MEMORANDUM

DATE: September 27, 2023

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

SUBJECT: Temporary Use of DPS Pending Revisions Related to Narrative Word Limits

Very recent changes in UPS 210.000 (“Tenure and Promotion Personnel Procedures”), section II.B.4, allow for Working Personnel Action File (WPAF) narrative lengths of up to 1,500 words, i.e., an increased narrative length maximum. An audit of Department Personnel Standards (DPS) has revealed that many existing DPS explicitly maintain a 1,000-word limit on narratives for a candidate’s WPAF.

The CSUF Academic Senate passed resolution ASD 23-67 (“Resolution to clarify USP 210.000 regarding narrative length”). The resolution resolved that the permitted lengths of narratives be 1,500 words for all departments.

After consulting with Faculty Affairs and Records, I have determined that revisions of DPS are in order, if not already being worked on. Until those DPS revisions are formally approved, the currently approved DPS are in effect, except that the former, 1,000-word limits cannot be used (i.e., are out of compliance with campus policy).
March 21, 2023

To: Amy Cox-Petersen, Ph.D.
Chair, Department of Elementary and Bilingual Education

Lisa Kirtman, Ph.D.
Dean of the College of Education

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

Subject: Departmental Personnel Standards for the Department of Elementary and Bilingual Education

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

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

AD:mc

cc: Dr. Kristin Stang, Associate Vice President for Faculty Affairs and Support
Dr. Carol Lundberg, College Personnel Standards Review Committee
Dr. Michelle Brye, Chair of the Department Personnel Committee
Faculty Affairs and Records
Official Department Personnel Standards for the

Department of Elementary and Bilingual Education

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 210.002 (6-8-22), Section III. A.: 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. Methods used by the department in evaluating performance shall be clear, objective, and reasonable.... 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.... Approved Departmental Personnel Standards shall normally be formally reviewed by the department as part of the program performance review or an accreditation process.... 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 just, equitable, and inclusive education (JEIE) programs that meet the needs of our students, community, and region. We are also committed to the preeminence of learning, with an emphasis on establishing an environment in which learning, and the creation and application of knowledge, are central to everything we do. Additionally, we hold that education – teaching in all its forms – is the primary task of higher education today, and that our instructional faculty are key to the provision of quality programs and effective and equitable learning environments. Therefore, the Department seeks to promote excellence in learning through high-quality 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 to assess the Portfolio and Appendices for the purposes of retention, tenure, and promotion. The Department takes the position that evaluated faculty and the evaluating and reviewing faculty will be aided in their respective roles with the provision of Department Personnel Standards that are “clear, objective, and reasonable” (UPS.210.002). Furthermore, the Department faculty affirm their commitment to cultivating and supporting faculty efforts that are just, equitable, and inclusive across a wide range of education interests and activities.

II. FACULTY RESPONSIBILITIES
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 (UPS 300.004 and UPS 411.104),
- meeting classes and holding office hours (UPS 230.020),
- assigning readings and class projects as appropriate, and
- evaluating student performance in a timely manner.

In the area of Scholarly and Creative Activities, faculty are expected to engage in activities that will enhance the overall mission of the professoriate. 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,
- completing activities as assigned by the Department chair, dean or associate dean of the College, and
- contributing to the community in general.

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 (DPC), 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.

The DPC is a committee of three tenured faculty elected through an annual vote by all tenure-track Department Faculty. The term of the DPC is one year. To be considered eligible for service on the DPC, a faculty member must have availability for the full academic year. An alternate member (tenured faculty) may be invited to review files or serve on the committee as necessitated by rank of faculty submitting WPAF (Working Personnel Action File) or in the case of a committee member being unable to continue their service for personal reasons.

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, and the accomplishments they expect to achieve, in each of the three areas evaluated to meet the Department Personnel Standards and UPS 210.002 for retention, tenure, and promotion. The written narratives shall align with and be organized according 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 and referenced in the respective narrative. 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.

