



FACULTY AFFAIRS AND RECORDS

Official Department Personnel Standards for the Department of Elementary and Bilingual Education

Approved by Dr. Anil K. Puri, Interim Provost and Vice President for Academic Affairs, on 12/1/2017 for implementation in the 2018-2019 Academic Year

[Verified and posted online at www.fullerton.edu/far/dps/edel2018.pdf](http://www.fullerton.edu/far/dps/edel2018.pdf)

According to Article 15.3 of the Collective Bargaining Agreement: Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.

According to University Policy Statement 210.000 (3/26/18 version), Section V.C.: ▪ Each department shall develop standards for the evaluation of faculty members of that department. These standards... shall indicate the specific range of activities and levels of performance necessary to meet requirements for positive retention, promotion, and tenure decisions. ▪ Approved Departmental Personnel Standards are controlling documents in all personnel decisions. ▪ All Departmental Personnel Standards require the approval of the Vice President for Academic Affairs (Vice President for Student Affairs for counselor faculty). ▪ Approved Departmental Personnel Standards shall be reviewed by the department as part of each program performance review. ▪ Student Opinion Questionnaire forms must be included as an attachment to Departmental Personnel Standards.

I. Preface

The Department of Elementary and Bilingual Education (hereafter called ‘the Department’) is committed to providing the highest quality programs possible that meet the evolving needs of our students, community, and region. The Department is also committed to the preeminence of learning with an emphasis on establishing an environment where learning, and creation and dissemination of knowledge are central to everything we do. We also believe that education--teaching in all its forms--is the primary task of higher education today. The Department recognizes that the key to quality programs and effective learning environments is the instructional faculty. Therefore, the Department seeks to promote excellence in learning through contributions in the areas of teaching, scholarly and creative activities, and service to the Department and its programs, the College of Education (hereafter called “the College”), the University, the profession, and the community.

The Department will institute the following procedures designed to assess the Portfolio and Appendices 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 will be aided in their respective roles by having available as clear and objective a statement of the Department’s expectations as is reasonably possible. Furthermore, the Department faculty specifically affirm their position that the best interests and needs of students are served when the faculty represent a wide diversity of interests and activities creating a “mosaic of talent.” We intend to recognize the full range of faculty talent and the great diversity of the functions higher education must perform.

II. Faculty Responsibilities

As tenure-track and tenured employees of CSU Fullerton, Department faculty are expected to meet professional responsibilities as they apply to the needs of the Department. These include:

- holding established office hours at regular times and places,
- participating in Department academic advising procedures and Multiple Subject Credential Program student interviews,
- submitting required paperwork on time,
- participating in commencement activities,
- participating in search activities,
- attending faculty meetings, and
- upholding their professional responsibilities per relevant Executive Orders.

Department faculty are expected to meet professional responsibilities as they apply to Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service. In the area of Teaching, these responsibilities include:

- preparing course syllabi (e.g., familiarity with UPS 300.004 and UPS 411.104),
- meeting classes,
- assigning readings and class projects where appropriate,
- preparing exams, and
- evaluating student performance.

In the area of Scholarly and Creative Activities, faculty are expected to engage in activities that will enhance the overall mission of the professorate. For example:

- expanding knowledge,
- applying knowledge to consequential problems in education,
- adding to the research base in the faculty member's related field, and
- advancing the reputation of the University.

In the area of Professional, University, and Community Service, these responsibilities include:

- contributing to the advancement of the field,
- increasing opportunities for students in the discipline,
- contributing to committee assignments,
- attending events or completing activities as assigned by either the Department chair or the dean or associate dean of the College, and
- contributing to the community in general through service activities.

In cases when there is a preponderance of evidence that notes that a faculty member has not met the professional responsibilities as they apply to the needs of the Department, this evidence may be placed in the file (usually by the Department Chair or College Dean) prior to the file being declared "complete" and considered in the retention process. (See Collective Bargaining Agreement regarding faculty notification requirements and rebuttal process.)

III. Role of the Chair, Department Personnel Committee, Dean, and Faculty Personnel Committee

With respect to the personnel process, the roles of the Department Chair, Department Personnel Committee, College Dean, and Faculty Personnel Committee are as defined in UPS 210.000. In addition, the Department Chair, Department Personnel Committee, and College Dean shall evaluate the personnel files of full- and part-time temporary faculty as consistent with UPS 210.070.

