CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

School of Nursing
Retention, Tenure, and Promotion Personnel Standards

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School of Nursing
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Appendix A: School of Nursing Portfolio Vita Form
Appendix B: CSUF School of Nursing Student Evaluations and Grade Distribution
Summary Report
I. Preamble

The School of Nursing (hereafter called "the School") is committed to providing the highest quality programs possible. The School faculty recognizes that the key to quality programs is the instructional faculty and seeks to promote excellence in the areas of teaching, scholarly and creative activities, professional activities, and service to the School, College of Health and Human Development (hereafter called the College), University, and Community. Adequate communication, especially regarding personnel policies, is of utmost importance to the maintenance and enhancement of a high quality faculty and, thus, a viable university. With this objective, the School shall institute the following procedures for assessing Portfolios for the purposes of retention, tenure, and promotion.

The School faculty take the position that the evaluated faculty members and the evaluating and reviewing bodies may be aided in their respective roles by having available to them as clear and objective a statement of the School's expectations as is reasonably possible. Furthermore, the nursing faculty affirms their position that the best interests of the University, the College, the School, and their students are served when the faculty represents a wide diversity of interests and activities.

II. Philosophy of the College

We believe that knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their own experience. Thus, in our educational practice, we aim:

1. To create classroom communities where learning is interactive and dynamic.
2. To engage in reflective teaching and learning that draws attention to the process through which knowledge is produced and content learned.
3. To encourage all students to voice their perspectives and experiences.
4. To model various approaches to knowledge construction and learning for students.
5. To enable students to understand the implications for their practice of differences and similarities related to culture, ethnicity, race, gender, age, ability, sexuality, and economic status.
6. To expand learning beyond the classroom to the broader societal and institutional contexts where students will engage in their practice.
7. To empower students to shape communities that are more humane.

III. School Structure

The School is coordinated by a School Director, selected according to UPS 211.100. The School Director has the responsibility of communicating the standards and criteria for retention, tenure, and promotion to all School faculty members (see current UPS 210.000).

IV. School Personnel Committee

A. Committee Functions

The School Personnel Committee (hereafter called "the Committee") shall make specific recommendations concerning the retention, promotion, and granting of tenure to members of the School as specified in the UPS 210.000.

B. Committee Structure

1. The Committee shall consist of three members and one alternate member, all of whom shall be tenured faculty. In years with heavy workloads, the Committee will consist of four members and one alternate member, all of whom shall be tenured faculty. All shall be full Professors, or at least hold a rank higher than that of any person being evaluated that year when this is possible. When this is not possible, a committee shall be constituted with membership of tenured faculty from within the College at a rank higher than that of the person being evaluated. At least two-thirds of the Committee shall be members of the School when this is possible. A person may serve as a member of the Committee during
any period in which s/he is the subject of the personnel review process; however, the individual may not participate in his or her own personnel review process.

2. The alternate member shall participate on the Committee in all deliberations under any circumstances in which a regular Committee member is unable to complete the term. Such circumstances include, but are not limited to, the following: a) self-disqualification of a committee member; b) resignation, leave of absence, or sabbatical leave by a committee member; c) extended illness of a committee member; d) a committee member assuming an administrative position in another academic unit or the University administration; or e) a committee member becoming a member of the University Faculty Personnel Committee. Shall a vacancy occur, a new alternate shall be elected by the School faculty. When possible, the new alternate should be from the same department as the Committee member who was unable to complete the term.

3. Committee members shall serve a one-year term. The term shall begin early in the Fall Semester, following the election of members.

C. Election of Committee Members
1. The School Director (or a designee) shall conduct the election by the end of the second week of classes in the Fall Semester each year. The election shall be by written secret ballot.

2. All tenured faculty who are members of the School who meet the requirements in section B.1 above, are automatically on the slate of nominees for the Committee, except the School Director. Nominees shall be presented to the faculty for election alphabetized by last name with rank identified.

3. Each full-time tenure track faculty member in the School may vote for nominees. The top vote getters shall be elected "regular" members of the Committee. In addition, the person with the next highest number of votes shall be the alternate. In the case of a tie, the last regular member and the alternate shall be decided by the flip of a coin.

4. The Committee shall select its chair for a one-year term on the Committee.

D. Committee Procedures
1. The Committee shall review and evaluate, in writing, the Portfolio of each faculty member to be considered for retention, tenure, or promotion. In this evaluation, the Committee shall comment upon the candidate's qualifications under each category of the criteria listed in Section VI of this document. (Here and throughout, see UPS 210.000 for further requirements and information.)

