

## POLICY 8: FACULTY REVIEW, RETENTION, TENURE, AND PROMOTION

The Department of Multicultural & Gender Studies (MCGS) adheres to the Faculty Personnel Policies and Procedures of the University (FPPP), the College of Behavioral and Social Sciences (BSS) Personnel Guidelines, and the Collective Bargaining Agreement (CBA). MCGS faculty are expected to conduct themselves in accordance with the established Faculty Code of Ethics (see appropriate sections in the FPPP document).

### A. PERSONNEL COMMITTEE CHARACTERISTICS AND CHARGE

1. **COMMITTEE CHARGE:** The Personnel Committee of MCGS will conduct its deliberations and submit a report in accordance to the University and College Personnel calendars and policies. The Department Chair may elect to be a member of the Department-level personnel committee. The Personnel Committee is charged with the following:
  - a. Evaluation of MCGS faculty with respect to the personnel actions of retention, tenure, and promotion.
  - b. Evaluation of temporary faculty in the academic year in which they are teaching with respect to teaching effectiveness and other criteria (see appropriate sections).
  - c. "Fifth-Year" or Post Tenure Periodic Evaluation of full-time tenured faculty.
  - d. Evaluation of the Department Chair according to policies set by MCGS and other campus documents.
  - e. Any necessary review and revision of Policy 8. Any changes shall be subject to the approval of MCGS faculty, the College Dean, and the Provost or designee.
2. **COMMITTEE ORGANIZATION**
  - a. **Membership:** The MCGS Personnel Committee shall consist of all tenured faculty with full-time appointments in MCGS, plus as necessary, members selected from the tenured voting members of the Department, in accord with FPPP Article 4.0. A minimum of three tenured faculty members are required.
  - b. Service shall be for a period of one year, renewable.
  - c. Only Associate and Full Professors are eligible to participate in reviews involving retention and promotion to Associate Professor and fifth-year evaluations of Associate Professors.
  - d. Only Full Professors are eligible to participate in reviews involving retention and promotion to Full Professor and fifth-year evaluations of Full Professors.
  - e. Upon the recommendation of the Department, the President or designee may agree that faculty participating in the Faculty Early Retirement Program (FERP) may also engage in deliberations and make recommendations regarding the evaluation of a faculty member. A FERP faculty member may only participate in the evaluation process if he/she is engaged in work responsibilities during the entire evaluation process for which that committee is responsible.
  - f. Upon the recommendation of the Department, the President or designee may agree that tenured faculty from another department may also serve on the Department personnel committee.

- g. The membership of the Personnel Committee shall be ratified by the tenured and probationary voting members of MCGS faculty at the last committee meeting of the academic year for service in the succeeding year. After ratification, the Committee Chair and Secretary will be selected.
  - h. Only members of the Personnel Committee may attend committee meetings and vote on Personnel matters. A quorum of the Personnel Committee will consist of two-thirds of its members physically present.
3. COMMITTEE MEMBER RESPONSIBILITIES
- a. The Chair of Personnel Committee will be responsible for the conduct of all Personnel Committee activities and shall act as liaison between candidate(s) and the Committee and:
    - 1. Provide a copy of the Department personnel policies and procedures document to all faculty under review in a timely manner in accordance with the CBA and FPPP. Provide a templated binder of the dossier to lecturers (College provides a templated binder for tenure-track and tenured faculty).
    - 2. Meet as needed to answer questions about file preparation and Committee policies and procedures.
    - 3. Generally keep candidates informed about their rights and responsibilities with respect to the review process.
    - 4. Help candidates develop a representative dossier as required by the FPPP.
  - b. The Secretary will be responsible for keeping an accurate record of the decisions made by the Committee. Minutes must indicate only time, place, and date of meeting, members present, and any action taken. However, minutes for personnel interviews will also include all Committee questions along with summarized faculty responses.
  - c. All members of the Personnel Committee are responsible for reviewing the appropriate section(s) of the FPPP prior to starting the review, evaluation, or range evaluation process.
4. Confidentiality: All deliberations of the Personnel Committee are confidential. Any breach of confidentiality will be handled in accordance with the FPPP applicable provisions.
5. COMMITTEE PROCEDURES: The personnel committee shall follow the processes and procedures detailed in the FPPP for the Evaluation of Temporary Faculty (Lecturers), the Evaluation of Tenure Track (Probationary) Faculty, the Evaluation of Tenured Faculty, and the Range Elevation of Lecturers.
- B. Faculty Code of Ethics:
- C. RETENTION, TENURE AND PROMOTION FOR TENURE-TRACK AND TENURED FACULTY—GENERAL GUIDELINES:
- 1. **Standards for Retention, Tenure, and Promotion:** The ratings of Superior, Effective, Adequate and Inadequate are defined in a general way in the FPPP. In this section, the specific standards related to the achievement of such ratings, under normal circumstances, are described in detail.
  - 2. **Retention:** Retention or non-retention of probationary faculty is based on assessment of their performance. This assessment includes a review of qualifications beyond the terminal degree. A review of the established criteria as indicated in “policies for tenure and promotion” shall be made each year to determine faculty progress towards