IV. General Guidelines

A. Prospectus

Per UPS 210.000, during the first year of employment in a tenure-track position, each probationary faculty shall write a Prospectus that includes narratives for Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service, not to exceed 500 words each. These narratives shall describe the faculty member's professional goals, areas of interest, resources required, and accomplishments they expect to achieve in each of the three areas evaluated in order to meet the Department Personnel Standards and UPS 210.000 for retention, tenure, and promotion. The narratives shall relate clearly to these Department Personnel Standards, University Personnel Standards, and the position description under which the faculty member was appointed. The Prospectus will have no formal approval process, but will be reviewed by the

Department Chair and the Dean who will each provide written feedback on a timetable to be determined by the College, but prior to May 1st. The Prospectus shall be included in the faculty member's Portfolio for all Full Performance Reviews.

B. Preparation and Submission of the Portfolio and Appendices

It is the responsibility of each probationary faculty member to prepare the required information and documentation for the Portfolio and Appendices and to deliver the Portfolio and Appendices to the Department Chair in accordance with the governing timetable.

C. Organization and Documentation in the Portfolio and Appendices

The Portfolio and Appendices shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the Portfolio and Appendices shall be appropriately documented. A Portfolio vita shall be included and citations shall follow American Psychological Association (APA) guidelines. UPS 210.000 requires Department Chairs to declare the Portfolio and Appendices complete.

V. Criteria and Weighing for the Retention, Promotion, and Tenure of Full-time Faculty

The Department of Elementary and Bilingual Education recognizes the importance of Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service.

A. Teaching

1. Criteria for Teaching

The primary mission of the Department of Elementary and Bilingual Education faculty is teaching. Evaluation of teaching performance will be based on the following UPS 210.000 guidelines:

a. Pedagogical Approach and Methods

The primary objective of pedagogy is to advance student learning. The narrative and supporting documents of teaching performance shall address those factors that contribute to effective pedagogy including the following:

- i. philosophy of teaching;
- ii. the appropriateness of the breadth and depth of course content;
- iii. the currency of the topics and relevancy of course syllabi, materials, and activities;
- iv. the effectiveness and fairness of assessment and grading procedures; and
- v. future teaching goals.

If relevant, the faculty member shall include additional workload activities such as coordinating programs, grant administration, and other assignments related to teaching.

b. Student Opinion Questionnaires

Student Opinion Questionnaires contribute to the evaluation of a faculty member's teaching effectiveness. However, they shall not be used by any level of evaluation as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. The faculty member shall provide a narrative of teaching performance that addresses student ratings and comments and the faculty member's efforts to improve or maintain teaching performance.

c. Expectations Regarding Student Achievement

Faculty members are expected to maintain high standards regarding student achievement in all courses taught. The faculty member shall address the evidence in the Portfolio and Appendices relating to academic standards including summaries of grades awarded in each class taught. Criteria for assessment and grading shall be included in the faculty member's narrative.

d. Ongoing Professional Development as a Teacher and in the Discipline

Each faculty member is expected to show evidence of an ongoing program to maintain and improve their teaching effectiveness. This program shall 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. All faculty are expected to maintain currency in their disciplines by conference participation and/or interaction with their colleagues. Scholarly and creative activities are expected to be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings.

2. Indicators for Teaching

a. Mandatory Indicators (based on UPS 210.000 guidelines)

To be placed in the Portfolio:

- i. Narrative and Self-Assessment of Teaching
- ii. Teaching Assignments
- iii. Statistical Summaries of Student Opinion Questionnaires
- iv. Statistical Summaries of Grade Distributions – The University statistical breakdown of the grade distribution of each semester shall be provided and compared to the Department mean.

To be placed in the Appendices:

- v. Course Syllabi and Materials
- vi. Student Opinion Questionnaire Forms

Note: Original forms may not be available for courses evaluated online. Faculty are required to submit the summary forms and

original Student Opinion Questionnaires, when available.

b. Additional Evidence (as selected by faculty)

- i. class visitations and reviews by colleagues
- ii. evidence of professional development related to teaching and learning within the discipline
- iii. mentoring students and faculty
- iv. new course proposals or revisions to current courses
- v. innovative teaching
- vi. collaborative teaching
- vii. any other teaching related information or materials germane to higher education teaching effectiveness
- viii. additional assessment and feedback from students
- ix. awards and honors related to teaching

Successful Portfolios and Appendices contain all of the mandatory indicators and a balance of additional evidence.