D. Criteria and Weighting for the Retention, Promotion, and Tenure of Full time Faculty

Faculty members shall have the option to include their experiences of cultural taxation in their WPAF. Specifically, evaluators shall give due consideration during the evaluation process to “Faculty members belonging to traditionally underrepresented groups (such as women and
faculty of color) may experience additional demands on their time over and above the usual demands made of all faculty members” during the evaluation process.

Further, mentoring students—and particularly engaging them in research and other scholarly and creative activities—is an especially valuable form of faculty work. It therefore also deserves consideration in the evaluation process. Examples include supervising a student’s thesis, project, presentation, or performance, publishing work with a student, supporting students to present their work at conferences, engaging undergraduates in research (for example, as part of an independent study), and coaching students to participate in competitions (particularly when students receive recognition at said competitions). Other forms of mentorship may include career, academic, and club advising. These lists are not exhaustive.

The Department of Elementary and Bilingual Education recognizes the importance of Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service. In compliance with UPS210, rather than relying largely on a single measure, written evaluations at all levels of review shall be based on and include commentary on multiple criteria of performance in teaching, scholarly/creative, and service.

V. TEACHING

We encourage and support the development of faculty whose primary mission is to teach classes that promote just, equitable, and inclusive student learning and whose teaching represents supporting the College strategic plan goals. This includes the development and revision of courses, the use of instructional methods appropriate to each course, the integration of technology, and the use of assessment and grading methods that are fair and contribute to equitable student outcomes.

Faculty shall show evidence of JEIE throughout their course content and instructional practices. The Department also encourages the incorporation of high-impact practices (e.g., research, service learning, field trips, collaborative assignments and projects, and community-based learning) in courses.

A. Domains and Criteria for Evaluating Teaching

The primary mission of the Department of Elementary and Bilingual Education faculty is teaching. The narrative (not to exceed 1000 words) and supporting documents of teaching performance shall address the following criteria within the five domains elaborated below:

1. Integration of Just, Equitable, and Inclusive Education in Course Contents and Instructional Practice
2. Establishment of an Environment Conducive to Learning
3. Expectations Regarding Student Achievement
4. SOQ Patterns in Quantitative data and Qualitative Comments
5. Ongoing Professional Development and Future Teaching Goals

Domain 1 – Integration of JEIE in Instructional Practice
The Department of Elementary and Bilingual Education aspires to foster *transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world*. In doing so we commit to the *preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education*. The faculty member is expected to show evidence of integrating the principles of JEIE throughout the following facets. The narrative shall discuss and provide evidence of how JEIE frames the faculty member’s instructional practice using the following criteria:

- The integration of transformative educational practices that include but are not limited to anti-racist curriculum grounded in critical race theories, and critical pedagogies.
- The inclusion of pedagogical practices that acknowledge systemic inequities and support historically minoritized populations (e.g., through healing centered, humanizing, asset-oriented, or culturally sustaining practices).

**Domain 2 - Establishment of an Environment Conducive to Learning**

We recognize the role faculty have in fostering an educational environment conducive to student learning. Thus, the narrative and supporting documents of teaching performance shall address the following criteria:

- The creation of an environment conducive to learning aligned with our mission to create just, equitable, and inclusive education, in which students and instructors recognize diverse, intersecting identities and perspectives.
- The use of a variety of participation strategies and innovative practices (including technology) that encourage student inquiry, self-reflection, and self-growth.

**Domain 3 - Expectations Regarding Student Achievement**

Faculty members are expected to maintain academic rigor and scaffold high standards regarding student achievement in all courses taught, as evidenced by their syllabi, assignments, clearly stated grading criteria, and samples of graded student work. Grade distributions shall not be used to determine academic rigor. The narrative shall discuss, and the evidence show curricular development, teaching, and assessment methods in relation to the following criteria:

- Pedagogical methods and materials that illustrate content currency, depth, and breadth in all courses.
- Assessments and grading practices that are transparent, varied, timely, and meet the needs of diverse learners.