2. The Committee's evaluation for each area is to be based on the Portfolio according to the judgment of Committee members. The evaluation shall provide a written rationale for describing the performance of the faculty member under review as "excellent," "good," or "not met," with respect to each area of performance.

3. After reviewing the School Director's evaluation in conjunction with its own, the Committee shall formulate a recommendation that includes the rationale for the recommendation. The recommendation and evaluation reports shall be approved by a simple majority vote of the Committee. In the event of a tie, the alternate committee
member will be asked to review the file and vote on the decision. The vote tabulation
numbers shall be listed without divulging how each Committee member voted.

4. Committee members shall sign the recommendation form in alphabetical order. The order
of the signatures shall not indicate the way individual members voted.

5. The Committee shall return the entire file, including the evaluation and recommendation, to
the School Director.

V. General Guidelines

A. Prospectus for First-Year Probationary Faculty

During the first year of employment in a tenure-track position, each probationary faculty
member shall write a Prospectus that includes narratives for Teaching Performance, Scholarly
and Creative Activities, and Service, not to exceed 500 words each. These narratives shall
describe the faculty member’s professional goals, areas of interest, resources required, and
accomplishments s/he expects to achieve in each area in order to meet the approved School
Personnel Standards for retention, tenure, and promotion. The Prospectus is turned in to the
School Director’s office using University deadlines. The Prospectus will have no formal
approval process, but will be reviewed by the School Director and the Dean (or equivalent) who
will each provide written feedback on a timetable to be determined by the University. The
original Prospectus shall be included in the faculty member’s Portfolio for all Full Performance
Reviews. During subsequent years, the Prospectus may be revised to reflect changes and
professional growth that will normally occur during the probationary period.

B. Portfolio (and Review File) Preparation and Submission

It is the responsibility of each faculty member being considered for personnel action to prepare
required information and documentation for her/his Portfolio (or Review File in abbreviated
review years) and to deliver the Portfolio or Review File to the School Director in accordance
with the governing timetable. The School shall follow procedures outlined in UPS 210.000 with
regard to the Portfolio and Review File.

Probationary faculty members shall be subject to Full Performance Reviews during their
second, fourth, and sixth years of service before they can be re-appointed to a third or fifth
probationary year or granted tenure. For such Full Performance Reviews, the faculty member
shall prepare a Portfolio and Appendices covering the entire period of review.

In the Portfolio (Per the 6-20-11 UPS 210.000, Section III. B. 3), the focus is on “quality over
quantity” as described in narratives and documented in appendices. Thus, the most significant
activities over the period of review are emphasized. Listing and discussing a limited number of
high-quality activities is more compelling than a compendium of all activities. Note, however,
that all activities shall be listed in the Portfolio Vita. The faculty member shall also address any
specific weaknesses or areas for improvement noted in prior evaluations and include specific
actions taken to remedy identified weaknesses.

Faculty members with satisfactory evaluations in full performance reviews during year 2 or
year 4 would, in the following year (year 3 or year 5, respectively), submit a “Review File.”
The Review File comprises three items: a) an updated Portfolio Vita in current APA format, b)
statistical summaries of Student Opinion Questionnaires, and c) grade distributions for the
period since the last full performance review. A Full Performance Review may be requested for
any probationary faculty member at any level of review for probationary years three or five
when only an Abbreviated Review would typically be required.
C. Portfolio Organization and Documentation

The Portfolio shall be organized by the faculty member in conformity with the table of contents as specified by Faculty Affairs and Records. All items listed in the Portfolio shall be appropriately documented using Times New Roman 12-pt font and 1-inch page margins; word counts shall adhere to Faculty Affairs and Records limits (1000 words per category) with actual word count provided in parentheses at the end of each narrative. A dated and page-numbered Portfolio Vita in the approved School format (see Appendix A), using APA style for publications, shall be used. The Portfolio and Appendices shall be prepared according to the guidelines provided by the Faculty Affairs and Records office.

D. Categories for Personnel Action

The three major categories of faculty performance are as follows: Teaching; Scholarly and Creative Activity; and Professional, University and Community Service. In promotion, retention, and tenure decisions, performance in the categories of Teaching, and Scholarly and Creative Activity shall be given primary emphasis. Secondary consideration will be given to Professional, University, and Community Service.

