CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

Department of Human Services
Faculty Personnel Policy and Procedures

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I. Preamble

The Department of Human Services (hereafter called "the Department") is committed to providing the highest quality programs possible. The Department recognizes that the key to quality programs is the instructional faculty and seeks to promote excellence in the areas of teaching, scholarly and creative accomplishments, professional activities, and service to the Department, 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 Department shall institute the following procedures for assessing Portfolios for the purposes of retention, tenure and promotion. The Department 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 as objective a statement of the Department's expectations as is reasonably possible. Furthermore, the Department faculty affirms their position that the best interests of the University, College, Department, and their many students are served when the faculty represents a wide diversity of interests and activities.

II. Philosophy of the College of Health and Human Development

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 our students.
5. To enable students to understand the implications for their practice of differences and similarities related to culture, ethnicity, race, gender, gender identity, sexual orientation, age, ableness, 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.
III. Philosophy and Mission Statement of the Department of Human Services

Mission Statement

The mission of the department is to prepare students with competencies and skills to respond to identifiable needs of individuals, families, and the community. This mission will be accomplished by providing both the academic and experiential background for the student seeking a career in human service organizations. Through the four interrelated components of the core curriculum, a graduate of the Human Services Department will: (1) understand the theoretical foundations of intervention strategies, (2) be familiar with various client populations and know the importance of cultural diversity, (3) incorporate research and evaluation in their understanding of programs, and (4) develop skills through direct experience in the field and through exploration within oneself.

Philosophy Statement

As an applied paraprofessional program, the Human Services major is based on a synthesis of knowledge from the biological sciences, the social sciences, the applied methodologies of prevention, and the direct practice of interventions. It brings together a humanistic and generalist orientation through specific practical skills and methods acquired through “hands-on” experiential learning and increased self-awareness.

IV. Department Structure

A Department Chair, selected according to UPS 211.100, coordinates the Department. The Department Chair has the responsibility of communicating the standards and criteria for retention, tenure, and promotion to all department faculty members (see UPS 210.000, V.C.).

V. Department Personnel Committee

A. Committee functions

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

B. Committee structure

1. The Committee shall consist of at least three 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 three-fourths of the Committee shall be members of the Department when this is possible.

Persons may serve as a member of the Committee during any period in which he or she is the subject of the personnel review process, however the individual may not participate in their 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. Should a vacancy occur, the Department faculty should elect a new alternate. When possible, the new alternate shall be from the same department as the regular 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 Department Chair (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 Department who meet the requirements in section B.1 above, are automatically on the slate of nominees for the Committee, except the following: a) the Department Chair; and b) those who decline in writing to the Department Chair prior to the first week of classes in the fall. In cases where a department has no tenured faculty members to serve on the Committee, any faculty member in the Department may make a nomination to represent that department. All qualified nominees who agree in writing to serve if elected will be included on the slate. Nominees shall be presented to the faculty for election in the following manner and order: a) listed by department affiliation (this shall be listed in parentheses next to the
name); b) listed by rank and seniority within the departments; and c) alphabetized by last
name, thereafter.

3. Each full-time tenure track faculty member in the Department may vote for as many of
the official nominees as shall have been determined to be the membership number for the
Committee for that year, and not more than that number. The top three (3) persons
receiving the largest number of votes 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 the one-year term of the Committee. The Chair
shall be selected by written, secret ballot among the Committee members. The prior
Committee Chair shall conduct the election, if possible: where this is not feasible, the
Department Chair (or a designee) shall conduct the election.

D. Committee Procedures

1. The Committee shall review and evaluate in writing (i.e., typed) 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. The Department considers the Committee
report to be documentation of "peer evaluation of teaching performance". (Here and
throughout, see UPS 210.000 section V. D. 1.-5. for the Responsibilities of the
Department Personnel Committee for further requirements and information.)

2. The Committee's evaluation for each area is to be based on the Portfolio according to the
professional judgment of the committee members. The evaluation shall provide a written
rationale for describing the faculty member under review as "excellent," "good,"
"needs improvement" or "unsatisfactory" with respect to each area of performance.