- retention and tenure. Retention shall be reviewed as a progression over the six-year cycle towards achieving the instructional skills, professional growth and development, participation in university service, and the development and maintenance of MCGS.
- a. In order to be recommended for retention, faculty must be rated at least effective in teaching and adequate in all other areas. Faculty are expected to show substantial improvement in any area rated adequate as they progress towards tenure.
  - b. Periodic Evaluations and Performance Reviews:  
Please see FPPP 10.2.1 for the normal sequence of reviews and evaluations for tenure-track faculty.
3. **Tenure and Promotion to Associate Professor:**
- a. Faculty will normally possess tenure or be awarded tenure simultaneously.
  - b. Time in rank, including credit for prior year(s) of service, is normally expected to follow the guidelines of the FPPP and CBA documents.
  - c. Under normal circumstances, professional growth and achievement will be related to social justice, race/ethnicity, gender, sexuality, or pedagogy.
  - d. For tenure and promotion, a minimum rating of “**Effective**” is required in all three areas as described below.
4. **Accelerated Tenure and Promotion to Associate Professor:**  
According to the FPPP, probationary faculty can make a formal written request for consideration, and notification of intent to apply, for accelerated tenure and/or promotion prior to meeting the required years of service.
- a. To qualify for accelerated tenure or promotion the candidate must: (1) be rated Superior as defined in 10.3.4 in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; and (2) demonstrate the likelihood for that exceptional that this high level of performance will continue; and (3) have worked a minimum of one academic year of performance under the conditions similar to their department’s typical full time assignment. See the FPPP for complete information on the criteria for early tenure and promotion as well as a delineation of the process.
5. **Promotion to Full Professor:**
- a. Clear evidence of teaching effectiveness as well as demonstrated achievement and potential for growth in all three areas of evaluation are required.
  - b. Teaching: Positive SET scores (see scores for an “Effective” rating for tenure/promotion to Associate Professor), positive peer evaluations, and evidence of involvement in the curriculum development process and/or individual course development are required.
  - c. Professional Growth and Development: Faculty will have demonstrated substantial professional growth, achievement and recognition at and/or beyond the University itself. At a minimum this includes a record of achievement beyond that required for tenure and promotion to Associate Professor.
  - d. Other Contributions: Faculty must demonstrate at least a substantive record of other contributions to the University and Community, meeting the requirements for tenure and promotion to Associate Professor, plus a demonstrated record of increasing leadership at some level in the University, community or the

profession. The Department recognizes that not all service activities are equal in terms of workload, and will evaluate the quality, duration and effectiveness of the service given.

- e. To some extent, exceptional performance in one area of review may compensate for lesser contributions in other areas of review.
  - f. The Personnel Committee will take note of the normal time in rank as one criterion.
6. **Accelerated Promotion to Full Professor:**
- a. To qualify for accelerated promotion to full professor the candidate must: (1) be ranked Superior in all three categories of evaluation: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community; and (2) have exceeded the expectations of Superior in all three categories of evaluation; and (3) demonstrate the likelihood that their exceptional performance will continue, and (4) clearly demonstrate substantial professional recognition at and beyond the University itself. Inasmuch as consideration of accelerated promotion to full professor is not the normal pattern, a recommendation for accelerated promotion must be accompanied by its justification as an exceptional record at each level of review. See the FPPP for complete information on the criteria for early tenure and promotion as well as a delineation of the process.
7. **Mandatory Meeting with Department Chair/ Personnel Committee Chair:**  
Prior to submitting the dossier and related materials, tenured and tenure-track faculty who apply for promotion shall meet with the Department Chair and Personnel Committee Chair to discuss the Department's specific criteria and standards for that promotion. This meeting may be waived by the faculty member upon submission of a signed document specifically waiving the need to discuss these criteria and standards. At the conclusion of this meeting, the candidate for RTP shall submit a document for his/her dossier specifying that all questions regarding the Department's criteria and standards for the desired personnel action have been answered. This document shall not waive any faculty rights to grieve a personnel decision as granted in the FPPP or in the CBA.

D. RETENTION, TENURE AND PROMOTION FOR TENURE-TRACK AND TENURED FACULTY—DOSSIER:

1. Areas of Evaluation and Dossier: MCGS faculty under review for RTP will be assessed on their performance in four evaluation areas: Instruction, Professional Growth and Achievement, Other Contributions to the University and Community, and Contribution to the Mission, Vision and Strategic Plan of MCGS, College, and University. Each candidate shall be provided with these departmental standards, as well as an organized and tabbed binder in which to organize a dossier of evidence of their effectiveness in the four evaluation areas. This dossier shall contain at minimum these departmental standards, a current curriculum vita (CV) in the available recommended format, an executive summary of achievements during current period of review (no more than two pages), and all other items below indicated as *REQUIRED FOR DOSSIER*. In addition, each Candidate may include evidence of and/or refer to any other items or activities that demonstrate his/her performance. Items marked as *INCLUDED IN PAF* will automatically be archived in the Personnel

Action File located in the Dean's office, and do not also have to be included in the dossier. The dossier is to be organized according to the following Template, which is reflected in the provided tabbed binder.