**Domain 4 – Student Opinion Questionnaire Trends Across Different Courses, Over Several Semesters**

Per UPS 210.002, while the use of standardized Student Opinion Questionnaires (SOQ) is required as part of the evaluation process, any data gathered from SOQs must be considered within a broader constellation of artifacts and should follow evidence-based guidelines and best practices. SOQs are designed to solicit student feedback regarding instructors and course content, and may reveal valuable trends in student perception, but research indicates they are neither valid nor reliable measures of teaching effectiveness. Moreover, both qualitative and quantitative data...
gathered on SOQs can be impacted by racial, gender, and linguistic bias, suggesting that individual students’ comments – as well as trends within SOQs themselves - must be interpreted cautiously and contextually. Additionally, the Department of Elementary and Bilingual Education recognizes that impactful teaching may create discomfort for students, affecting trends in course evaluations, and that not all students will respond to learning in the same way. Importantly therefore, any single item on the SOQ –or the entire form, by itself and in isolation from other information – does not provide sufficient evidence of teaching effectiveness. Instead, overall patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments (UPS 210.002). Finally, when specific weaknesses have been identified in prior evaluation(s) or there is a pattern of concern identified in SOQ quantitative data and qualitative comments, the faculty member shall include specific plans to remedy these weaknesses. Thus, the narrative shall address the following criteria:

- An examination of SOQ data (qualitative and quantitative) that seeks to identify:
  - Areas for growth based on repeating or recurring negative data across classes or semesters under review
  - Areas of growth based on a shift towards predominantly positive data (if applicable) across semesters under review
- A reflection of growth or a shift toward greater balance of negative to positive data based on weaknesses identified in past evaluations (if applicable)
- A discussion of concrete mitigation strategies that will result in growth or a shift toward greater balance of negative to positive data.

### Domain 5 – Ongoing Professional Development and Future Teaching Goals

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. All faculty are expected to maintain currency in their disciplines through conference participation and/or interaction with their colleagues. When appropriate, alignment between scholarly and creative activities and teaching methods is encouraged. Thus, the narrative will address the following criteria:

- Engagement in continuous improvement of instructional practices and in the discipline as relevant to teaching.
- Active solicitation and use of student feedback in course revisions.

### Evidence of Teaching Quality for inclusion in Appendix

Potential sources of evidence for Teaching (not inclusive):

- Syllabi
- Select course assignments, activities, and assessments
- Mid-semester reviews from students
- Classroom observations by colleagues (see UPS 210.080)
- SOQ qualitative comments
- Student emails, comments, feedback
- Samples of graded student work/projects/assignments
- Rubrics
● Short Excerpts of Audio, video, and/or digital recordings of lessons highlighting clarity of instruction. Please consider time elements.
● Examples of High-Impact Practices, particularly encouraging interaction, active learning, and engagement
● Collaborative teaching
● Examples of learning activities (in person, LMS, other digital media) that represent superior content organization, digital inclusion, and/or equitable learning opportunities for all students
● Workshop participation related to teaching, including those offered on Campus
● Awards and honors related to teaching

B. Description of Portfolio Contents for Teaching (shall be listed in the Portfolio Table of Contents)

a. Narrative and Self-Assessment of Teaching
The written narrative (no more than 1000 words, excluding appropriate summary tables; if the narrative exceeds 1000 words, only the first 1000 words will be considered) documented by supporting evidence of the faculty member’s teaching shall include a discussion of the following domains of teaching in the order detailed below:
1. The faculty member’s teaching philosophy and pedagogical methods as they relate to how just, equitable, and inclusive education is integrated into the faculty member’s instructional practice
2. The faculty member’s establishment of an environment conducive to learning
3. The faculty member’s expectations regarding student achievement
4. Trends in SOQ data and comments across different courses and semesters
5. The faculty member’s ongoing professional development and future teaching goals

b. Teaching Assignments – List of Courses Taught
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 of each course.

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
A representative selection of course syllabi and additional materials used by the instructor to illustrate their teaching effectiveness. This is where faculty provide evidence of effective pedagogy, high expectations for students, and knowledge of the discipline.