3. Description of Mandatory Indicators (Shall be listed in the Portfolio Table of Contents)

- a. A Narrative and Self-Assessment of Teaching is a written discussion (no more than 1000 words) documented by supporting evidence of the faculty member's performance in teaching. It shall include the following:
 - i. a discussion of the faculty member's teaching philosophy and pedagogical methods as they relate to course topics, assignments, and pedagogical techniques;
 - ii. a reflection on student ratings and written comments on SOQ forms;
 - iii. expectations of student performance; and
 - iv. a reflective review of the faculty member's ongoing development as a teacher and in the discipline.
- b. Teaching Assignments are a semester-by-semester listing of all courses taught throughout the period of review. The list shall include the Department name, the course name and number, the number of students enrolled, and the unit value.
- c. Statistical Summaries of Student Opinion Questionnaire (SOQ) Forms. The University-provided statistical summaries for all courses shall be included. If data are missing, a written explanation shall be provided and verified by the College Dean or Department Chair. If service credit was given, data on student ratings and comments from all years for which credit was given are to be included.
- d. Statistical Summaries of Grade Distributions The University-provided statistical breakdown of the grade distribution for each semester shall be provided and

compared to the Department mean in courses where letter grades are awarded.

- e. Course Syllabi and Materials are a representative selection of course syllabi and additional materials used by the instructor to facilitate their teaching. This is where faculty provide evidence of effective pedagogy, high expectations for students, and knowledge of the discipline. Tests, study aids, student work samples and other materials such as advanced organizers, technology, innovative strategies, etc., may also be included in the Appendix. Because of the importance of collaborative work in our field, sharing of strategies and best teaching practices are encouraged. Emphasis shall be placed on how faculty members implement these strategies successfully in each course.
- f. Original Student Opinion Questionnaire (SOQ) Forms. Completed SOQ forms will be included in the Appendix. Faculty are required to submit the summary forms and original Student Opinion Questionnaires, when available. If data are missing, a written explanation shall be provided and verified by the College Dean or Department Chair.

4. Rating Criteria for Teaching

Three subcategories of teaching effectiveness are used to arrive at an overall evaluation of this category: Pedagogical Approach and Methods, Student Opinion Questionnaires, and Other Indicators. Rating criteria includes ratings of *excellent*, *good*, *marginal*, and *inadequate*.

- a. **Pedagogical Approach and Methods.** The Teaching narrative and supporting documents will be considered when determining the rating for Pedagogical Approach and Methods. The faculty member shall explain and provide evidence of the following in the narratives to demonstrate high-quality teaching:
 - i. philosophy of teaching;
 - ii. the appropriateness of the breadth and depth of course content;
 - iii. the currency of the topics and relevancy of the faculty member's unique contributions to the course (e.g., syllabi, materials, activities);
 - iv. the effectiveness and fairness of assessment and grading procedures; and
 - v. future teaching goals.

Excellent: To achieve a rating of *excellent*, the faculty member shall provide strong and multiple forms of evidence of high-quality teaching methods in areas (i) through (v) over time.

Good: To achieve a rating of *good*, the faculty member shall provide multiple forms of evidence of effective teaching in areas (i) through (v) over time.

Marginal: To achieve a rating of *marginal*, the faculty member shall demonstrate limited evidence of effective teaching in areas (i) through (v),

but show progress toward effective teaching.

Inadequate: To achieve a rating of *inadequate*, the faculty member provides poor or no evidence of effective teaching, and progress toward effective teaching is not evident in areas (i) through (v).

- b. Student Opinion Questionnaires.** The faculty member's evaluation shall take into consideration patterns in the ratings and student comments over the full period of review. Using the statistical summaries for each course, as well as patterns of student comments, the reviewers shall provide an evaluation of Teaching based on the following scale, with the final ranking taking into consideration patterns of student comments.

Excellent 90% or more A and B ratings, with at least 40% A ratings

Good 80%-100% A and B ratings, but not meeting the criteria for *excellent*

Marginal 70%-79% A and B ratings

Inadequate Less than 70% A and B ratings

- c. Other Indicators.** The faculty member shall submit additional evidence of ongoing professional development and teaching effectiveness such as, but not limited to, the following indicators:

- i. evidence of professional development as a teacher and in the discipline (required)
- ii. class visitations and reviews by colleagues
- iii. mentoring students and faculty
- iv. new course proposals or revisions to current courses
- v. innovative teaching*
- vi. collaborative teaching
- vii. any other teaching related information or materials germane to higher education teaching effectiveness
- viii. additional assessment and feedback from students
- ix. awards and honors related to teaching

*These include teaching activities that have provided professional challenges and growth for the faculty member.

Excellent: To achieve a rating of *excellent*, the faculty member shall demonstrate strong evidence in three of the indicators on average each year.