- a. Table of Contents *REQUIRED FOR DOSSIER*
  - b. MCGS Policy 8 Evaluation and RTP Standards (i.e. Department Standards) *REQUIRED FOR DOSSIER*
  - c. An updated CV, using the provided template *REQUIRED FOR DOSSIER*
  - d. An Executive Summary of achievements applicable to the current period of review (no more than two pages). *REQUIRED FOR DOSSIER*
2. Evaluation Area I: Teaching

Effective teaching is the first and indispensable requirement for retention of any faculty, and for tenure and promotion of those on the tenure track. The committee will request, during the period of review, that each member of the faculty submit a dossier. Dossiers are to be organized according to a Template, made available to the faculty member both electronically and in a tabbed binder. All faculty dossiers include a section on teaching; areas of focus and dossier items related to teaching are described in this section.

- a. **ELEMENTS OF TEACHING:** When completing a review of any faculty member, the Personnel Committee shall consider any or all of the following elements of teaching documented in the faculty member's dossier. Items indicated with an asterisk (\*) are not required of most lecturers, as they are not assigned time for research or other professional development or service generally.
  - i. Knowledge of the field
  - ii. Currency of disciplinary materials, language, theory
  - iii. Conscious incorporation and analysis of intersectionality
  - iv. Pedagogical expertise
  - v. Organization of courses and materials
  - vi. In-class teaching methods and communication of ideas, including student interaction and involvement with instructor and each other
  - vii. Utilization of [high impact student learning practices](#) within and without the classroom
  - viii. Development of courses (regular, hybrid, or online) and program curricula
  - ix. Appropriate use of academic technologies
  - x. Ability to develop and implement rigorous assessment procedures, and in supporting students achieving all MCGS Student Learning Objectives
  - xi. Techniques in supporting student success, both in individual courses and in program curricula
  - xii. Student perceptions of learning and teaching
  - xiii. Awards related to teaching and/or curriculum
  - xiv. Effective and/or innovative teaching in General Education Mentorship of students in academic work (e.g., Honors, independent studies, internships, M.A. projects/theses)\*
  - xv. Mentorship and advising of students for success (e.g. Club and organization advising, working with support programs such as CCLC, etc.)\*
  - xvi. Contributions to pre-K through grade 12 and/or service learning\*

- xvii. Workshops, conferences, and other professional development in the area of pedagogy\*
3. EVIDENCE OF TEACHING: The Personnel Committee will review any or all of the following sources of evidence of contributions to the learning environment, when they are included in the dossier.
- a. A self-reflective and evaluative statement which addresses the candidate's teaching philosophy/strategies/objectives and how these have impacted the candidate's teaching (i.e., how these have impacted the candidate's classes, assignments, other learning experiences provided for students, and student learning goals and assessment of those goals.) *REQUIRED FOR DOSSIER*
  - b. A statement of how the candidate's teaching, scholarly, creative, and civic engagement/activist interests relate to and support one another. *REQUIRED FOR DOSSIER*
  - c. List or table of courses taught at CSU, Chico during period under review: The candidate should include course number, course title, year/semester taught, mode of delivery, new course: yes/no, and new syllabus: yes/no. *REQUIRED FOR DOSSIER*
  - d. Course syllabi along with schedule of readings and assignments *REQUIRED FOR DOSSIER*
  - e. Other selected course materials including tests, table of contents of textbooks, handouts, assignments
  - f. Evidence of student achievement, which may include items such as graded assignments (with the students' names redacted), documentation of awards, acceptance to conferences, acceptance to graduate school, etc.
  - g. Signed letters of support or commendation from colleagues.
  - h. Class Visitations (Peer Evaluations): Pursuant to the FPPP, each review year all tenure-track and temporary faculty will be subject to a class visitation (peer evaluation). The faculty member shall be provided a notice of at least five (5) days that a classroom visit, online observation, and/or review of online content is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class(es) regarding the classes to be visited and the scheduling of such visits. In MCGS, the faculty member may suggest potential classroom visitors. After the direct teaching observation, the peer observer shall submit a written report, using the MCGS Class Visitation Evaluation document. *INCLUDED IN PAF*
    - a. Class visitations serve the dual purpose of evaluating the current level of instruction and providing supportive suggestions to improve instruction.
    - b. At least two days prior to the class visitation, the instructor to be observed shall provide any materials necessary for the visitor to understand and assess what he/she will observe. Such items may include an overview of the assignment and activities for that day, a copy of any readings or other materials students are required to prepare, and/or a plan for the class including the student learning objectives targeted.
    - c. After the class visitation, the observer shall prepare his/her draft report with reference to the categories listed below.