E. Faculty Responsibilities

As full-time CSUF employees, School of Nursing faculty members are expected to meet their responsibilities and provide evidence for each of the above evaluation categories. In the area of Teaching, these responsibilities include updating syllabi each semester, meeting classes, holding office hours at assigned times and places, and participating in School academic advising. In the area of Scholarly and Creative Activities, these responsibilities include activities such as publishing in refereed journals, blind reviewed presentations or posters, and publishing books or book chapters. In the area of service, these responsibilities include attendance at General Faculty and assigned committee meetings, other activities as designated by the individual’s role, and engagement in Professional, University, and Community activities such as chairing a committee for a professional organization, serving as an active journal manuscript reviewer, and active engagement in a service organization (e.g., American Cancer Society).

VI. Retention, Promotion, and Tenure of Full-time Faculty: Criteria and Weighting

A. Teaching Performance

Retention during the probationary years is based upon the individual’s self-assessment and progress in meeting criteria for granting of tenure. Procedures concerning service credit shall be implemented in accordance with provisions of UPS 210.000. The philosophy of the College and School mission statements guide the primary responsibility of School faculty, which is teaching. A faculty member shall establish an environment where learning is central, contribute to degree and certificate programs (as appropriate to the individual’s role), and provide opportunities for students to develop skills necessary to contribute to society. A successful faculty member demonstrates mastery and currency in a discipline, teaches effectively, and helps students learn both within and outside the classroom.

Evaluating Teaching Performance (classroom, web-based, and/or clinical, as appropriate)

Evaluation of Teaching Performance includes evaluation of the following: a) pedagogical approach and methods; b) student opinions of instruction; and c) ongoing professional development in nursing and as a teacher. Faculty members are encouraged to solicit reviews of Teaching Performance to be included in the Portfolio at the time of submission. For example, classroom observations by School colleagues may provide additional information regarding teaching effectiveness and interaction with students. Written reports of such visits shall address
clarity of presentation, communication with students, student interaction, effective use of
classroom or clinical time, faculty currency in relation to clinical standards, and
appropriateness of presentation methods.

In the event that a probationary faculty member has been given assignments not directly in
teaching, such as coordinating a specialty track, this shall be documented, along with a
description of how this assignment has been accomplished and evidence of the "quality" of
performance.

The following indicators shall be used in evaluating Teaching Performance:

1. Mandatory Indicators
   a. Comprehensive self-assessment
   The comprehensive self-assessment shall include a reflective analysis of the faculty
   member's teaching philosophy and performance as well as goals and direction of future
teaching. The analysis shall address the faculty member's teaching with respect to the
School mission, the College Philosophy, and the University Mission and Goals.

   When a faculty member acts as resource instructor for a course, the responsibilities this
entails (e.g., # of sections, # of instructors, face-to-face vs. online instruction, etc.) shall
be described, along with strategies used to meet course objectives that are
developed/implemented as resource instructor (e.g., syllabi, Learning Management
System site development, arranging/leading instructor meetings, orienting new
instructors, etc.).

   b. List of courses taught
   A semester by semester listing of all courses taught throughout the period of review shall
be provided. The list shall include School name, course name and number, and unit value.
If release time was received, weighted teaching unit value will be listed along with an
explanation of activities for which it was granted.

   c. Course syllabi and materials
   The file shall include a representative selection of course syllabi as well as
supplementary materials such as tests and study aids prepared by the faculty member to
promote student learning and reflect pedagogy. If not the course resource instructor,
faculty shall include examples of documents developed by the faculty member. If already
developed documents have been modified by the faculty member, the modifications by
the faculty member shall be described.

   d. Statistical summaries of grade distributions
   The University-provided statistical breakdown of grade distributions for each semester of
the period of review shall be provided. To provide statistical summary grade
distributions, use the form provided in Appendix B. Faculty members are expected to
maintain high standards regarding student achievement in all courses taught.

   e. Statistical summaries of Student Opinion Questionnaires
   The University-provided statistical summaries for all courses during the period of review
shall be included. (If data are missing, a written explanation shall be provided and
verified by an appropriate administrator.) Statistical summaries of student opinion data
for all of the years for which service credit is given shall be included, if available. To
provide the summary of student opinions, use the form provided in Appendix B.
2. Additional Evidence