Good: To achieve a rating of *good*, the faculty member shall demonstrate strong evidence in two of the indicators on average each year.

Marginal: To achieve a rating of *marginal*, the faculty member shall demonstrate evidence in one of the indicators on average each year.

Inadequate: To achieve a rating of *inadequate*, the faculty member provides weak or no evidence of the indicators on average each year.

- d. Overall Rating of Teaching.** An overall rating will be based on the individual ratings in the three subcategories of Teaching: (1) Pedagogical Approach and Methods; (2) Student Opinion Questionnaires; and (3) Other Indicators. Individual ratings are tied to a score: a score of *excellent* is equal to 4; a score of *good* is equal to 3; a score of *marginal* is equal to 2; and a score of *inadequate* is equal to 1. The overall rating is the mean of the three subcategory scores. For example, a faculty member earning an *excellent* in Pedagogical Approach and Methods, *good* in Student Opinion Questionnaires, and *good* in Other Indicators would have a summative score of 3.33 $(4+3+3)/3$.

Rating criteria for overall teaching will be *excellent*, *good*, *marginal*, or *inadequate*.

Excellent: To achieve a rating of *excellent*, the faculty member shall have an overall rating score between 3.5 and 4.0.

Good: To achieve a rating of *good*, the faculty member shall have an overall rating score between 3.0 and 3.49.

Marginal: To achieve a rating of *marginal*, the faculty member shall have an overall rating score between 2.0 and 2.99.

Inadequate: To achieve a rating of *inadequate*, the faculty member shall have an overall rating score less than 2.0.

B. Scholarly and Creative Activities

Faculty engagement in scholarly and creative activities generates benefits for the faculty member as well as the University. Because of the importance of collaborative work in our field, co-authored works in which the person under review had a significant or leadership role are valued. Such activities may:

- complement teaching;
- contribute to the advancement of the field and, more broadly, to human achievement;
- promote currency in the knowledge, methodology, and the spirit of inquiry available to students and faculty alike;
- increase opportunities for students in academic and professional disciplines;
- 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;

- make significant contributions to the dissemination and application of knowledge; and
- enhance collaborative scholarship.

Each faculty member shall establish an on-going record of sustained scholarly and creative activity that generates, integrates, and/or disseminates knowledge.

Among the indicators of Scholarly and Creative Activities, scholarship shall:

- enhance teaching and professional growth
- contribute to the field of education
- include a focused scholarly agenda
- include high-quality scholarly publications.

1. Criteria for Scholarly and Creative Activities

a. Criteria for High-Quality Scholarly Publications

High-quality scholarly publications are required. These include all of the following:

- i. The work has a conceptual or theoretical basis and is conducted within the context of existing knowledge. This can be accomplished through a review of related literature to show what was done in the past and a rationale for why additional work is needed; and
- ii. The work results in new knowledge being added to the field and/or that extends the meaning or application of existing knowledge. Examples of methods of inquiry include experimental/quantitative studies, qualitative studies, action research, ethnographic studies, narrative inquiry, historical and philosophical research, single-subject designs, descriptive research, and meta-analysis. The application of knowledge can be demonstrated through publication of innovative articles, curriculum, policy, or program development as well as through books, textbooks, or media that synthesize knowledge; and
- iii. The work is externally reviewed by peers. Work that has been accepted for publication or presentation after a peer-review shall be distinguished from work that was not subject to a peer-review; and
- iv. The work is published in respected sources such as journals, books, and media. Faculty shall provide documentation of the quality, scope, and importance of the publication.

A meaningful, high-quality engaged scholarship project, as defined per the criteria established by the College and delineated below, or a high-quality grant, per the criteria for high-quality grants, may be used for the purpose of meeting Department standards for high-quality publications for a rating of *excellent*.

b. Criteria for Engaged Scholarship*

A meaningful, high-quality, engaged scholarship project includes the following five criteria (faculty are encouraged to submit multiple forms of evidence):