Note: Specific activities, assignments, assessments, study aids, student work samples and other materials may be discussed in the narrative (consider putting select, illustrative items in a table in the narrative which will not diminish word count) and included in the Appendix. Because of the importance of collaborative work in our field, the sharing of strategies and best teaching practices are encouraged (be sure to include appropriate attribution). 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.

C. Overall Rating of Teaching
Performance evaluation categories for Teaching include ratings of Exceeds Expectations, Meets Expectations, Approaching Expectations, and Does Not Meet Expectations. Reviewers will first rate individual domains by considering if the faculty member’s narrative and appendix provides (or not) evidence of sustained and varied ways in which individual domains were met.

Overall Rating of Teaching will be determined from a holistic perspective and based on the average rating of all five domains. (E.g., If a faculty member is rated at Meets Expectations for 3 domains and Does Not Meet Expectations for 2 domains, the overall rating would be Approaching Expectations.)

In an extraordinary case, the DPC may determine that a faculty member merits an overall “Meets Expectations” rating even if one domain results in an “Approaching Expectations” or may determine the faculty member “Exceeds Expectations” rating even if one domain results in a “Meets Expectations” rating, if the commitment to JEIE is clearly evidenced in every domain.

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<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
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<td>Overall Teaching Performance</td>
<td>The narrative and appendix provide evidence of teaching that clearly represents</td>
<td>The narrative and appendix provide evidence of teaching that mostly presents sustained and</td>
<td>The narrative and appendix provide evidence of teaching that partially represents</td>
<td>The narrative and appendix provide evidence of teaching that minimally represents</td>
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**VI. SCHOLARLY AND CREATIVE ACCOMPLISHMENTS**

We respect, embrace, and seek to foster the diverse expression of scholarly and creative accomplishment and laud this diversity in each of our colleagues’ scholarship and creative achievements. We understand scholarly and creative activity to include any activity that results in an original contribution to the field of education, and particularly value work that focuses on achieving just, equitable, and inclusive education (JEIE) and other College goals.

To make clear a faculty member’s contributions, they shall prepare a narrative (no more than 1000 words excluding summary tables; if the narrative exceeds 1000 words, only the first 1000 words will be considered) detailing their ongoing program of research and creative activities, as well as their outputs, since achieving their current rank. This narrative shall be critical in contextualizing outputs (e.g., individual journals) and demonstrating the relevance of outputs still in progress. The narrative shall be documented by supporting evidence (including copies of publications, copies of acceptance letters for work not yet published, copies of reviews for work not yet published, and confirmation of submission for work under peer review).

To accommodate a broad discipline, the faculty member shall explain and provide evidence for the quality of publication outlets, the nature of the contribution to the discipline, the process of review, and the factors that lend substance to each of the non-peer-reviewed items.

Additionally, in their narrative, the faculty member shall clearly describe and provide evidence for the nature and extent of their contributions to co-authored items. Faculty are encouraged to engage and mentor students in research or other scholarly and creative activities.

**A. Criteria for Scholarly and Creative Accomplishments**

We recognize published research and creative activities in two broad and ranked categories, below. The list and distinctions are neither exhaustive nor rigid. Given the diversity of our field and the importance of quality in scholarly and creative accomplishments, a faculty member’s narrative may provide reasons for and evidence supporting why an item from a lower category deserves higher recognition.

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Category 1: High Quality Scholarship Indicators
High-quality research and creative endeavors, including but not limited to, items subject to both editorial and masked review and major external grants funded. Such activities may include any of the following:

- articles in masked reviewed journals
- books and monographs (peer-reviewed), with university or commercial presses (forthcoming or in print)
- textbooks involving significant scholarly contribution (forthcoming or in print)
- edited special-issue article in a journal (masked-reviewed)
- chapters in edited volumes (masked reviewed)
- articles in non-English-language masked reviewed journals with English-language documentation about the journal
- major research grant(s)*, externally funded (what constitutes “major” is understood to be highly variable in different areas of our discipline; faculty should offer supporting details (such as but not limited to impact, individual faculty member’s role in cases of collaborative processes, and review process) in their narrative and evidence in their Portfolio.
- a meaningful, engaged scholarship* project that includes a clear rationale, a conceptual or theoretical basis, evidence of impact, and a plan for dissemination