The faculty member may submit other evidence that demonstrates teaching effectiveness and contributions to student learning, such as, but not limited to, the following:

a. Positive peer review of teaching following classroom course site clinical visitations, lectures, or seminars.
b. Documentation of teaching activities in colleagues' classes and evaluation by students or peers.
c. Documentation of fieldwork coordination, academic advisement, or mentoring activities.
d. Development of new course proposals that have been approved for inclusion in the curriculum.
e. Development of instructional technology strategies to enhance student learning.
f. Development of innovative teaching strategies such as portfolios, clinical simulation scenarios, and case study assignments.
h. Publications about teaching that do not qualify for inclusion in section VI. B.
i. Evidence of collaborative teaching activities.
j. Independent study projects produced by students directed by the faculty member.
k. Evidence of mentoring students in scholarly endeavors (e.g., on research projects, manuscripts, etc.).
l. Documentation of service as project thesis reader for master's or doctoral degree students.
m. Documentation of service as an advisor for master's or doctoral degree students from other disciplines or outside of the School.
n. Selected written (and signed) comments letters by students.
o. Indicators of student achievement outside of the classroom.

3. Guidelines for and Ratings of Teaching Performance

The overall rating of Teaching effectiveness shall be based on a combination of the following:

a) pedagogical approach and methods (self-assessment, syllabi, sample materials, etc.), b) student opinion ratings and comments, and 3) ongoing professional development as a nurse and as a teacher.

a. Factors that contribute to effective pedagogy may include the following: appropriateness of the breadth and depth of course content to the level of each course taught; currency of topics selected and relevancy of assignments; and effectiveness and fairness of testing, other assessment, and grading procedures. Faculty members may also contribute to student learning by such activities as academic advising, development of new courses, use of innovative approaches to teaching and fostering student learning, organization of pedagogical workshops, and supervision of student research or efforts.
b. Each faculty member is expected to show evidence of an ongoing program to maintain and improve teaching effectiveness. This program shall include self-assessment of teaching objectives and methods and student achievement, participation in seminars, workshops, and conferences, and familiarity with literature in nursing instruction. Interaction with
colleagues that focuses on teaching and educational issues can also support ongoing teaching improvement.

c. All faculty members are expected to maintain currency in nursing by acquiring professional licenses, credentials, and certificates, serving in clinical practice roles, and/or conference participation. Scholarly and creative accomplishments are expected to be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings.

d. The evaluation shall take into consideration factors such as the number of different courses taught, number of new preparations assigned, and characteristics of classes taught (size, level, required or elective, face-to-face or distance, etc.). The evaluation shall also take into account the faculty member's efforts to improve Teaching Performance. The evaluation considers responsibilities in lieu of teaching that have been assigned to the faculty member.

e. Patterns of objective student responses to instruction and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. Evaluation of student opinion questionnaires will be as follows: 85-100% A and B ratings or at least 60% A ratings will be considered excellent, 75-84% A and B ratings will be considered good, and less than 75% student ratings would be considered low, thus the criteria would be not met.

Rating Criteria for Teaching over the period of review for tenure or promotion will include the following:

- **Excellent** -- self-assessment and materials included in the Portfolio demonstrate excellent teaching effectiveness, based on the faculty member's reflective discussion of his/her teaching philosophy, outstanding contributions and updates to course syllabi/School curriculum, student opinion questionnaires that provide evidence of excellence in Teaching, and ongoing development of teaching pedagogy, including at least 8 additional indicators.

- **Good** -- self-assessment and materials included in the Portfolio demonstrate good teaching effectiveness, based on all of the criteria under the excellent rating above, with substantive contributions and updates to course syllabi/School curriculum, at least good student opinion questionnaire ratings, and at least 6 additional indicators. Previous suggestions of performance reviewers are fully addressed.

- **Criteria are Not Met** -- self-assessment and materials included in the Portfolio demonstrate the need for improvement in teaching effectiveness, based on all of the criteria listed above. Examples are poorly articulated teaching philosophy and/or minimal contributions to course syllabi/School curriculum, low student opinion questionnaires, and/or unsubstantiated additional indicators. Another indicator for this rating would be failure to fully address and document progress toward meeting previous suggestions of performance reviewers.