- i. A clear rationale of the need for the work addressed and for the strategies and/or tools with which the work is carried out shall be provided (the plan must be supported by evidence-based practices).
- ii. Work shall have a conceptual or theoretical basis (i.e., is conducted within the context of existing peer-reviewed knowledge). Normally, this is accomplished through a review of related work in an area showing what has been done in the past and providing a rationale as to why additional work is needed in this area.
- iii. Multiple forms of evidence that demonstrate both the quantitative and qualitative impact of the project shall be provided. A clear impact on a district/community partner is required. These could include a letter from partners, data collected, etc.
- iv. A description of the evaluation process and outcomes shall include: research questions informed by and situated within the literature; an analysis of findings that are contextualized within the particular community/district/school/classroom needs and the discipline; implications that illustrate the practical ways in which the project shaped or is shaping lived realities for the better; and directions for future work. Evaluation results and implemented changes based on this evaluation must be completed and disseminated before the faculty member can submit this work for the RTP process.
- v. Evidence of dissemination activities and feedback from stakeholders shall be provided. Dissemination must include a broad audience.

c. Criteria for High-Quality Grants*

The development, submission, and approved funding of a federal, state, or private grant proposal is intended to advance research in the College. Rationale may include research goals associated with the implementation of a combination of the University's Strategic Goals and the College of Education's Strategic Goals.

A funded grant proposal that involves a significant amount of research related to the faculty member's main scholarly interests and meets the criteria listed below may be considered as a substitution for a high-quality peer reviewed publication for the rating of *excellent*. In order to be considered as such, all of the following criteria shall be met:

- i. The grant proposal shall be comprehensive and complete; and approved for federal, state or private funding.
- ii. The proposal shall have a conceptual or theoretical basis, result in new knowledge or extend meaning or application of existing knowledge, and connect to the faculty member's research agenda.
- iii. The funded grant shall be externally peer-reviewed.
- iv. The funded grant shall be for a minimum amount of \$30,000.
- v. The proposal may be solely, principally, or co-authored. Consistent with the requirements for publications, in the case of co-authored proposals,

evidence of the faculty member's contributions is required.

Documentation of co-authors' roles shall be signed by all co-authors. In addition to the final grant narrative, the faculty member shall submit any communication toward the final completion of the proposal that provides evidence of the extent of the faculty member's contributions.

- vi. Although educational collaborations and partnerships with other educational institutions and programs are encouraged, the funded grant proposal's main activities shall be housed in the College and administered by CSU Fullerton.

*Only one funded grant proposal or one engaged scholarship project may be considered in lieu of one high-quality, peer-reviewed publication for a rating of *excellent*.

d. Other Scholarly and Creative Activities

Other scholarly and creative activities may include (but are not limited to) peer-reviewed presentations, invited publications, research and evaluation reports, invited presentations, funded grants, and awards/honors. These activities add strength to a faculty's scholarly record but do not replace the requirement for scholarly publications. Care shall be taken to distinguish work in progress from that already completed. Works in progress include (but are not limited to) submitted or draft manuscripts, conference presentation proposals, and grant proposals. Scholarly or creative works are considered to have been completed when they have been accepted for publication, presented, or funded.

2. Indicators for Scholarly and Creative Activities

a. Mandatory Indicators

- i. Self-Assessment is a written discussion (no more than 1000 words) of the faculty member's performance in scholarly and creative activities. It shall include a discussion of the faculty member's research agenda that is a focused, well-defined, on-going body of work and a reflective review of the faculty member's scholarly and creative activities documented by supporting evidence.
- ii. High-quality Publications consist of the dissemination of external peer-reviewed scholarly work that appears in journals, books, or other forms of media. See above bullets defining high-quality scholarly publications. It is the responsibility of the faculty member to explain and provide evidence to substantiate that publications are high quality.

b. Other Indicators

- i. Invited Publications consist of journal or magazine articles, book chapters, editorials, and other related works. Faculty shall provide documentation of the quality, scope, and importance of the publication.
- ii. Scholarly Presentations are papers and presentations given or accepted to be given at professional meetings, symposia, or seminars. They may consist of featured presentations, poster sessions, panel discussions, and other forms of

work which shall be peer-reviewed, and based on a theoretical or conceptual framework.

- iii. Invited Presentations include keynote addresses, convocation speeches, and other presentations made at the request of a respected organization or institution.
- iv. Creative Activity consists of consultantships, policy analyses, dissemination products, book reviews, program evaluations, serving as a member of a research project, and other forms of scholarship with an emphasis on the practical aspects of knowledge. In documenting creative activity, faculty shall include identifiable benefits to the field. Publications related to or documenting such activities, including dissemination products, are encouraged in this category.
- v. Funded Grants, Honors, and Awards consist of those activities that relate to scholarly and creative activity.

Documentation shall include (a) a complete citation in APA format; (b) a copy of each scholarly or creative work; (c) copies of letters of acceptance for those completed works that are “in press” or in the process of publication; (d) the faculty member’s contribution in the case of co-authored or other collaborative work; (e) evidence of peer-review; and (f) evidence supporting the quality of the work. For work presented in a medium other than print, the copy shall be in a form suitable for evaluation such as a video, etc.