*Engaged scholarship and high-quality grants may only be used as a substitute for one high-quality, peer-reviewed publication to achieve a rating of exceeds expectations

Category 2: Other Scholarship Indicators
Research and creative activity, including but not limited to items subject only to editorial review and smaller grants. Such activities may include any of the following:

- authored and edited books not masked reviewed or related to a faculty member’s profession
- edited volumes (masked reviewed)
- articles in masked reviewed conference proceedings
- textbooks not involving significant scholarly contribution
- technical or consulting reports
- published policy brief
- chapters in edited books, peer-reviewed, or not peer-reviewed
- “editorials,” “commentaries,” “responses,” and other invited, but not peer-reviewed publications in journals
- articles in non-English-language publications, not peer-reviewed
- non-refereed articles in conference proceedings
- significant articles in major magazines
- book reviews and published manuscript reviews in scholarly journals, not peer-reviewed
- smaller research grants or fellowships, externally funded
- research grants, internally funded
- establishment of a research laboratory or center
- shorter publications in magazines, opinion pieces, blogs, and published podcasts
- masked reviewed conference presentations at local, regional, national, and/or international conferences
poster sessions exhibits
- keynote addresses and other invited presentations
- community/public presentations of research
- research and creative accomplishments in progress, including:
  - book manuscripts and journal articles undergoing peer review (with documentation)
  - unsuccessful external grant applications (where complete applications were submitted, with documentation)

Because of the breadth of education, the DPC may also consider additional items not listed above, or a different combination of items equivalent in quality and quantity with items in Category 1, prioritized.

B. Overall Rating Scholarly and Creative Accomplishments

Performance evaluation categories for Scholarly and Creative Activity include ratings of *Exceeds Expectations, Meets Expectations, Approaching Expectations,* and *Does Not Meet Expectations.*

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<td>Overall Scholarly and Creative Accomplishments</td>
<td>The narrative and appendix shall provide evidence of at least four items from Category 1: High Quality Scholarship Indicators, and four additional items from either Category 1: High Quality Scholarship Indicators or Category 2: Additional Scholarship Indicators, over the full period of review.</td>
<td>The narrative and appendix shall provide evidence of at least three items from Category 1: High Quality Scholarship Indicators, and three additional items from either Category 1: High Quality Scholarship Indicators or Category 2: Additional Scholarship Indicators, over the full period of review.</td>
<td>The narrative and appendix do not provide evidence of at least three items from Category 1: High Quality Scholarship Indicators, and three additional items from either Category 1: High Quality Scholarship Indicators or Category 2: Additional Scholarship Indicators, over the full period of review.</td>
<td>The narrative and appendix provide no evidence of scholarly and creative activities over the full period of review.</td>
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VII. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE
Faculty in the Department of Elementary and Bilingual Education recognize that considerable work is required to best serve the profession, our students, and our community. A successful faculty member is collegial and actively involved in service at all stages of their career. 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. Service activities are necessary for the governance of the department, college and university and provide opportunities for professional development and growth, as well as important contributions to the community (UPS 210.002 II.B.3.b).

The benefits of service to the profession, University, and community are many, including:

- the advance of just, equitable, and inclusive education and other College goals across the University, profession, and community
- the professional growth of the faculty member
- positive change in communities

A. Indicators of Professional, University, and Community Service

The faculty member shall prepare a concise narrative (no more than 1000 words; if the narrative exceeds 1000 words, only the first 1000 words will be considered) that evaluates and summarizes the impact of their service in the profession, University, and community and aligns with College strategic goals and mission and vision of just, equitable, and inclusive education. 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.

As a faculty member progresses through their career, it is expected that they will show continuing professional growth as evidenced by increasing and diversified service activities. Documentation of the degree of involvement and the importance of each service activity shall be included whenever possible.