- d. Within 10 days of the class visitation, the observer will meet with the observed instructor to discuss the report, ask any necessary clarifying questions, and if necessary make changes to the report. After the report has been finalized, the observed instructor shall sign the Classroom Visitation Summary form, and both items shall be submitted to the Dean's office for inclusion in the instructor's file.
  - e. Additional classroom visitations from lecturer peers, tenure-track peers, Faculty Development peers, and/or peers outside of the department can also be requested by the faculty member. For those classroom visitations, the observer need not use the approved classroom observation form. The faculty member may submit these for inclusion in the PAF, and/or place them in the dossier.
  - f. For online courses, a similar procedure will be followed, except that (1) the evaluation will be done with reference to the CSU Quality in Online Learning and Teaching (QOLT) instrument and (2) the faculty observer must have experience in effective online instruction and the QOLT instrument. In place of the classroom observation, a meeting will be scheduled between the faculty observer and the course instructor to match the length of a typical in class observation. During this meeting, the instructor will present the online course to the faculty observer, providing explanation within each area of the QOLT instrument. All other aspects of the classroom visitation will remain the same and follow the provisions for on-line course evaluation in the FPPP.
  - g. Candidates will submit an accurate narrative summary of peer evaluations received within the review period. *REQUIRED FOR DOSSIER*
  - i. Student Evaluations of Teaching (SET). Written or electronic SETs shall be required for all faculty who teach in MCGS. All classes with six or more students taught by each faculty shall be evaluated using SETs. (CBA 15.15) A faculty member may request to administer SETs in classes with five or fewer students after receiving permission from the College Dean. *INCLUDED IN PAF*
  - j. Candidates will submit an accurate tabulated summary and narrative of the numerical SET data for each course, as well as any written comments included in the SET. *REQUIRED FOR DOSSIER*
  - k. Student letters of Support. Candidates may incorporate additional written student communications in their dossier, in compliance with the CBA, Sections 15.17.a and 15.17.b where it states specifically: "Any student communications or evaluations provided outside of the regular evaluation process must be identified by student's name and included in a Personnel or Personnel Action File."
  - l. Candidates will provide a brief (one to two pages) interpretation of/reflection on the evaluations of teaching provided by students and peers, identifying what was learned and what changes (if any) have been made to improve teaching as a result of these evaluations. *REQUIRED FOR DOSSIER*
  - m. Any other evidence of relevant contributions and achievement in the learning environment the Candidate places in his/her dossier.
4. Area of Evaluation II: Professional Growth and Achievement:

- a. Professional scholarly/creative/civic engagement activities, and remaining current in the field, are viewed as essential in the academic community. Demonstrating currency in an MCGS-related disciplinary field, and/or in the field of pedagogy, is both expected and appreciated. MCGS candidates are expected to engage in activities that provide for on-going growth, enrichment, contribution to and recognition in the interdisciplinary profession that comprises MCGS. In MCGS, not only research and publication are considered valuable as Professional Growth and Achievement, but also creative and activist accomplishments are seen as meritorious. Historically and presently, MCGS faculty are involved in social justice work and research, and many identify as part of an underserved group. As such, MCGS faculty often are called to participate in a disproportionately high number of professional activities, such as individual mentoring of underserved students; advising of underserved and social justice-oriented student groups; recruitment and retention of underserved students; outreach and advocacy within underserved communities; and activism at various levels. Such faculty may have been placed at a disadvantage when their social justice work was only evaluated as service. The discipline of Multicultural & Gender Studies highly values activism and advocacy, as well as scholarship and creative endeavors, as professional growth and achievement. The Mission of MCGS states, “We are a diverse community of scholars and activists working together to critically examine gender, sexuality, socioeconomic class, ability, race, and ethnicity and to cultivate social justice through informed activism.” Our Vision Statement goes on to articulate that “Multicultural and Gender Studies will serve the mission, strategic plan, and values of CSU Chico by supporting interdisciplinary scholarly inquiry and social justice advocacy both in the broadest sense and with special attention to diverse communities in the North State.”
  - b. Faculty will prepare a reflective, self-evaluative, statement on professional growth and achievement that addresses: their professional goals and objectives; their scholarly, creative and informed activism activities; how their professional growth and achievement has evolved, where it might be going, and how it has affected the candidate's teaching. This document should provide context and guidance for how reviewers from other disciplines may judge the relative professional value of accomplishments. *REQUIRED FOR DOSSIER*
  - c. Faculty will provide documentation of important achievements listed in their CV and/or mentioned in their statement on professional growth and achievement. *REQUIRED FOR DOSSIER*
5. Other Contributions to the Department, College, University, Profession and Community:
- The University and academic disciplines only thrive when all members participate in the work of maintenance, growth, and shared governance. By the same token, the University benefits inestimably when involved in our surrounding community, and vice versa. Candidates are expected to perform a range of services at the levels Department, College, University, profession and community. Evidence of such contributions should appear in the candidate’s dossier.
- a. Faculty will write a concise summary and analysis of their most important areas of service at the various levels. *REQUIRED FOR DOSSIER*



- b. Faculty will provide documentation of important achievements listed in their CV and/or mentioned in their narrative on service. *REQUIRED FOR DOSSIER*
6. Support of the Mission, Vision, and Strategic Plan  
This area should not comprise additional or separate work, but rather highlight how one or two selected activities in the other areas are especially supportive of the University, College, and Department's stated goals and objectives. *REQUIRED FOR DOSSIER*
- E. RETENTION, TENURE AND PROMOTION FOR TENURE-TRACK AND TENURED FACULTY—SPECIFIC CRITERIA:  
**1. TEACHING:**

a. **For an Adequate rating at any Performance Review, the candidate must meet the following criteria:**