3. Rating Criteria for Scholarly and Creative Activities

Rating criteria for Scholarly and Creative Activities includes a rating of *excellent*, *good*, *marginal*, and *inadequate*.

Excellent

To achieve a rating of *excellent*, the faculty member shall have a sustained record of publishing an average of one high-quality, peer-reviewed scholarly publication each year. A meaningful, high-quality engaged scholarship project, as defined per the criteria established by the College (1. b. i-v), or a grant, per the criteria for high-quality grants (1. c. i-vi), may be used for the purpose of meeting Department standards for a rating of *excellent* in scholarly and creative activities. Engaged scholarship and high-quality grants cannot be used as a substitute for a high-quality, peer-reviewed publication to achieve a rating of *good* or lower.

*See note below for more information.

In addition, the faculty member shall contribute to the field an average of one additional scholarly or creative work such as presentations, other publications, or funded grants each year.

Good

To achieve a rating of *good*, the faculty member shall have a sustained record of publishing an average of one high-

quality, peer-reviewed scholarly publication every two years. In addition, the faculty member shall contribute to the field on average one additional scholarly work such as presentations, other publications, or funded grants each year.

Marginal To achieve a rating of *marginal*, the faculty member shall have provided *insufficient* evidence to meet the criteria for a rating of *good*, or a lack of evidence that the faculty member's publications are of "high-quality" as defined above. Progress toward high-quality scholarship and its dissemination shall be evident.

Inadequate To achieve a rating of *inadequate*, the faculty member shall have provided insufficient evidence to determine the quality of scholarly and creative activity. No or limited progress toward high-quality scholarship and its dissemination shall be evident.

*Note: To earn a rating of *excellent* for tenure and/or promotion, a faculty member shall have four high-quality, peer-reviewed publications and one of the following:

- a fifth high-quality, peer-reviewed publication,
- a meaningful, high-quality engaged scholarship project, or
- a high-quality grant.

C. Professional, University, and Community Service

Faculty in the Department of Elementary and Bilingual Education recognize that considerable work is required in order to best serve the profession, our students, and our community. Teaching and scholarship alone are not sufficient to further the mission of the University. Service, therefore, is considered a significant responsibility of all faculty in the Department and, in accordance with UPS 210.000, will be given serious attention in the retention, tenure, and promotion process.

1. Indicators of Professional, University, and Community Service

The faculty member shall include a written self-assessment (no more than 1000 words) that discusses the impact of the faculty member's contributions on the profession, University (including department, college, university-wide, and system-wide levels), and community. Evidence of service may include activities such as those listed below. These lists are not exhaustive, nor are items presented in ranked order of importance. It is the responsibility of the faculty member under review to discuss the nature of each activity, including time demands and personal contributions. The Department recognizes that some activities require substantially more time and energy than others. For instance, writing a substantial portion of an accreditation document or serving on the Academic Senate is more demanding than membership on an advisory board that meets once a semester. The former are

considered high-quality activities and the latter is considered a moderate-quality activity (see Rating Criteria that follows). Faculty shall provide documentation of the degree of involvement and the importance of the service. It is the responsibility of the faculty member to explain and provide evidence to substantiate rating service activities as high-quality.

a. Professional Service

- i. serving as an officer in a professional organization
- ii. participating on local/state/national/international policy committees/forums/task forces
- iii. coordinating professional activities such as conferences
- iv. editing manuscripts/professional journals
- v. reviewing grant proposals
- vi. consulting locally/regionally/nationally/internationally
- vii. reviewing manuscripts for books/professional journals/conferences/workshops
- viii. speaking at meetings of professional organizations

b. University Service

- i. participation on and contributions to Department, College, University standing committees
- ii. assumption of leadership roles within the Department and College including activities such as course custodian, committee chair, etc.
- iii. attendance at professional/instructional meetings as the appointed campus representative, designated by the College Dean, Associate Dean, or Department Chair
- iv. active involvement as a faculty advisor/liason with student groups (formally/informally)
- v. actively supporting the RTP process for untenured faculty (e.g., serving as a faculty mentor)
- vi. actively supporting the pursuit of higher education of all CSUF students
- vii. actively supporting the recruitment and retention of minority students into our Department and University
- viii. providing lectures/staff development at the Department, College, University, or system level
- ix. participation on advisory boards

c. Community Service

- i. formulation of or volunteer work in community programs/institutes/local schools
- ii. providing special services to the community/local schools
- iii. participation on advisory boards of community organizations/local schools
- iv. providing lectures/staff development to community organizations/local schools

Notes:

- Generally, when a faculty member receives assigned time for an activity, the activity may not be considered service. However, there are assigned activities that demand substantial time and have considerable significance and long-term impact, such as the coordination of a large program or of accreditation activities that may be included in the service area. Such service shall be documented and discussed in the faculty member's narrative.
- Faculty at the Associate Professor rank are expected to provide service at the College and University levels as well as to the Department. Faculty at the Assistant Professor rank are expected to focus their service activities primarily at the Department level.