**B. Scholarly and Creative Activities**

"Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that a) is significant to the profession, b) is creative, c) can be documented, d) can be replicated or elaborated, and e) can be peer-reviewed through various methods" (American Association of Colleges in Nursing, 1999). Scholarship may relate to discovery, teaching, practice, and integration (Boyer, 1990). Faculty engagement in Scholarly and Creative Activity generates benefits for the faculty member as well as for the School, College, and University. Such activity may do any of the following: a) complement teaching; b) contribute to the advancement of nursing and, more broadly, to human achievement; c) promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike; d) increase opportunities for students in academic and professional disciplines; e) enhance the professional growth of the faculty
member; f) contribute to the overall quality of the School, College, and University; g) advance the reputation of the University; and h) enhance collaborative scholarship. It is expected that over the period of review, the faculty member's scholarly and creative endeavors will result in high quality, peer-reviewed pieces of work, such as peer-reviewed journal articles, chapters, books or other comparable works. The quality as well as the quantity of the work will be considered.

Faculty members shall provide a 1000 word self-reflective narrative evaluation describing a) their scholarly agenda, b) accomplishments during the period of review, c) work in progress, and d) future plans. This self-assessment shall be supported by appropriate documentation with any collaborative work clearly described in terms of individual contributions, utilizing the Co-Authorship form provided by Faculty Affairs and Records.

The following categorization of activities is presented as an example of an ongoing program of scholarly work. Developing scholarship includes evidence of scholarly work in progress. Continuing scholarship includes accomplishments that are an important part of a scholarly agenda such as scholarly presentations, book reviews, and or internal or small external grants. Accomplished scholarship includes the publication of one's work in high quality peer-reviewed journals, books, or other comparable outlets and or obtaining major external grants. Evidence that demonstrates Scholarly and Creative Activities over the period of review is not limited to listed indicators. "Lead author" shall refer to first author status with evidence of major contributions to the final product and signed documentation of all co-authors contributions.

Developing
- Research in progress
- Papers submitted for publication abstracts for presentation
- Grant proposals submitted
- Other works judged by peers to be of comparable significance

Continuing
- Scholarly presentations (poster, podium) at professional meetings
- Published peer-reviewed abstracts, papers in conference proceedings
- Published case studies, technical articles, notes, summaries (peer-reviewed)
- Published book reviews
- Articles/chapters, books (non-peer reviewed, non-invited)
- Peer reviewed publications accepted (as co-author)
- Lead author of internally funded grants or small ($≤$50,000) externally funded grants
- Other comparable activities of significance to the field (e.g., curriculum development, software development)

Accomplished
- Articles published or in press (as lead author) in peer-reviewed scholarly journals
- Peer-reviewed books, book chapters published or in press (as lead author or major author)
- Invited papers at national or international conferences or invited papers published in journals or books (may be non-refereed)
- Large externally funded grants ($≥$50,000) as principal or co-principal investigator
- Primary contributor to other comparable types of published, peer-reviewed activities judged to be significant to the field (e.g., curriculum development, video projects, software development, etc.)
Note: The quality of the work will be considered in the evaluation process. It is the responsibility of the faculty member to document the quality of accomplishments. Examples of quality indicators include journal acceptance records, publication distribution, scope of the publication (regional, national, international), the quality of the editorial board and review process (blind vs. non-blind), and documentation of the extent of the faculty member’s contribution and other authors’ contributions in the case of co-authored work.

Rating Criteria for Scholarly and Creative Activity over the period of review for tenure or promotion will include the following:

- **Excellent** – appropriate rating when the faculty member has a total of 6 or more items of high quality scholarship, of which at least 4 are in the “Accomplished” category, clearly surpassing the requirements for a rating of “good.” Comprehensive self-assessment and outstanding performance (in depth or breadth of Scholarly Activity) is found. For tenure and/or promotion, at least three items must be peer-reviewed, high quality, scholarly publications, at least one as lead author and at least one data-based publication.

- **Good** – appropriate rating when faculty has a total of 5 or more items of high quality scholarship and at least 3 high quality indicators in the “Accomplished” category. The narrative self-assessment may be less than comprehensive in terms of addressing the impact of Scholarly Activities (see VI. B. impact of activities a through h). For tenure and/or promotion, at least three items must be peer-reviewed, scholarly publications, at least one as lead author, and at least one data-based publication.

- **Criteria are Not Met** – This rating reflects a faculty member who does not meet the Good or Excellent rating levels described above.

Note: Exceptions to the above ratings are possible. For example, in any category it is possible that any single indicator may be so substantial in quality or importance to the discipline that it deserves as much weight as two or three indicators normally would. It is the responsibility of the faculty member to point out such cases, with documentation as to why special consideration shall be given.

For the first review in the probationary period, the faculty member may have most indicators in the Developing area, with evidence of progress towards the higher levels in order to be retained. This type of work may merit a rating of having Not Met the criteria. The faculty may have made progress toward a good rating if there is evidence of documented progress. Refer to Retention, Tenure, and Promotion (VI. Sec D) for further clarification.

