 Effective Date

Upon ratification by the faculty, and approval by the Dean and Provost, these policies and procedures become effective with the 2016-2017 academic year.

Date Approved: 05-11-2016 *f*