2. Rating Criteria for Professional, University, and Community Service

Rating criteria for Professional, University, and Community service include a rating of *excellent*, *good*, *marginal*, and *inadequate*.

High-quality activities are defined as those activities in which the faculty member provides leadership or significant contributions, and the activities demand considerable commitment over time. Moderate activities are defined as less demanding activities or those in which the faculty member makes limited contributions.

Excellent	A rating of <i>excellent</i> shall be rendered for a record of sustained participation in high-quality activities. Activity in all three areas of service (professional, university, and community) is desirable, but the faculty member's record shall include high-quality contributions to the Department, College, or University. Generally, an average of two high-quality and three moderate activities per year is required for a rating of <i>excellent</i> .
Good	A rating of <i>good</i> shall be rendered for a record of sustained participation in high-quality activities. Activity in all three areas of service (professional, university, and community) is desirable, but the faculty member's record shall include high-quality contributions to the Department, College, or University. Generally, an average of one high-quality and three moderate activities per year is required for a rating of <i>good</i> .
Marginal	A rating of <i>marginal</i> shall be rendered for a record of participation in mostly moderate activities. Activity shall include contributions to the Department, College, or University. Generally, an average of three moderate activities per year is required for a rating of <i>marginal</i> .

Inadequate A rating of *inadequate* shall be rendered for little or no evidence of service activity or for service activity that focuses exclusively on the profession or community (i.e., there is no record of contribution to the workings of the Department, College, or University).

VI. Retention, Tenure, and Promotion

A. Criteria for Retention of Probationary Faculty

Retention during the probationary years shall be based upon the individual's progress in meeting the criteria for the granting of tenure. In order to be retained, the probationary faculty member shall be rated, at minimum:

1. *good* in two areas (one of which must be Teaching); and
2. *marginal* in the other area, but must show clear evidence of progress toward a rating of *good*. In the case of receiving a *marginal* in Scholarly and Creative Activities, clear evidence of progress toward a rating of *good* shall include evidence of scholarly work in progress and submission of scholarly work.

In the case of the first file review without service credit, one *good* and two *marginal* ratings (but showing clear evidence of progress toward a rating of *good*) may be considered acceptable for retention. The faculty member shall address goals for obtaining higher ratings.

In addition, the faculty member shall meet the professional responsibilities as they apply to the needs of the Department (see section II. Faculty Responsibilities). This is assumed and need not be documented. In cases when there is a preponderance of evidence that notes that a faculty member has not met the professional responsibilities as they apply to the needs of the Department, this evidence may be placed in the file (usually by the Department Chair or College Dean), prior to the file being declared "complete" and considered in the retention process. (See Collective Bargaining Agreement for information regarding process, including rebuttal.)

B. Criteria for Granting of Tenure

Faculty shall normally be considered for tenure during their sixth probationary year, regardless of the rank at which they were appointed.

In order to be granted tenure, the faculty member shall

1. be rated, at a minimum, *excellent* in Teaching or Scholarly and Creative Activities, and *good* in the remaining areas.
2. meet the professional responsibilities as they apply to the needs of the Department (see section II. Faculty Responsibilities).

C. Criteria for Promotion

Promotion from one rank to another requires that the faculty member request promotion via the University-approved form and according to University timelines. Promotion to Associate Professor is automatic with the granting of tenure for those at the Assistant Professor rank.

1. **Promotion to Professor**

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

- a. *excellent* in Teaching and Scholarly and Creative Activities and
- b. *good* or better in Professional, University, and Community Service.

2. **Early Promotion and Early Tenure**

Refer to UPS 210.000 for eligibility requirements.

In all cases, the faculty member shall satisfy to a greater extent the requirements for promotion and/or tenure delineated in earlier sections. Additionally, special requirements are described below.

