June 7, 2023

To: Penny Weismuller, Ph.D.
   Director, School of Nursing

   Dean Jason Smith
   Dean of the College of Health and Human Development

From: Amir Dabirian, Ph.D.
      Provost and Vice President for Academic Affairs

Subject: Departmental Personnel Standards for the School of Nursing

The proposed Departmental Personnel Standards from the School of Nursing have been reviewed. The document is in compliance with the Collective Bargaining Agreement, UPS 210.000, and UPS 210.002. In accordance with the recommendations of the Department, the College Personnel Standards Review Committee, and the Dean, I approve these standards for implementation commencing with the 2023-2024 Academic Year.

I would like to express my appreciation to all involved for their efforts in this task.

AD:mc

cc: Dr. Leslie Grier, College Personnel Standards Review Committee
    Dr. Adrian Rodriguez, College Personnel Standards Review Committee
    Dr. Rachel McClanahan, Chair of the Department Personnel Committee
    Faculty Affairs and Records
School of Nursing
Retention, Tenure, and Promotion Personnel Standards

Official SON Faculty-Approved Department Personnel Standard.
Date: 11/4/2021
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. **Statement on Diversity, Equity, and Inclusion**

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make an individual or group different from each other. This perspective encourages a plurality of thought, ideas, and values. The definition of diversity is constantly evolving. It currently includes race, ethnicity, and gender, as well as socioeconomic status, age, national origin, religion, ability status, sexual orientation, gender identity and expression, language, immigration status, veteran status, and physical appearance.

Inclusion is the act of creating environments in which any individual or group can fully participate and feel welcomed, supported, and valued. An inclusive community values diversity and offers respect in words and actions for all people. Inclusive practices are vital to CSUF’s core academic mission and institutional functioning.

Equity involves addressing systemic barriers to provide an equal opportunity for access, growth, and success for all students, faculty, and staff given individual circumstances within a given structure. The University equity philosophy includes faculty instruction and other involvement in identifying and eliminating systemic barriers that have prevented the full participation of historically and currently underserved, underrepresented, and marginalized groups.

III. **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 and the range of human diversity.
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.

IV. 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).

V. School Mission and Goals
We educate and transform nurses to practice in dynamic healthcare environments with diverse populations. Please refer to the School of Nursing website for current mission, goals, and vision statements. http://nursing.fullerton.edu/about/mission.php

VI. Diversity, Equity, and Inclusion and Cultural Taxation
Evaluation of faculty will recognize unique contributions, such as publication and scholarship outlets and service activities, that reflect underrepresented faculty experiences, ethnicity, and cultural heritage. Consideration will be given to the effect of cultural taxation resulting from stereotyping by others, including mechanisms used by faculty to overcome these barriers.

According to UPS 210.002 “Faculty members belonging to traditionally underrepresented groups (such as women and faculty of color) may experience additional demands on their time over and above the usual demands made of all faculty members. For example, female students may seek out female faculty members over male faculty members for mentorship or advice. This phenomenon has been termed “cultural taxation.” As part of its ongoing dedication to diversity, equity, and inclusion, CSUF is committed to recognizing cultural taxation when it occurs. Faculty members shall have the option to include their experiences of cultural taxation in their WPAF (portfolio). Evaluators shall give this due consideration during the evaluation process.” (p. 5-6)

VII. 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 four tenured faculty and one tenured faculty alternate member. 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. “Faculty members being considered for promotion shall not serve in the personnel evaluation process for retention, tenure, and/or promotion cases at any level” (UPS 210.002 III K.3, p. 14).

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. When possible, the new alternate should be from the same department as the Committee member who was unable to complete the term.