- Syllabi, course materials, and assignments that demonstrate support of student progress toward MCGS Student Learning Objectives
- Some evidence of currency in disciplinary materials, language, and theory
- Average student ratings of at least 3.0 (on a 5-point scale). While student evaluations of teaching are an important indicator of effective teaching, many factors can influence these scores. Candidates are encouraged to explain why their scores fall outside of the desired range if they believe there are factors that will help those reviewing their file to more completely understand the true quality of their teaching. In general scores should show improvement over time and should be supported by positive comments on the qualitative portion of the SETs.
- Acceptable, even if not remarkable, peer evaluations
- Acceptable, even if not remarkable, professionalism and competence as an educator

*An overall rating of "adequate" performance is the minimum level of achievement consistent with retention, but it is insufficient to justify the awarding of tenure and/or promotion.*

b. **For an Effective rating at any Performance Review, the candidate must meet the following criteria:**

- Syllabi, course materials, and assignments that demonstrate support of student progress toward MCGS Student Learning Objectives
- Evidence of currency in disciplinary materials, language, and theory
- Average student ratings of 3.8 and above. While student evaluations of teaching are an important indicator of effective teaching, many factors can influence these scores. Candidates are encouraged to explain why their scores fall outside of the desired range if they believe there are factors that will help those reviewing their file to more completely understand the true quality of their teaching. In general scores should show improvement over time and should be supported by positive comments on the qualitative portion of the SETs.

- Evidence of having incorporated student feedback to improve instruction and curriculum
- Positive peer evaluations
- Satisfactory professionalism and competence as an educator

In order to achieve an Effective rating at the 2<sup>nd</sup> and 4<sup>th</sup> year reviews the candidate also must complete at minimum **two** distinct instances from the following list, with no repetitions and no double counting for other areas of RTP. At the cumulative 6<sup>th</sup> year retention and promotion review and at the review for promotion to Full Professor, the candidate must have completed at least six instances from the following list; at this level of review the candidate may repeat items (e.g. substantial revision of two courses may count for two items) but not double count for other areas of RTP:

- Completed professional development in pedagogy, teaching methods, or instructional technology (e.g. attendance of at least a full-day conference or 5+ workshops; 5+ one-on-one sessions with a mentor or TLP Instructional Consultant)
- Served as lead for a multi-section course
- Developed a new course
- Chaired a curriculum committee
- Substantially redesigned a course in terms of content (at least 2/3 of the course changed)
- Redesigned a course for online delivery, according to QOLT best practices
- Facilitated specialized pedagogical training
- Used innovative teaching-assignments, technology, etc
- Mentored or involved students in conducting research
- Chaired or supervised honors thesis, project, internships, or independent study
- Took on extra advisees, in excess of the department average for faculty advising
- Participated in mentoring new faculty around teaching
- Connected research to teaching and practice
- Two or more new preps in a year
- Conscious incorporation and analysis of intersectionality across race, ethnicity, gender, sexuality, ability, and socioeconomic class in all courses
- Utilized teaching methods proven to improve student success, such as substantial student interaction and involvement with instructor and each other
- Utilized LEAP [high impact student learning practices](#) within and without the classroom
- Incorporated civic/community engagement into courses (e.g. students involved in community, guest speakers from outside the university engage with students)
- Integrated informational literacy into courses (e.g. work with Library faculty to create module, invite Librarian to teach session, etc.)

- Collaborated in development of program curricula
  - Developed and implemented rigorous and evidence-based assessment procedures in supporting students achieving all MCGS Student Learning Objectives
  - Mentorship and advising of students for success (e.g. Club and organization advising, working with support programs such as CCLC, etc.)
  - Effective and/or innovative teaching in General Education
  - Contributions to pre-K through grade 12 and/or service learning
  - Awards related to teaching and/or curriculum
  - Other substantial accomplishment in teaching
- c. **For a Superior rating in teaching**, the candidate must be able to demonstrate achievement that is substantially above (for example, twice the number of instances) what is expected for an Effective rating, and have average student ratings of 4.3 and above.

## **2. PROFESSIONAL GROWTH AND DEVELOPMENT:**

### **a. LISTED CRITERIA FOR EVALUATION**

#### **Area A:**

- Author or coauthor of a published book in a peer-review press (counts double)
- Author or coauthor of a published article in a refereed journal
- Author or coauthor of a published book chapter
- Edited or Co-edited a book or special issue of a journal
- Secured a substantial external grant (approximately \$50,000 or more)
- Other major professional accomplishment accepted as such in the discipline

#### **Area B:**

- Acceptance or publication of at least 5 social justice, multicultural, or gender/sexuality-related articles/op eds in a newspaper or magazine
- Disseminated social justice, multicultural, or gender/sexuality-related research results/new ideas in a peer-review electronic venue
- Acceptance or publication of an encyclopedia or reference book entry of 2+ pages, or at least 3 shorter entries
- Acceptance or publication of a research report
- Acceptance or publication of items of social justice, multicultural, or gender/sexuality-related art and/or poetry in a peer-review anthology, journal, or other peer-review (inter)national method of dissemination
- Acceptance of social justice, multicultural, or gender/sexuality-related art into a juried exhibition outside of the university
- Acceptance or publication in a peer reviewed journal (above the required)
- Acceptance or publication of a chapter in a book (above the required)
- Acceptance or publication of computer software/manual/workbook
- Submission of work for consideration in one of the above listed categories (only one submission may count toward the required number of instances)