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.

Service to the University

- participation on and contributions to Department, College, University standing committees
- assumption of leadership roles within the Department and College including activities such as course custodian, committee chair, etc.
- attendance at professional/instructional meetings as the appointed campus representative, designated by the College Dean, Associate Dean, or Department Chair
- active involvement as a faculty advisor/liaison with student groups (formally/informally)
- actively supporting the pursuit of higher education of all CSUF students
- actively supporting the recruitment and retention of minoritized students into our Department and University
- actively supporting the RTP process for untenured faculty
- chairing or serving on CSU-system-wide or statewide committees
- serving the CFA and/or our bargaining unit
- providing lectures/staff development at the Department, College, University, or system level
- participation on advisory boards
- mentoring faculty and students

**Service to the Profession**
- serving as an officer in a professional organization
- serving on local/state/national/international policy committees/forums/task forces
- coordinating professional activities such as conferences
- reviewing grant proposals
- speaking at professional meetings and workshops;
- reviewing manuscripts for books/professional journals/conferences/workshops
- serving as an editor of a journal or professional newsletter
- consulting locally/regionally/nationally/internationally relevant to the field

**Service to the Community**
- serving on (e.g.,) a local, city, county, or state agency in an educational capacity
- organizing and/or leading workshops/seminars
- organizing and/or leading partnerships with schools/community organizations
- formulation of or volunteer work in community programs/institutes/local schools
- providing special services to the community/local schools
- participation on advisory boards of community organizations/local schools
- professionally related consulting
- providing lectures/staff development to community organizations/local schools

**Service Credit**
When prior service credit has been granted in accordance with UPS 210.001 Recruitment of Tenure Track Faculty, Full Performance Reviews for retention, tenure, and promotion shall include documentation of accomplishments during those specific years for which the service credit was granted.

In evaluations for retention, tenure, and promotion, accomplishments during service credit years shall be weighed in reasonable proportion to those achieved during probationary years at CSUF. However, accomplishments during service credit years shall never be sufficient in and of themselves for the granting of promotion and/or tenure.
Notes:

When a faculty member receives assigned time for an activity, it is the responsibility of the faculty member to make the case for the service going beyond the assigned time given. There are assigned activities that demand substantial time greater than the equivalent release time. Such activities include ones of considerable significance and long-term impact, such as the coordination of a large program or of accreditation activities. 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.

B. Rating Criteria for Professional, University, and Community Service
Rating criteria for Professional, University, and Community Service include a rating of Exceeds Expectations, Meets Expectations, Approaching Expectations, and Does Not Meet Expectations.

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.

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<td>Overall Professional University and Community Service</td>
<td>The narrative and appendix provide evidence of a record of sustained participation in at least two high-quality and three moderate-quality activities per year.</td>
<td>The narrative and appendix provide evidence of a record of sustained participation in one high-quality and three moderate-quality activities per year.</td>
<td>The narrative and appendix provide evidence of a record of participation in three moderate-quality activities per year.</td>
<td>The narrative and appendix provide little or no evidence of participating in service activities per year.</td>
</tr>
</tbody>
</table>

VIII. RETENTION, TENURE AND PROMOTION

According to UPS.210, the review cycles are as follows:

- Year 1 - Prospectus
- Year 2 – Full Review
- Year 3 - Abbreviated OR Full review (based on unsatisfactory Yr. 2 evaluation)
- Year 4 - Full Review
- Year 5 - Abbreviated OR Full (based on unsatisfactory Yr. 4 evaluation)
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. To be retained, the probationary faculty member shall be rated, at minimum:

1. Meets Expectations in two areas (one of which must be Teaching); and
2. Approaching Expectations in the other area but must show clear evidence of progress toward a rating of Meets Expectations.

In the case of receiving Approaching Expectations in Scholarly and Creative Activities, clear evidence of progress toward a rating of Meets Expectations 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 Meets Expectations and two Approaching Expectations ratings (but showing clear evidence of progress toward a rating of Meets Expectations) will 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 the process, including rebuttal.)