3. The Committee shall receive the evaluation of the Department Chair. Each member of
the Committee shall review it along with the Committee's evaluation.

4. The Committee shall formulate a recommendation that shall state in writing the reason
for the recommendation. The recommendation and evaluation report shall be approved by
a simple majority vote of the Committee.
5. Committee members shall sign the recommendation form in alphabetical order. The order of the signatures shall not indicate the way individual members voted.

6. The Committee shall return the entire file, including the evaluation and recommendation, to the Department Chair.

VI. 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, 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 of the three areas evaluated in order to meet the approved Departmental Personnel Standards and/or UPS 210.000 for retention, tenure, and promotion. The Prospectus shall be due in the Department Chair’s office by the date required by Faculty Affairs and Records. The Prospectus will have no formal approval process, but will be reviewed by the Department Chair and the Dean (or equivalent) who will each provide written feedback on a timetable to be determined by the colleges. The Prospectus shall be included in the faculty member’s Portfolio for all Full Performance Reviews.

B. Portfolio Preparation and Submission

It is the responsibility of each faculty member being considered for personnel action to prepare the required information and documentation for her/his Portfolio and to deliver the Portfolio to the Department Chair in accordance with the governing timetable.

In the Portfolio (Per 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 accomplishments over their period of review are emphasized. Listing and discussing a limited number of high-quality accomplishments is more compelling than a compendium of all activities. Note, however, that all accomplishments should be listed in the Portfolio Vita.

**Service Credit:**

When prior service credit has been granted, evaluations for retention, tenure, and promotion shall include reviews of accomplishments during those specific years for which the service credit was granted. Additionally, when prior service credit has been granted, the
probationary faculty member shall include in his or her Portfolio data, materials and
documentation for the service credit period. In evaluations for retention, tenure, and
promotion, accomplishments achieved during probationary years at CSUF shall be weighted
more heavily than those during the service credit period. Accomplishments during service
credit years shall never be sufficient in and of themselves for the granting of promotion
and/or tenure.

C. Portfolio Organization and Documentation

The Portfolio shall be organized by the faculty member in conformity with the table of
contents as specified by UPS 210.000. All items listed in the Portfolio shall be appropriately
documented. A standard curriculum vitae, using APA style wherever appropriate, including
date and page numbers, shall be used.

Also, per UPS 210.000, III.B.3, “The Portfolio and accompanying Appendices shall normally
be prepared using one small to medium-sized binder for each section—i.e., one binder for the
main Portfolio and one for each section of the appendix—Teaching Materials, Student
Opinion Questionnaire forms, Scholarly and Creative Activity (if used), and Service. All
binders should fit into one banker’s box (approximately 10x12x16) provided by the
College. Additional space may be required to house raw SOQ forms for faculty who have
taught numerous courses.

D. Abbreviated “Review Files” for third and fifth year probationary faculty

Faculty members with satisfactory evaluations in their full performance review during year 2
or year 4 will, in the following year (year 3 or year 5, respectively) submit a “Review File”.
The Review File comprises only three items: 1) an updated curriculum vitae, 2) statistical
summaries of SOQs, and 3) grade distributions for the period since the last full performance
review. When subject to a periodic review, the faculty member shall submit the Review File
by the date decided by Faculty Affairs and Records. The DPC, the Department Chair, and
the Dean shall provide a signed statement indicating the Review File was received, reviewed,
and evaluated. The faculty member shall receive a copy of the signed statement, and a copy
shall be forwarded to Faculty Affairs and Records for placement in the faculty member’s
Personnel Action File. The faculty member, the Department chair, or the Dean may request a
consultation meeting to discuss the faculty member’s progress.

E. Categories for Personnel Action
The three major categories of faculty performance are as follows: teaching; scholarly and creative accomplishments; and University and professional/community service. In promotion, retention, and tenure decisions, performance in the categories of teaching and scholarly and creative accomplishments shall be given primary emphasis. Secondary consideration will be given to University, and professional/community service.