- Work in progress: manuscripts or ongoing data collection (for article or book-length peer-review publication) (only one work in progress may count toward the required number of instances)
- Translation in progress (for article or book-length peer-review publication) (only one translation in progress may count toward the required number of instances)
- Accepted or presented a peer reviewed paper at a national or international conference
- Accepted or presented two papers at a local/regional conference or meeting
- Accepted or presented at two poster sessions
- Submitted an external grant proposal (unfunded)
- Secured an external grant (above the required)
- Reviewed 2 articles or books for a publisher or journal
- Member of a journal editorial board
- Member of editorial board for an academic or literary press
- Secured an internal grant (other than travel grants)
- Developed a film or other non-print media that is peer-reviewed or nationally recognized
- Service on or officer of a board of directors or a committee/task force of a social justice, multicultural, or gender/sexuality-related organization
- Grant writing for a social justice, multicultural, or gender/sexuality-related organization related to area of professional interest
- At least 5 social justice, multicultural, or gender/sexuality-related lectures to campus/community groups
- Year-long participation and/or leadership in active coalitions or substantive collaborative work with other faculty, focusing on social justice, multicultural, or gender/sexuality-related issues
- Grassroots organizing with underserved communities, such as co-organizing a campaign with community leaders
- Organizing and coordinating advocacy coalition activities
- Holding an appointment or being an officer in a social justice, multicultural, or gender/sexuality-related organization outside of the university
- Extraordinary support of retention of underserved students (not counting in the service area), such as establishing and administering a new and effective program

b. For an ADEQUATE rating:

1. At the 2<sup>nd</sup> year performance review, the candidate must meet at least three distinct instances of the listed criteria during the period of review.
2. At the 4<sup>th</sup> year performance review, the candidate must meet at least three instances of the listed criteria during the period of review (at least one from Area A, repeated items in the same category acceptable except where otherwise noted).
3. At the cumulative 6<sup>th</sup> year retention and promotion review, the candidate must meet at least seven instances of the listed criteria (at least two from

Area A, repeated items in the same category acceptable except where otherwise noted). Nevertheless, an Adequate rating is insufficient for retention, tenure, and promotion.

4. At the review for promotion to Full Professor, the candidate must meet at least seven instances of the listed criteria (from Area A and/or B).

*An overall rating of “adequate” is the minimal level of achievement for retention, but it is insufficient to justify the awarding of tenure and/or promotion.*

- c. For an EFFECTIVE rating:
  1. At the 2<sup>nd</sup> and 4<sup>th</sup> performance reviews the candidate must meet at least **one** of the Area A listed criteria during the period of review; in addition, the candidate must meet at least **two** more instances of the listed criteria (from Area A and/or B) during the period of review.
  2. At the 6<sup>th</sup> year cumulative retention and promotion review the candidate must meet at least **three** instances of the Area A listed criteria (one of the instances must be a publication; repetition of items acceptable). In addition, the candidate must meet at least **six** more instances of the listed criteria (from Area A and/or B) during the period of review (repetition of items acceptable).
  3. At the review for promotion to Full Professor, the candidate must meet at least **three** instances of the Area A listed criteria (one of the instances must be a publication; repetition of items acceptable). In addition, the candidate must meet at least **six** more instances of the listed criteria (from Area A and/or B) during the period of review (repetition of items acceptable).
- d. **For a Superior rating** at any Performance Review, the candidate must be able to demonstrate achievement that is substantially above (for example, twice as many items) what is expected for an Effective rating.

### 3. **OTHER CONTRIBUTIONS TO THE DEPARTMENT, COLLEGE, UNIVERSITY, PROFESSION AND COMMUNITY:**

#### a. **LISTED CRITERIA FOR EVALUATION**

##### **Basic: Expected of all faculty at all performance reviews:**

- Regularly attend MCGS faculty meetings
- Serve on two MCGS Department committees
- Participate in other mandatory Department meetings/events
- Represent the MCGS Department a minimum of once per year at campus-wide and department specific Student recruitment/retention
- Represent MCGS a minimum of once per year at semi-annual special graduation celebration/recognition ceremonies and/or commencement
- Be actively engaged in providing advising to their assigned advisees
- Serve on two MCGS committees
- Demonstrate a willingness to work collaboratively and productively with colleagues, including completing assignments in a timely fashion (If this standard is met at a satisfactory level, the department need not address it in the RTP report and recommendations)

**Area A Department:** Demonstrate active participation in MCGS Department work.

- Serving on additional MCGS committees and/or subcommittees
- Voluntarily work on MCGS projects
- Voluntarily develop or revise MCGS policies
- Voluntarily write or revise MCGS reports
- Completing a report/document related to accreditation or a similar process
- Contribute to a student outcome assessment document
- Serving as Coordinator and Advisor of a program within MCGS
- Serving as chair of a MCGS committee
- Chairing an honors, independent study or thesis project or serving on more than one committee
- Writing significant program development manuscripts
- Conducting development and fund-raising activities
- Working with students, staff and faculty to gain recognition for their exceptional work, achievements, honors and contributions
- Other activities that demonstrate engagement and active participation
- Other major project as assigned by Chair

**Area B College/University** (starting in third year) Participate in shared governance or other University service outside of the Department.