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 8.1 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. During annual elections, members will be elected to a four-member committee, and all members will serve a two-year consecutive term, beginning with the first year of service and commencing after the second year of service. Each year an alternate will be elected for a one-year term. Terms shall begin early in the Fall Semester, following the election of the members. If a member must withdraw from the committee due to circumstances that make them unavailable or ineligible for any portion of their first year of the two-year term, the alternate member will complete the remainder of their first-year term. If a committee
member cannot fulfill the second of their two-year term due to circumstances that make them unavailable or ineligible, their seat will be open for election of a new member for a two-year term.

5. The Committee shall select its chair every year.

D. Committee Procedures
1. The Committee shall review and provide a written evaluation of each faculty member who has submitted a portfolio, known as a Working Personnel Action File and hereafter referred to as the Portfolio, 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.

4. Committee members shall sign the recommendation form in alphabetical order. The order of the signatures does not reflect the way individual members contributed to or voted on the personnel file.

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

VIII. 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 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. Tenure Track Portfolio Preparation and Submission**

It is the responsibility of each faculty member being considered for personnel action to prepare required information and documentation for their portfolio and to submit the portfolio via the process laid out by Faculty Affairs in accordance with the governing timetable. The School shall follow procedures outlined in UPS 210.00 with regard to the Portfolio.

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.

The Portfolio should focus on "quality over quantity" as described in narratives and documented in appendices. Thus, the most significant activities that reflect a high teaching impact, scholarship level, and service contributions 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. 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 areas for improvement.

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 Vita in current APA format, b) official statistical summaries of Student Opinion Questionnaires (SOQ), and c) all previous cycle evaluations/recommendations (these shall be provided by FAR). Complete the Appendix B summary form if there are more than two courses taught over the year(s) of 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. Faculty-prepared written documents (narratives, etc.), including those in the appendices, shall be formatted 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 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 for retention, recommendation for tenure and promotion to Associate Professor and promotion to Professor (including early promotion to Associate or Professor) are as follows: Teaching; Scholarly and Creative Activity; and 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).

IX. Retention, Promotion, and Tenure of Full-time Faculty

A. Criteria and Weighting 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 210.002. 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 inclusive, equitable, and safe environment for all students from all backgrounds where learning is central, contribute to degree and certificate programs (as appropriate to the individual’s role), and provide opportunities for all students to develop skills necessary to contribute to society. A successful faculty member demonstrates mastery and currency in a discipline, teaches effectively, and uses strategies to communicate diversity, equity and inclusion by helping 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) inclusive pedagogical approach and methods; b) student opinions of instruction; c) ongoing professional development in nursing and as a teacher, d) evidence of integration of
diversity, inclusion, and equity into course instruction. Evidence of the impact of cultural taxation on Teaching Performance will be considered in the evaluation.

Faculty members are encouraged to solicit peer-reviews of Teaching Performance to be included in the portfolio at the time of submission. Classroom observations by School of Nursing peers may provide additional information regarding teaching effectiveness and interaction with students. Written reports of such visits shall address clarity of presentation, communication with students, integration of diversity, inclusion, and equity principles, inclusive and unbiased student interaction, effective use of classroom or clinical time, faculty currency in relation to clinical standards, and appropriateness of presentation methods.

The following indicators shall be used in evaluating Teaching Performance:

1. **Mandatory Indicators**
   a. **Comprehensive Narrative self-assessment**
      The comprehensive self-assessment narrative of no more than 1000 words shall include a reflective analysis of the faculty member's teaching philosophy and performance, evidence of training in implicit biases, inclusive teaching practices, and/or cultural humility, 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 for each course, *use the form provided in Appendix B*. Faculty members are expected to maintain high standards regarding student achievement in all courses taught. Grade distributions are not used to determine academic rigor. High standards for student achievement are assessed based on submitted evidence of readings, assignments, samples of student work, rubrics, etc. (UPS 210.002, p. 9)

e. **Statistical summaries of SOQs**
   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. Include a summary of student opinions on the form provided in Appendix B.

f. **SOQ Comments Report**
   The student-completed SOQs for each course taught at CSUF for academic credit during the period of review shall be provided. (If data are missing, a written explanation shall be provided and verified by an appropriate administrator.) Student opinion data for all the years for which service credit is given shall be included; if such data are not available, a letter from the faculty member’s previous supervisor attesting to their unavailability shall be provided.