F. Faculty Responsibilities

As full-time employees of CSUF, the Department faculty members are expected to meet and provide evidence of meeting faculty responsibilities in their teaching and service self-assessments as they apply to each of the above evaluation categories. In the area of teaching, these responsibilities include, for example, meeting classes, holding assigned office hours at assigned times and places, and participating in Department academic advising procedures. In the area of service, these responsibilities include, for example, attendance at Department meetings and completing committee and other Department duties as assigned by the Department Chair. Evaluators shall take into consideration in evaluating a faculty member's performance, the extent to which the faculty member has met her/his faculty responsibilities as documented in the Portfolio in the teaching and service categories.

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

A. Teaching Performance

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

1. Evaluating Teaching Performance

Evaluation of teaching performance shall include evaluations of the following: a) pedagogical approach and methods; b) student opinions of instruction; and c) ongoing
professional development in the discipline and as a teacher. In addition, faculty members are encouraged to solicit other reviews of teaching performance to be included in the Portfolio at the time of submission. For example, classroom observations by department 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, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessments by external evaluators may also be included.

In the event, that a probationary faculty has been given assignments not directly related to teaching, such as coordinating a specialty track or writing documents for an accreditation report, this should 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:

a. Mandatory Indicators

1) Self-assessment

The self-assessment must include a reflective analysis of the faculty member’s teaching philosophy and performance as well as goals and direction of her/his future teaching. The analysis should address the faculty member’s teaching with respect to the department’s mission, the CHHD Philosophy, and to goals one and five of the University Mission and Goals. In addition, the faculty member is encouraged to discuss her/his contributions to student learning in the comprehensive self-assessment.

2) List of courses taught

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

3) Course syllabi and materials
The file must include a representative selection of course syllabi and supplementary materials such as tests and study aids prepared by the faculty member to promote student learning and reflect pedagogy.

4) **Statistical summaries of grade distributions**

The university-provided statistical breakdown of the grade distribution for each semester of the period of review must be provided. To provide statistical summary grade distributions, faculty shall use the form provided in Appendix A. Faculty members are expected to maintain high standards regarding student achievement in all courses taught. The peer evaluation of teaching performance shall address the evidence in the Portfolio relating to academic standards including summaries of grades awarded in each class taught. Faculty member shall discuss GPAs in the self-assessment on teaching in order for the DPC to evaluate the appropriateness of the GPA for each course. The DPC shall evaluate all of the courses taught with respect to department patterns.

5) **Statistical summaries of student opinion forms**

The university-provided statistical summaries for all courses during the period of review must be included. (If data are missing, a written explanation must 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 should be included, if available. To provide the statistical summary of student opinions, use the form provided in Appendix A. The student opinion questionnaire (SOQ) data shall be accessed through the University website and provided electronically or in hard copy to the DPC. This includes the objective data and student comments. Faculty member shall discuss SOQs in the self-assessment on teaching in order for the DPC to evaluate the appropriateness of the SOQ for each course. The DPC shall evaluate all of the courses taught with respect to department patterns.

6) **Original student opinion of teaching forms**

The original student-completed student opinion forms for each course taught at CSUF for academic credit during the period of review must be provided (If data are missing, a written explanation must be provided and verified by an appropriate administrator). Student opinion data for all the years for which service
credit is given should be included. If such data are not available, a letter from the
faculty member's previous supervisor attesting to their unavailability should be
provided.

b. Additional Indicators

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

1) Peer review of teaching following classroom visitations, lectures, or seminars.
2) Documentation and evaluation of teaching activities in colleagues' classes.
3) Documentation of fieldwork or track coordination.
4) Development of new course proposals which have been approved for inclusion in
the curriculum.
5) Development of instructional technology strategies to enhance student learning.
6) Development of portfolio and case study assignments.
7) Development and evaluation of alternative strategies for assessing student
learning.
8) Publications about teaching that do not qualify for inclusion in section VII.B.1.b.
9) Evidence of additional training in teaching.
10) Evidence of collaborative teaching activities.
11) Video or audiotapes of lessons taught.
12) Independent study projects produced by students trained or directed by the faculty
member.
13) Documentation of service as thesis advisor for graduate students.