C. Professional, University, and Community Service

Each faculty member shall contribute to the profession, to the University, and to the community through appropriate professional and service activities. Such activities may develop mutually beneficial working partnerships, serve the needs of the profession or external community, enhance the campus’ role as a regional center, or strengthen institutional effectiveness and collegial governance.

A successful faculty member is collegial and actively involved in professional, University, or community activities with clearly defined objectives for that involvement. Untenured faculty members shall present, in the Prospectus, service objectives related to two categories of service: professional/community service, and University service.

1. Indicators:
The following indicators shall be used in evaluating service.

a. **Self-assessment**

The self-assessment shall include a reflective analysis of the faculty member's service and future goals with reference to how activities support achievement of the standards for retention, tenure, and/or promotion. The statement shall emphasize the service of the faculty member since appointment at CSUF or since the last action and shall be documented by supporting evidence.

b. **University Service**

School faculty members are expected to assume an active role in addressing the needs of the School, as well as those of the College and University. At a minimum, a faculty member is expected to keep office hours, regularly attend meetings of the School, participate in College and University faculty events, and serve on the number of committees required by School bylaws or perform comparable tasks assigned by the School Director each year during the period of review. Contributions that exceed minimal expectations (e.g., participating on numerous committees or in activities of a more demanding nature, such as accreditation report writing, assuming positions of leadership) will enhance the faculty member's rating for service.

c. **Professional and Community Service**

Each faculty member is expected to engage actively in the affairs of the discipline and related professions. These service activities may include a) assuming professional leadership roles, b) consulting, c) editing professional journals, d) reviewing abstracts or manuscripts for book proposals, professional journals, or conferences, e) reviewing grant proposals, f) providing additional professional training to others, g) serving on community agency boards and participating in agency activities, and h) engaging in other professional activities deemed valuable to the profession, community and in support of School, College, and University Mission and Goals.

The following represents a sample of service activities divided into hierarchical categories that represent membership and leadership activities in the professional, community, and University environments. **Membership**, while important, does not constitute an active role in meeting the demands and outcomes of various types of professional and community groups. **Leadership** involves actively participating with substantive contributions that can be documented in the Portfolio. There may be other service activities not listed here. In those cases, the faculty member shall fully describe and support the appropriate level for such activities.

**Membership/Basic Service**

- Membership in professional organizations
- Attendance at conferences or workshops
- Membership on School committees
- Community group presentations

**Membership/Active Service**

- Membership on professional committees
- Reviewer of professional journal manuscripts, conference abstracts, or book chapters
- Program planner or session organizer at professional conferences
- Community conference/workshop presentations
- Consultant
- Member of advisory boards/expert panels
- Media interviews
- Clinical practice activities
• Mentoring of faculty or students in service activities
• Clinical practice with national certification

Leadership
• Chair of major School, College, or University committee
• Director of School Program or lead/coordinate of specific Concentration
• Resource faculty for multiple course sections
• Program coordinator or national/regional officer of a professional organization
• Program chair – professional conference or workshop
• Member of a high impact professional or community committee
• Organizer of major community function/workshop
• Exceptional service as documented by awards, honors, etc.

Note. On-going, active involvement in a minimum of two professional community service activities per year over the period of review is expected. Service activity “weighting” is difficult. For example, does serving on a professional organization committee equal obtaining or maintaining national certification in a specialty? It is the responsibility of the faculty member to point out how a service activity contributes to the profession, to the University, or to the community.

Exceptions to the above “levels” are possible. For example, in any category it is possible that any single indicator may be so substantial in quality or importance that it deserves as much weight as two or three indicators normally would. In such cases, the faculty member shall document why special consideration shall be given.

For the first full review in the probationary period, the faculty member may have most indicators in the Membership Basic or Membership/Active area, with evidence of progress towards the higher levels in order to be retained. Progress toward good or excellent ratings will be noted if evidence is provided.

2. Guidelines for Service
The untenured faculty member is reminded that the first two criteria, Teaching and Scholarly and Creative Activity, are of primary importance and shall be developed in the probationary years. The other criterion, Professional, University and Community Service, needs to be developed, but is less heavily weighted for probationary faculty.

3. Rating Criteria for Service
Based upon the totality of the evidence presented, reviewers shall rate the faculty member's overall service as "excellent," "good," "marginal" or "inadequate."