- Serve on at least one College or University Committee for at least one committee term per retention/promotion cycle
- Participate in College or University student recruitment and retention efforts
- Organization of events serving the needs of the College or University
- Presentation of 3 or more lectures or workshops to campus groups (students, faculty and/or staff) and/or colleagues' classes in a year's time
- Other college administrative assignment
- Advisor of a student group
- Involving students in a University or community effort outside of a class assignment
- Serving as chair of a BSS committee
- Providing social justice, multicultural, or gender/sexuality-related trainings
- Year-long contribution to projects and/or programs that support the University strategic goals (example: diversity, sustainability, student retention, Associated Student Programs, etc.)
- Year-long participation and/or leadership in active coalitions or substantive collaborative work with other faculty, focusing on social justice, multicultural, or gender/sexuality-related issues
- Other activities that the individual can demonstrate provide a service to students, the Department, the College, or the University
- Serving as an external committee member on a non-MCGS personnel or Search committee
- Other major project as assigned

**Area C Profession** (starting in third year) Demonstrate active involvement in scholarly and/or activist and advocacy communities or organizations. Minimum of one of the below each year: (not used for a prior requirement):

- Service on or officer of a board of directors or a committee/task force of an organization related to area of professional interest
- Holding an office or chairing a committee of a relevant professional organization
- Serving on a social justice, multicultural, or gender/sexuality-related community or professional board
- Grant writing for a social justice, multicultural, or gender/sexuality-related project or organization
- Providing social justice, multicultural, or gender/sexuality-related expertise to organizations, agencies, clients, communities and/or groups
- Speaking at community events/meetings
- Reviewing an article for a professional journal relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Serving in an official capacity for a professional journal, database, or other organization or project disseminating peer-reviewed work related to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Authoring two book reviews relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Organizing and/or serving as chair of a panel or session at a professional conference or institute relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Coordinating a professional conference or institute relevant to social justice, multicultural, or gender/sexuality studies or another area of professional interest
- Serving as an external reviewer for a social justice, multicultural, or gender/sexuality-related faculty member or program at another university
- Other major project as assigned

b. For an ADEQUATE rating:

1. At the 2<sup>nd</sup> year Performance Review the candidate must meet all of the listed Basic expectations.
2. At the 4<sup>th</sup> year Performance Review the candidate must meet all of the listed Basic expectations; additionally, the candidate must meet at least one instance of the listed criteria for each of Areas A, B, and C (not used to satisfy requirements in another Area of Evaluation) for each year in the period of review. NOTE: Service in Areas B and C is not expected nor required until a candidate's third year.
3. At the 6<sup>th</sup> year cumulative Review for Tenure and Promotion, the candidate must meet all of the listed Basic expectations; additionally, the candidate must meet at least one instance of the listed criteria for each of Areas A, B,

and C (not used to satisfy requirements in another Area of Evaluation) for each year in the period of review. NOTE: Service in Areas B and C is not expected nor required until a candidate's third year.

4. At the review for promotion to Full Professor, the candidate must meet all of the listed Basic expectations as well as at least one instance of the listed criteria for each of Areas A, B, and C (not used to satisfy requirements in another Area of Evaluation) for each year in the period of review.

*An overall rating of "adequate" is the minimal level of achievement for retention, but it is insufficient to justify the awarding of tenure and/or promotion*

**c. For an EFFECTIVE rating:**

1. At the 2<sup>nd</sup> year Performance Review the candidate must meet all of the listed Basic expectations; additionally, the candidate must meet two more instances of the listed criteria for any Area (not used to satisfy requirements in another Area of Evaluation).
2. At the 4<sup>th</sup> year Performance Review the candidate must meet all of the listed Basic expectations; additionally, the candidate must meet at least one of the listed criteria for each of Areas A, B, and C (not used to satisfy requirements in another Area of Evaluation) for each year in the period of review. NOTE: Service in Areas B and C is not expected nor required until a candidate's third year.
3. At the 6<sup>th</sup> year cumulative Review for Tenure and Promotion, the candidate must meet all of the listed Basic expectations; additionally, the candidate must meet one instance of the listed criteria for each of Areas A, B, and C (not used to satisfy requirements in another Area of Evaluation) for each year in the period of review as well as five additional instances over the period of review. NOTE: Service in Areas B and C is not expected nor required until a candidate's third year.
4. At the review for promotion to Full Professor, the candidate must meet all of the listed Basic expectations; additionally, the candidate must meet one instance of the listed criteria for each of Areas A, B, and C (not used to satisfy requirements in another Area of Evaluation) for each year in the period of review as well as five additional instances over the period of review.

- d. **For a SUPERIOR rating** in Other Contributions, the candidate must be able to demonstrate achievement that is substantially above (for example, twice as many instances) what is expected for an Effective rating.

## 9. EVALUATION OF TENURED FACULTY

For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to periodic evaluations at intervals no greater than 5 years. Please refer to FPPP for data gathering details.

### a. Committee Membership



- i. The Committee for the evaluation of tenured faculty shall be selected from the MCGS Personnel committee and shall be elected according to the guidelines in the FPPP.
- ii. Faculty members from outside the Department, but in closely related disciplines, may serve on the committee.