c. Guidelines for Rating Teaching Performance

A composite rating of teaching effectiveness is arrived at based on three factors
defined below:

1) Pedagogical approach and methods

According to the following criteria, the Committee shall rate pedagogical
approach and methods as "Exceeds Expectations", "Meets Expectations", or
Fails to Meet Expectations":
Exceeds Expectations – self-assessment and course syllabi and materials included in the Portfolio demonstrate outstanding teaching effectiveness as judged by complex breadth and considerable depth of course content for the level of the course(s) taught, currency in topics covered as evidenced by use of literature and other materials dated within the last 3-5 years, relevancy of assignments to the texts and community needs, and effectiveness and fairness of testing, other assessment and grading procedures as evidenced by objective and thoughtful protocols and other reliable measurement tools.

Meets Expectations – self-assessment and course syllabi and materials included in the Portfolio demonstrate clearly acceptable teaching effectiveness as judged by good breadth and depth of course content for the level of the course(s) taught, currency in topics covered as evidenced by the use of materials that are mostly dated within the last 5 years, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures as evidenced by mostly objective protocols and reliable measurement tools.

Fails to Meet Expectations – Does not meet criteria in either “Meets Expectations” or “Exceeds Expectations”.

2) Student opinion of instruction

Student opinions of instruction contribute significantly to the evaluation of a faculty member’s teaching effectiveness. They shall not, be used as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses and delivery modalities over several semesters shall be considered more informative than isolated, individual comments. In general, the following scale shall be applied when rating the statistical summaries of student opinions:

Exceeds Expectations:

In addition to meeting the criteria under meets expectations, the faculty member’s:

i. Quantitative/Numerical SOQ Summaries include 85% or more A and B ratings with at least 50% A’s across sections (cumulative percentage) taught during the period of review; AND
ii. Qualitative/Written SOQ Comments, if present, include predominantly positive statements; AND

iii. Narrative addresses SOQ patterns and identifies strategies used to achieve successful teaching outcomes; strategies are clearly aligned with course learning goals.

Meets Expectations:

i. Quantitative/Numerical SOQ Summaries
   a. Overall 75-84% A and B ratings across sections (cumulative percentage) taught during the period of review*
   b. If ratings in all other areas meet expectations, a variance in this guideline may be applied in extenuating circumstances (e.g., small class size, new class preparation, new class format). In this context, an overall 72.5 – 74.9% A and B ratings across sections (cumulative percentage) taught during the period will qualify as meeting expectations.

*For Retention up to, but not including, Year 4 Review;

Quantitative/Numerical SOQ Summaries indicate percentage A and B ratings across sections; if the overall rating falls below 75% A and B ratings, specific professional development opportunities and instructional strategies designed to address ratings must be discussed; a pattern of improvement indicating the likelihood of achieving the percentage of A and B ratings needed for promotion is expected.

ii. Qualitative/Written SOQ Comments, if present, include patterns of positive statements; negative comments, if present, are directly addressed through explanation or remediation as applicable; AND

iii. Narrative addresses SOQ patterns and efforts to improve teaching performance; contextual features may also be addressed (new/relatively new course preparation, new/relatively new pedagogical format, courses typically identified as challenging within the department, large courses, online courses, online SOQ administration, etc.).

Fails to Meet Expectations:
i. Quantitative/Numerical SOQ Summaries had an overall A and B ratings below 75% taught during the period of review*

ii. Qualitative/Written SOQ Comments, not present, or if present, did not include patterns of positive statements; negative comments; were not directly addressed through explanation or remediation as applicable; OR

iii. Narrative did not address SOQ patterns or efforts to improve teaching performance

3) **Ongoing professional development**

*As a teacher:*

Each faculty member is expected to show evidence of an ongoing program to maintain and improve teaching effectiveness. This program should include self-assessment of teaching objectives and methods and student achievement, participation in pedagogical seminars and workshops, and familiarity with the pedagogical literature in the faculty member's discipline. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses.