• Excellent - a record of Service that includes active, high quality involvement in 4 or more Membership-related activities and active, quality involvement in 3 or more Leadership service activities over the period of review.
• Good - a record of service that includes active, quality involvement in at least 3 or more Membership Service activities and active, quality involvement in at least 2 Leadership activities over the period of review.
• Criteria are Not Met - a record of service that includes involvement in less than 3 Membership Service activities and in less than 2 Leadership activities over the period of review and/or minimal involvement in Professional, University, and Community service.

D. Retention, Tenure, and Promotion
1. Retention of Probationary Faculty
The goal of the RTP process is to produce members who qualify for tenure after their probationary employment. To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary faculty is required to show appropriate accomplishments, growth, and promise in each of the three areas of assessment. Moreover, when weaknesses have been identified in earlier review cycles, a probationary faculty is expected to address these weaknesses explicitly and show appropriate improvement. A decision to retain (reappoint) a probationary faculty is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty shall not be retained if the cumulative progress toward tenure indicates that requirements for tenure are not likely to be met.

In order to be retained, the probationary faculty member shall be rated at a minimum:

- "Good" in at least one of either Teaching Performance or Scholarly Activities in Year 4
- Not met ratings must have evidence of progress toward "good."

Continued lack of progress toward meeting standards during the probationary period will be cause for non-retention.

It is not expected that each faculty member will have been rated at least "good" over the entire period of review for tenure; what is important is attainment of a rating of "good" or "excellent" by the end of the review period for teaching, scholarship creative activities, and service.

2. Criteria for Granting of Tenure
At the time of a tenure decision, a probationary faculty member shall be considered for promotion (e.g., from Assistant to Associate Professor). In order to be granted tenure, the faculty member shall be rated at a minimum:

- "Good" in all three areas.

3. Criteria for Promotion to Professor
Promotion of a tenured faculty member to Professor shall normally be considered, upon request by the faculty member, during his/her fifth year in rank, with promotion effective at the beginning of the sixth year. Promotion consideration prior to having completed four years in rank shall be defined as early.

In order to be granted promotion to Full Professor, the faculty member shall be rated, at a minimum:

- "Excellent" in two areas, one of which shall be Teaching Performance or Scholarly and Creative Activity accomplishments
- At least "Good" in the other area.

VII. Early Promotion and Early Tenure
A probationary faculty member shall normally be considered for promotion at the same time as the tenure decision. In order to be considered for early promotion or early tenure, the eligible faculty member shall apply in writing to Faculty Affairs and Records. Under exceptional circumstances, a faculty member may be considered for early promotion after one year of service in rank at CSUF.

A. Early Promotion to Associate Professor or Professor
For early promotion, the faculty member shall have greatly exceeded all expectations for the entire probationary period, and be rated as "excellent" in all three categories.
B. Early Tenure
For early tenure, the faculty member shall have greatly exceeded all expectations for the entire probationary period, and be rated as “excellent” in all three categories.

VIII. Post Tenure Review
A. Purpose
The purpose of the post-tenure review process is to help tenured faculty members assess their effectiveness in Teaching, Scholarly and Creative Activity, and Service. The process is intended to be collegial and non-punitive.

B. Frequency
Each tenured faculty member shall be reviewed under these guidelines every five years. Those who receive tenure and promotion to Associate Professor shall normally be reviewed five years later for promotion to Full Professor, in keeping with UPS 210.020, Section II. A. Those who are scheduled for review while they are away on sabbatical or leave of absence shall be reviewed during the next annual cycle following their return.

C. Quantity
No more than 20% of post-tenure faculty shall be reviewed in any given year. In the event that not all tenured faculty can be reviewed in the fifth year after their last performance review, those who have not been reviewed for the longest period of time shall be given priority.

D. FERP
Members of the Faculty Early Retirement Program (FERP) are included under these Standards.

E. Committee
The Committee shall serve as the School’s peer review board. In the event that a member of the Committee is scheduled for review, the alternate member of the Committee shall replace that member during his/her review. If the alternate is already serving on the Committee in place of a member who is unavailable, the School Director shall designate another tenured faculty member to replace the member who is under review.

F. Process
Based upon the calendar of the College and School, the post-tenure review process shall include the following steps:

1. The School Director shall identify and notify those faculty members who are to be reviewed that academic year. This notification includes the calendar of deadlines for faculty submission, assuring that the review process shall be completed within one year or less.