- a. Early Tenure requires that the faculty member shall meet all requirements of full-term tenure, with ratings of *excellent* in Teaching and *excellent* in Scholarly and Creative Activities, and a rating of *good* or better in Professional, University, and Community Service.
- b. Early Promotion to Associate Professor requires that the faculty member shall be rated as *excellent* in Teaching and *excellent* in Scholarly and Creative Activities, and a rating of *good* or better in Professional, University, and Community Service.
- c. Early Promotion to Professor requires that the faculty member shall be rated as *excellent* in all three areas.

DEPARTMENT OF ELEMENTARY AND BILINGUAL EDUCATION
 Summary Table of Requirements for Retention, Tenure, and Promotion

	Retention	Tenure and Promotion to Associate	Early Tenure	Early Promotion to Associate	Promotion to Professor	Early Promotion to Professor
Teaching	good	excellent or good*	excellent	excellent	excellent	excellent
Scholarly and Creative Activities	good or marginal*	excellent or good*	excellent	excellent	excellent	excellent
Professional, Univ. and Community Service	good or marginal*	good	excellent or good	excellent or good	excellent or good	excellent
	<p>*If marginal, must show clear evidence of progress toward good. In the case of receiving a marginal in scholarship, clear evidence of progress toward a rating of good shall include evidence of scholarly work in progress and submission of scholarly work.</p> <p>Must be good in two areas; one must be teaching.</p> <p>In the case of the first file review without service credit, one good and two marginal ratings may be considered acceptable for retention.</p> <p>Must meet the professional responsibilities as they apply to the needs of the Department.</p>	<p>*Must be rated excellent in teaching or scholarship, and at least good in the other areas.</p> <p>Must meet the professional responsibilities as they apply to the needs of the Department.</p>	<p>Must be rated excellent in teaching and scholarship, and at least good in service.</p> <p>Must meet the professional responsibilities as they apply to the needs of the Department.</p>	<p>Must be rated excellent in teaching and scholarship, and at least good in service.</p> <p>Must meet the professional responsibilities as they apply to the needs of the Department.</p>	<p>Must be rated excellent in teaching and scholarship, and at least good in service.</p> <p>Must meet the professional responsibilities as they apply to the needs of the Department.</p>	<p>Must be rated excellent in all three areas.</p> <p>Must meet the professional responsibilities as they apply to the needs of the Department.</p>



Mark as shown: Please use a #2 pencil and COMPLETELY FILL IN THE BOX of your answer.

Correction: Please completely erase or completely fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER.

1. Student Opinion Questionnaire

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.1 The instructor promoted student interaction, communication, and collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The instructor related the content of this course to the broader educational context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The instructor used strategies that encouraged multiple perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The instructor created a learning environment that encouraged students to be actively engaged in their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The instructor fulfilled the course objectives through course assignments and coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The instructor was available for support at the times identified on course documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 The instructor used a variety of strategies in teaching this course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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2. Comments

2.1 What feedback would you like to provide the instructor about teaching effectiveness and/or course content?



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Correction: Please completely erase or completely fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER.

1. Student Opinion Questionnaire

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.1 The instructor promoted student interaction, communication, and collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The instructor related the content of this course to the broader educational context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The instructor used strategies that encouraged multiple perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The instructor created a learning environment that encouraged students to be actively engaged in their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The instructor fulfilled the course objectives through course assignments and coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The instructor was actively involved in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 The instructor was available for support at the times identified on course documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 The instructor promoted professional and ethical uses of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 The instructor used a range of technologies and activities to promote student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Comments

2.1 What feedback would you like to provide the instructor about teaching effectiveness and/or course content?



Mark as shown: Please use a #2 pencil and COMPLETELY FILL IN THE BOX of your answer.

Correction: Please completely erase or completely fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER.

1. Student Opinion Questionnaire

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.1 The supervisor related to me in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The supervisor identified areas for my development in learning routines and classroom management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The supervisor encouraged me to reflect on my learning experiences in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The supervisor identified areas for my development in working with small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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2. Comments

2.1 Comments:



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Correction: Please completely erase or completely fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER.

1. Student Opinion Questionnaire

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.1 The supervisor identified areas for development in my planning and design of learning experiences for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The supervisor identified areas for development in my efforts to engage and support all students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The supervisor identified areas for development in my uses of assessment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The supervisor identified areas for development in my efforts to create and maintain effective environments for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The supervisor related to me in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The supervisor provided written or oral feedback within 72 hours of the formal observation visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue on Page 2. Please DO NOT write in the space below.

2. Comments

2.1 What feedback would you like to provide to your supervisor?