*In the discipline:*

All faculty members are expected to maintain currency in their disciplines by acquiring professional licenses, credentials and certificates; serving in clinical practice roles; 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. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses. According to the following criteria, the Committee shall rate ongoing professional development in the discipline and as a teacher as "**Exceeds Expectations**", "**Meets Expectations**", or "**Fails to Meet Expectations**".

**Exceeds Expectations** – self-assessment and teaching-related materials in the Portfolio demonstrate outstanding commitment to professional development in the discipline and as a teacher.
Meets Expectations - self-assessment and teaching-related materials in the Portfolio demonstrate clearly acceptable commitment to professional development in the discipline and as a teacher.

Fails to Meet Expectations - Does not meet the criteria for Meets Expectations or Exceeds Expectations

d. Composite Rating of Teaching Effectiveness

Based on a composite of the ratings of the three factors described above, the reviewers shall render a summative rating of teaching effectiveness as one of the following: "excellent," "good," "needs improvement," or "unsatisfactory".

- A composite rating of "excellent" shall be given for meeting the criteria for "exceeds expectations" for at least one factor, and "meets expectations" for other factors.
- A composite rating of "good" shall be given for meeting the criteria for "meets expectations" for all three factors.
- A composite rating of "needs improvement" shall be given for meeting the criteria for "meets expectations" for only two of the three factors.
- A composite rating of "unsatisfactory" shall be given for meeting the criteria for "meets expectations" for only one of the three factors.

B. Scholarly and Creative Accomplishments

Faculty engagement in scholarly and creative activity generates benefits for the faculty member as well as for the University. Such activity may: a) complement teaching; b) contribute to the advancement of the field 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 Department, College, and the University; g) advance the reputation of the University; and h) enhance collaborative scholarship.

1. Indicators

The following indicators shall be used in evaluating scholarly and creative accomplishments.

a. Self-assessment (mandatory)
The self-assessment must include a reflective analysis of the faculty member's scholarly and creative accomplishments and her/his future goals and direction with reference to the benefits listed above and applicability to the faculty member's Prospectus. The statement shall emphasize the scholarly accomplishments of the faculty member since her/his appointment at CSUF or since the last action and should be documented by supporting evidence whenever possible. See section VI. B. for guidelines when prior service credit has been granted.

b. Publications

1) Articles published or accepted in professionally recognized, externally peer-reviewed journals. Documentation must include evidence of peer review and one of the following: (1) the letter of acceptance and commitment to publish the article or (2) a reprint of the published article.

2) Books, including textbooks, or chapters in edited books, either published or accepted for publication by a process of external review. Documentation must include one of the following: (1) the letter of acceptance of the completed manuscript from the publisher; (2) the final printed version of the galley page proofs; or (3) a copy of the publication in the final printed version.

c. Applied Scholarship

1) External grants submitted to or accepted/ funded by government or private agencies.

2) Internal grants funded/accepted by the University.

3) Applied scholarship activities that relate directly to the intellectual work of the faculty member and are carried out through consultation, policy analysis, program evaluation, the creation of a new program related to Human Services, the creation of a widely disseminated media (e.g. video, blog, social media, etc.) In documenting applied work, faculty should include their own written record of the project, and, where possible, the evaluations by those who received the service. Publications related to such activities, including dissemination products, are encouraged in this category.

d. Scholarly Presentations
Name, date, location and modality (webinar, academically moderated social media discussions, etc.) of the presentations should be included for Scholarly papers, posters, workshops, seminars, or Keynote Addresses given or accepted to be given. Peer review is one indicator of quality for this category of scholarship. Additionally, the level of audience (nationwide, state, county, city, university) participating in the presentation shall be considered when assessing quality for this category of scholarship.