2. Each faculty member scheduled for post-tenure review shall submit a post-tenure portfolio to the Director, who verifies its completeness and provides the portfolio to the Committee (for required “contents,” see section G. below).

3. The Committee shall provide to the School Director the written evaluation of each faculty member under review.

4. The School Director shall provide a written evaluation (no more than two pages) of each faculty member under review, and forward the evaluations (School Director’s and Committee’s) to the Dean of the College.

5. The Dean of the College shall provide a written evaluation (no more than two pages) of each faculty member under review.

6. Copies of the evaluations (from the Dean of the College, the School Director, and the Committee) shall be provided to the faculty member under review.
7. The faculty member may submit a statement responding to the evaluations if he wishes to do so.

8. The Committee chair, School Director, and College Dean shall meet with the faculty member to discuss strengths. At this time, weaknesses and suggestions for improvement, if any are noted, are discussed.

9. All evaluations and the faculty member's response, if any, together with all student evaluation summaries for the period of review, shall be sent to the Office of Faculty Affairs and Records for placement in the faculty member's file.

G. Contents
The contents of the post-tenure portfolio shall include these items:

1. A single reflective **narrative** of not more than 1000 words addressing activities and accomplishments during the period of review in each area: Teaching Performance; Scholarly and Creative Activities; and Professional, University, and Community service.

2. The **statistical summaries** of the Student Opinion Questionnaire (SOQ) evaluations for each class, and the **overall summary sheet** for each semester's SOQs, during the five most recent years in which the faculty member had teaching responsibilities.

3. The **grade distribution summaries** for each class taught during the five-year review period.

4. A copy of the **most recent syllabus** for each course taught during the period of review.

5. A current **Portfolio Vita**, including formal citations for Scholarly and Creative Activity work in APA format.

H. Documentation
The faculty member shall not routinely submit documentation of all activities and accomplishments reported in the portfolio. However, should the Committee, Director, or Dean request such documentation, the faculty member should be prepared to submit it.

I. Criteria
The Committee, the School Director, and the College Dean shall evaluate the performance of each reviewed faculty member's strengths and areas for improvement in Teaching, Scholarly and Creative Activities, and Service in that person's area of expertise. The Committee, School Director, and College Dean shall commend each faculty member in those areas where he demonstrates excellence, and shall make appropriate recommendations for improvements as necessary.

VIII. References


APPENDIX A
The School of Nursing Portfolio Vita form

California State University, Fullerton
School of Nursing

PORTFOLIO VITA

Name:
Rank:
Date of Appointment:

Educational Preparation

<table>
<thead>
<tr>
<th>Date</th>
<th>Degree</th>
<th>Institution</th>
<th>Major</th>
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Professional Licenses/Certificates

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<thead>
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<th>Title</th>
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Employment History

Academic

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Clinical/Professional

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Academic Instruction

Courses Taught

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<th>Semester/Year(s) Taught</th>
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Number of years teaching experience

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<tr>
<td>Year</td>
<td>Student Name</td>
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**Scholarly/Creative Accomplishments**

**Publications**

**Books/Chapters**

**Journals**

**Monograms, Technical Reports, and Other Documents/Articles**

**Research & Grants**

**Presentations**

**Special Projects/Assignments**

**Service**

**University**

**Profession**

**Community**

**Professional Development/Continuing Education**

**Conferences/Workshops Attended**

**Honors/Awards**
# APPENDIX B

CSUF SCHOOL OF NURSING  
STUDENT EVALUATIONS AND GRADE DISTRIBUTION  
SUMMARY REPORT

NAME: ____________________________ Period of Review: ____________

<table>
<thead>
<tr>
<th>STUDENT EVALUATION SUMMARY</th>
<th>GRADE DISTRIBUTION SUMMARY</th>
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<tr>
<td>Semester/Year</td>
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1. Student Opinion Questionnaire

1.1 The faculty member defined the course objectives and explained the syllabus and the student expectations.
1.2 The faculty member responded courteously and respectfully to students.
1.3 The faculty member presented material clearly and understandably.
1.4 The faculty member used a variety of teaching methods.
1.5 The faculty member demonstrated knowledge and interest in the subject.
1.6 The faculty member encouraged critical thought.
1.7 The faculty member encouraged active student participation, including group discussion.
1.8 The faculty member's grading criteria were clear and applied fairly.
1.9 Overall, I would rate the faculty member's teaching ability as: Please continue on Page 2
2. Comments

2.1 Please provide any comments about the faculty member's teaching ability.