**b. Procedures**

- i. Candidates under review will submit current CV and all pertinent data for the evaluation of teaching and currency in the field, scholarship and creativity, contributions to the Department of Multicultural and Gender Studies and its programs, and service to the University by University deadlines. Please see FPPP for further information.
- ii. Other responsibilities identified in the CBA and deemed relevant to the position should also be evaluated.
- iii. After assessing the data, but prior to writing the report, the committee shall interview candidates to clarify any unresolved questions. The report from the Department committee shall be completed and forwarded to the Dean in accordance with the RTP Deadline Calendar, FPPP Appendix.
- iv. The Committee Chair and the Dean will meet with the faculty under review to discuss the Committee's report, the Dean has the option of writing an independent report.
- v. Additional evaluations of tenured faculty can be initiated by the Dean per FPPP.

**10. PERIODIC EVALUATION OF LECTURERS**

- a. All temporary faculty will undergo Periodic Evaluation following the timelines described in the FPPP. The committee will notify the lecturer of the timeline related to the Periodic Evaluation. The period of review for periodic evaluations are as described in the FPPP. The lecturer will then update and submit their dossier according to the timeline.
- b. MCGS Lecturers, "Temporary faculty members," as outlined in the FPPP and the CBA, will be evaluated primarily in reference to teaching effectiveness: "organization, scholarship: knowledge in the field, [and] effective communication." As outlined in section C, all faculty shall submit a Dossier with narrative and evidence speaking to their teaching effectiveness and knowledge in the field. If a lecturer wishes to document any additional professional activity that has some relation to or impact on teaching, this evidence also may be considered, along with: duties as defined by assignment; professional ethics and conduct; and other contributions which represent positive assistance to the department. The Dossier is to be organized according to the following Template, which is reflected in the provided tabbed binder.
  - i. Table of Contents *REQUIRED FOR DOSSIER*
  - ii. MCGS Policy 8 Section D.2 Evaluation of Teaching *REQUIRED FOR DOSSIER*
  - iii. An updated CV, using the provided template *REQUIRED FOR DOSSIER*
  - iv. An Executive Summary of achievements during the current period of review (no more than two pages). *REQUIRED FOR DOSSIER*
  - v. Evaluation of Teaching (Section D.2 of Policy 8) *REQUIRED FOR DOSSIER*

- vi. Narrative of Knowledge in the Field and Professional Development (no more than two pages). Prepare a reflective, self-evaluative, statement that addresses your professional growth, how you are maintaining currency in your field(s) of expertise, and any scholarly activities you may have engaged in during the current period of review (scholarly activities are not required), and how this all has affected your teaching. *REQUIRED FOR DOSSIER*
- vii. Any documentation of items mentioned in the “Knowledge in the Field” narrative.
- viii. Narrative of other contributions to MCGS, BSS, the University, the profession, and/or our Mission, Vision, and Strategic Directions.
- ix. Any documentation of items mentioned in the “Other Contributions” Narrative.
- c. Process for Periodic Evaluation of Lecturers
  - i. After evaluating the data, but before writing the report, the Personnel Committee will decide whether a meeting with the faculty member is necessary to clear up any unresolved questions that seem relevant to the evaluation. Also, the faculty member will be informed of their right to request a meeting to discuss their Dossier at or after its submission. However, any lecturer under consideration for a 3-year contract shall be interviewed by the Personnel Committee. The Chair MCGS has the option to be present at this meeting regardless if the Chair is serving on the personnel committee.
  - ii. The Personnel Committee shall evaluate the data collected and, based on the evaluation (and any meeting with the faculty member), write a report that addresses the areas of Teaching Performance, Performance in Non-Teaching Work Assignments (if specified in appointment), Currency in the Field, and Other Contributions to the University. In 6<sup>th</sup> year evaluations and 3-year contract reviews, the report must contain a recommendation as to whether the performance is satisfactory and may contain constructive suggestions for the faculty member’s development related to their work assignment.
  - iii. The Personnel Committee shall forward its written report to the Department Chair and the faculty member under review. If the Department Chair is not a member of the personnel committee, they shall concur, with or without comments, or not concur, with comments.
  - iv. The Department Chair shall forward the report and their comments, if any, to the candidate and to the appropriate Dean’s office for review and placement within the faculty member’s PAF. The Dean shall review and sign the evaluation - for all lecturer evaluations and on evaluations of 6th year and 3 year contract faculty.
  - v. The faculty member under review has the right to meet with the Committee Chair or Department Chair to discuss the report per the FPPP guidelines. Moreover, the faculty member may place a response or rebuttal statement in his/her PAF and/or request removal of any materials pursuant to the established process per the FPPP.
  - vi. The final Periodic Evaluation shall consist of the Committee’s Report, the College Dean’s Report (if any), and the candidate’s response (if any).
  - vii. At the discretion of the Personnel Committee, Department Chair, or upon the lecturer’s petition, a review may be scheduled out of the normal cycle. The outcome of the review will be a report submitted to the faculty requesting the review, the College of Behavioral and Social Sciences Dean, and into the PAF.

#### 11. CRITERIA FOR LECTURER RANGE ELEVATION

- i. For full information about the process and criteria for Lecturer Range Elevation, please see the appropriate section of the FPPP.