2. Rating Criteria for Scholarly and Creative Accomplishments

Lists below are not in rank order of importance. The faculty member under review is responsible to demonstrate how her/his scholarly and creative accomplishments address some or all of the criteria listed below and the particular objectives identified in the faculty member's Prospectus.

1. The Department employs traditional criteria in evaluating scholarly and creative accomplishments. Faculty shall use the *Scholarly and Creative Activity Coversheet* available from Faculty Affairs and Records to highlight as many as the following items as possible and/or discuss in the narrative on scholarly and creative activities using as many of the following criteria as possible:

   - External peer reviews
   - Contribution to the discipline or to interdisciplinary scholarship
   - Quality and variety of the forum in which the work appears
   - Clarity of conceptualization
   - Originality of scholarship
   - Impact on scholarship in the field

2. In addition, in light of the missions of the department and the CHHD philosophy, the Department may evaluate scholarly and creative accomplishments based on the degree to which they:

   - Complement teaching;
   - Contribute to the advancement of the field and, more broadly, to human achievement;
   - Promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike;
- Increase opportunities for students in academic and professional disciplines;
- Contribute to the overall quality of the Department, College, and the University;
- Enhance the professional growth of the faculty member;
- Advance the reputation of the University; and
- Enhance collaborative scholarship

3. Guidelines for Rating Scholarly and Creative Accomplishments

It is expected that the faculty member will demonstrate an on-going program of scholarly work. Scholarly publications that stem from a sustained program of work over the entire period are required to achieve tenure. Based upon the totality of the evidence presented, reviewers shall rate the faculty member's overall scholarly and creative accomplishments as "excellent," "good," "fair," or "poor".

- A rating of "excellent" shall be given for a comprehensive self-assessment and outstanding performance in depth or breadth of scholarly activity. A total of six items of high quality scholarship are required to be rated excellent. Three of these items must be peer reviewed journal articles ("in press" or published). An externally reviewed, disciplinary related book, monograph, or technical report, can substitute for 1 peer reviewed journal article. The other three items may be from the scholarly category of Scholarly Presentations or applied scholarship.

- A rating of "good" shall be rendered for a comprehensive self-assessment and clearly acceptable progress toward achievement of the Prospectus. A total of four items of high quality scholarship are expected for a rating of "good". Two of these items must be peer reviewed journal articles (in press or published). An externally reviewed, disciplinary related book, monograph, or technical report, can substitute for 1 peer reviewed journal article. The other two items may be from the scholarly category of Scholarly Presentations or applied scholarship.

- A rating of "needs improvement" shall be rendered for an adequate self-assessment and marginally acceptable progress toward achievement of the Prospectus the standards for tenure or promotion. A total of two items of high quality scholarship, with at least one peer reviewed journal article ("in press" or published) over the entire tenure or promotion review period, are expected for a
rating of "fair". An externally reviewed, disciplinary related book, monograph, or technical report, can substitute for 1 peer reviewed journal article. The other item may be from the scholarly category of "Scholarly Presentations" or applied scholarship.

- A rating of "unsatisfactory" shall be rendered for an inadequate self-assessment or unacceptable progress toward achievement of the Prospectus, if required, or achievement of the standards for tenure or promotion.

C. University, and Professional/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 (participates fully, productively and collaboratively in the collective efforts and functions of the Department and University) 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 (mandatory)

The self-assessment must include a reflective analysis of the faculty member's service and her/his future goals and direction with reference to the benefits listed above and applicability to the faculty member's Prospectus. The statement shall emphasize the service of the faculty member since her/his appointment at CSUF or since the last action and should be documented by supporting evidence whenever possible.

b. University Service
All Department faculty members are expected to assume an active role in addressing the needs of their Department, as well as those of the College and University. At a minimum, a faculty member is expected to keep office hours, attend meetings of the Department on a regular basis, participate in College and University faculty events, and serve on at least two committees or perform comparable tasks each year during the period of review for tenure. Contributions that exceed minimal expectations (e.g., participating on numerous committees or in activities of a more demanding nature, or assuming positions of leadership in such tasks) will enhance the faculty member’s rating for service.