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 course materials and/or 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. Development of strategies to address diversity, equity, and inclusion (DEI) issues at clinical sites, or with preceptors, instructors, faculty and staff who demonstrate racist and/or micro-aggressive actions towards or in front of students.
   d. Documentation of fieldwork coordination, academic advisement, or mentoring activities.
   e. Integration of concepts, simulations, case studies, and other pedagogical strategies related to social justice, social determinants of health, diversity, equity and inclusion into the curriculum.
   f. Development of new course proposals that have been approved for inclusion in the curriculum.
   g. Development of instructional technology strategies to enhance student learning.
h. Development of innovative teaching strategies such as portfolios, clinical simulation scenarios, and case study assignments.


j. Publications about teaching that do not qualify for inclusion in section VI. B.

k. Evidence of collaborative teaching activities.

l. Independent study projects produced by students directed by the faculty member. Evidence of mentoring students in scholarly endeavors (e.g., on research projects, manuscripts, community-based partnerships etc.).

m. Documentation of service as project thesis reader for master’s or doctoral degree students.

n. Documentation of service as an advisor for master’s or doctoral degree students from other disciplines or outside of the School.

o. Selected written (and signed) letters from students.

p. Indicators of student achievement outside of the classroom.

q. Certificates or evidence of completion of DEI training as additional faculty development.

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, c) ongoing professional development as a nurse and as a teacher, d) evidence of integration of diversity, inclusion, and equity into course instruction. Evidence of the impact of cultural taxation on Teaching Performance will be considered in the evaluation.

   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 caught; currency of topics selected and relevancy of assignments; and effectiveness and fairness of testing considering the needs of diverse students and their learning styles, 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 students’ diverse learning needs, 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 self-biases, student equity, and inclusive practices; self-assessment of teaching objectives and inclusive methods to promote 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.

Patterns of subjective student responses to instruction and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. Faculty are expected to include a narrative context for numeric ratings and student comments, as well as changes proposed for future classes to address student concerns.

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 their teaching philosophy, outstanding contributions and updates to course syllabi/School curriculum, SOQ responses that provide evidence of pattern of sustained achievement 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, SOQ responses that provide evidence of pattern of improvement or achievement in Teaching, 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 include poorly articulated teaching philosophy and/or minimal contributions to course syllabi/School curriculum, SOQ responses that do not provide evidence of a pattern of improvement in Teaching 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

“Nursing scholarship is the generation, synthesis, translation, application, and/or dissemination of knowledge that aims to improve health and transform health care. Scholarship in nursing focuses on research, practice, policy, and/or education.” (American Association of Colleges in Nursing, 2017, p.2). 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. These activities may do any of the following: a) complement teaching; b) 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 all students in academic and professional disciplines; e) enhance the professional growth of the faculty member; f) contribute to the understanding of diversity, equity, and inclusion; g) further the understanding of the influence of social determinants of health (SDH) on experiences of people of different backgrounds; h) contribute to building and supporting diverse communities; i) contribute to the overall quality of the School, College, and University; j) advance the reputation of the University; and k) enhance collaborative scholarship in creative and innovative activities that foster diversity, equity, inclusion, and social justice in the SON, College of HHD, the University, as well as scholarly contributions to professional organizations and the community. 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 no more than 1000 word self-reflective narrative 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. Evidence of the impact of cultural taxation on Scholarly and Creative Activity will be considered.

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, such as the aforementioned activities that promote social justice and health equity.

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 and/or activities that promote health equity in communities

**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 that address health equity and social justice issues in diverse communities, and are judged to be significant to the field, and disseminated nationally/internationally

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, with at least 4 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, and did not provide evidence, beyond narrative discussion, to meet a “Good” rating.
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, and 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.

Contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

1. Indicators:
The following indicators shall be used in evaluating service.
   a. Self-assessment (narrative)
The no more than 1000-word self-assessment narrative 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, professional communities, related professions, and the broader community. 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 or community-based 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**
- Contributions to student welfare through service on student-faculty committees and/or as advisers to student organizations
- Membership in professional organizations
- Attendance at conferences or workshops
- Membership on School committees
- Community group presentations

**Membership/Active Service**
- Active membership and participation on professional committees
- Membership on College and University based 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
● Exceptional record of mentoring students and junior faculty from groups under-represented in the field
● Participation in community events, service on advisory groups, coalitions, and boards, and evidence of establishing and contributing to community partnerships
● Participation in advocacy efforts related to social justice initiatives locally, at the State level and nationally
● Participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically under-represented in higher education
● Participation in professional or scientific associations or meetings, and presentation of papers related to the needs of communities historically excluded from higher education

Leadership
● Chair or Co-Chair of major School, College, or University committee
● Director of School program or lead/coordinator of specific concentration
● Resource faculty for multiple course sections
● Program coordinator or regional, national 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 honors, awards, and other forms of special recognition, such as commendations from local or national groups or societies representing under-served communities
● Leadership role in seminars, conferences, or institutes that address under-represented and diverse groups
● Election to office, or undertaking service to professional and learning societies, including editorial work, or peer reviewing for a national or international organization addressing disparities in access to higher education
● Completion of special public service activities (as selected participant) and/or invited talks within the field that address the needs of under-represented or culturally diverse groups

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. Rating Criteria for Service
Based upon the totality of the evidence presented, reviewers shall rate the faculty member's overall service as “excellent,” “good,” or “criteria not met.”

- **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-related 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 fewer than 3 Membership-related activities and in fewer 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 show appropriate accomplishments, growth, and promise in each of the three areas of review. “When weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure appear likely to be met” (UPS 210.002, p. 4).

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 and 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 at least two of the three areas, Teaching Performance, Scholarly and Creative Activity, or Service
   - At least “Good” in the other area.

X. **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.

XI. **Post Tenure Review (PTR)**
   A. Purpose
      The purpose of the PTR 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.

Committee
Per UPS 210.020 (p. 1), “The Post-Tenure Review Committee shall be the Director and at least one member of the Department Personnel committee. The DPC and Director shall mutually agree on the member(s) to serve on the post-tenure review committee. Should the Director be unavailable, the DPC should elect the other member of the post-tenure review committee.” Should the Department Chair be undergoing PTR or otherwise unavailable the DPC should elect another member to the PTR committee.

C. Process
Based upon the calendar of the College and School, the PTR process shall include the following steps:

1. 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 E. below).
2. The PTR Committee shall provide written evaluation of each faculty member under review.
3. The Dean of the College shall provide a written evaluation (no more than two pages) of each faculty member under review.
4. 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.
5. The SON Director shall meet with tenured faculty members to discuss the faculty member’s strengths, weaknesses, and opportunities for improvement.
6. The faculty member shall have 10 days following the meeting with the Director to submit a response or rebuttal to the evaluations if they wish to do so.
7. 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.

D. Contents
A faculty member undergoing PTR shall submit a portfolio by October 1st that includes these items:

1. A current Vita that includes information about Teaching, Scholarly and Creative Activities (in APA format), and Service and indicates activities completed during the review period.
2. A reflective summary narrative of no more than two pages that outlines the faculty member’s most significant achievements during the period of review and their goals regarding Teaching, Scholarly and Creative Activities, and Service for the next five years.
3. **Summaries** of the SOQ, including the quantitative data and comments for all courses taught during the review period. Quantitative data should be entered into the Appendix A summary sheet.

E. **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 s/he demonstrates excellence, and shall make appropriate recommendations for improvements as necessary.

XII. **References**