c. Professional/Community Service

Faculty in applied fields such as those in the Department are encouraged not only to make original scholarly contributions in the form of written material, but also to communicate and implement knowledge by means of presentations and consultations. The benefits of professional/community service are many, including:

- complement teaching by allowing the teacher to draw from applied experience
- promote the discipline in the context in which it is applied
- promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike
- enhance the professional growth of the faculty member
- contribute to the overall quality of the Department, College, and the University
- advance the reputation of the University and opportunities for its students.

Examples of service activities may include assuming professional leadership roles; consultations relevant to the field: editing professional journals; reviewing abstracts and manuscripts for book proposals, professional journals or conferences; reviewing grant proposals; providing additional professional training to others; attending professional conferences and maintaining a professional license; and engaging in other professional activities deemed equally valuable to the profession/community and in support of the University’s Mission and Goals. On-going, active involvement in a minimum of two
professional/community service activities per year over the period of review is required for achievement of tenure.

2. Evaluating Service

Based upon the totality of the evidence presented, reviewers shall rate the untenured faculty member's overall service as "excellent," "good," "needs improvement," or "unsatisfactory".

- A rating of "excellent" will be given for a record of service that includes active, quality involvement in three or more University service activities and active, quality involvement in three or more professional/community service activities.

- A rating of "good" will be given for a record of service that includes active, quality involvement in at least two University service activities and active, quality involvement in at least two professional/community service activities.

- A rating of "needs improvement" will be given for a record of service that includes active, quality involvement in at least one University service activities and active, quality involvement in at least one professional/community service activities.

- A rating of "unsatisfactory" will be given for a record of service that fails to include active, quality involvement in service to the University or in professional/community service.

The untenured faculty member is reminded that the first two criteria, teaching and scholarly and creative accomplishments are of primary importance and must be developed in the probationary years. The other criterion, University and professional/community service, needs to be developed, but is less heavily weighted for probationary faculty.

Tenured faculty are expected to provide leadership at the Department and College levels and to demonstrate on-going active, high quality participation in at least three professional/community and/or University service activities for promotion to Professor.

D. Guidelines for Applying Evaluation Criteria in Retention, Tenure, and Promotion

Decisions

1. Retention during Probationary Years
A recommendation for retention is contingent upon making sufficient progress toward the
requirements for tenure and promotion, which means achieving a rating of Excellent
Progress, Good Progress, or Needs Improvement for 2nd and 3rd year faculty. Fourth year
faculty are expected to receive a rating of Good Progress or Excellent Progress relative to
being on track towards meeting tenure requirements.

2. Tenure Requirements
A person recommended for tenure shall be evaluated as “Excellent in either teaching or
scholarship and at least “Good” in the other categories. Promotion to Associate Professor
is automatic with the granting of tenure.

3. Early Tenure
A decision for early tenure requires a rating of “Excellent” in all evaluation categories-
Teaching, Scholarly and Creative Activities, and Service.

4. Early Promotion to Associate Professor
Under exceptional circumstances (per UPS 210.000), a faculty member may be
considered for early promotion to Associate Professor prior to being eligible for tenure.
Early promotion to Associate Professor requires a rating of “Excellent” in all evaluation
categories- Teaching, Scholarly and Creative Activities, and Service.

5. Promotion to Full Professor
The decision to grant promotion to the rank of professor shall be based on a record of
sustained growth and commitment to high quality performance in all categories. At a
minimum, a person recommended for promotion to Full Professor shall be evaluated as
“Excellent” in two categories with no less than “Good” in the third category.

6. Early Promotion to Full Professor
Early promotion to Professor requires that the faculty member has displayed excellence
and sustained vitality in teaching, scholarly and creative activity, and service that promise
future potential growth. Performance in all three areas of review shall be at the level of
“Excellent”.

Department of Human Services