If a faculty member does not receive a rating of meeting expectations, based on the rubrics provided for teaching, scholarship, and/or service in years two or four of the review, then the faculty member would need to undergo a full review in year three or year five respectively.

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, exceeding expectations in Teaching or Scholarly and Creative Activities, and meets expectations 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 to Associate Professor is automatic with the granting of tenure for those at the Assistant Professor rank. 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 Professor
Promotion of a tenured faculty member to Professor shall normally be considered during their fifth year in rank, with promotion being effective at the beginning of the sixth year. Promotion consideration prior to having completed four years in rank shall be defined as "early." To be considered for early promotion or early tenure, the eligible faculty member shall apply in writing to Faculty Affairs and Records no later than the end of the second week of classes of the fall semester.

A tenured faculty member may request that they not be considered for promotion during their fifth year in rank by submitting a written request to Faculty Affairs and Records (FAR) no later than the end of the second week of classes of the fall semester. After requesting that their file not be considered, tenured faculty may request promotion consideration in a future academic year by submitting a written request to Faculty Affairs and Records no later than the end of the second week of classes of the fall semester.

To be granted promotion to Professor, the faculty member shall be rated, at minimum:
1. exceeding expectations in Teaching, and Scholarly and Creative Activities and
2. meets expectations or better in Professional, University, and Community Service.

Early Promotion and Early Tenure
To be considered for early promotion or early tenure, the eligible faculty member shall apply in writing to Faculty Affairs and Records no later than the end of the second week of classes of the fall semester.

In all cases, the faculty member shall satisfy to a greater extent the requirements of the regular tenure or promotion period. Additionally, special requirements are described below.

Early Tenure requires that the faculty member shall meet all requirements of full-term tenure and rated as exceeding expectations in all three areas. A written request for tenure that occurs in any year except the sixth probationary year shall be considered a request for early tenure.

Early Promotion to Associate Professor requires that the faculty member shall be rated as exceeding expectations in all three areas.

Early Promotion to Professor requires that the faculty member shall be rated as exceeding expectations in all three areas.
## 1. Student Opinion Questionnaire

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

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?
1. Student Opinion Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The instructor helped me to understand how systems and structures perpetuate educational inequities and consider solutions to address equitable outcomes.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.2</td>
<td>The instructor encouraged me to examine my own privileges and biases.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.3</td>
<td>The instructor promoted student interaction, communication, and collaboration.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.4</td>
<td>The instructor related the content of this course to the broader educational context.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.5</td>
<td>The instructor used strategies that encouraged multiple perspectives.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.6</td>
<td>The instructor created a learning environment that encouraged students to be actively engaged in their own learning.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.7</td>
<td>The instructor fulfilled the course objectives through course assignments and coursework.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.8</td>
<td>The instructor was actively involved in the course.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.9</td>
<td>The instructor was available for support at the times identified on course documents.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.10</td>
<td>The instructor promoted professional and ethical uses of technology.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>1.11</td>
<td>The instructor used a range of technologies and activities to promote student learning.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>
2. Comments

2.1 What feedback would you like to provide the instructor about teaching effectiveness and/or course content?
1. Student Opinion Questionnaire

1.1 The instructor helped me to understand how systems and structures perpetuate educational inequities and consider solutions to address equitable outcomes.

1.2 The instructor encouraged me to examine my own privileges and biases.

1.3 The instructor promoted student interaction, communication, and collaboration.

1.4 The instructor related the content of this course to the broader educational context.

1.5 The instructor used strategies that encouraged multiple perspectives.

1.6 The instructor created a learning environment that encouraged students to be actively engaged in their own learning.

1.7 The instructor fulfilled the course objectives through course assignments and coursework.

1.8 The instructor was available for support at the times identified on course documents.

1.9 The instructor used a variety of strategies in teaching this course content.

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

2.1 What feedback would you like to provide the instructor about teaching effectiveness and/or course content?
1. Student Opinion Questionnaire

1.1 The supervisor related to me in a professional manner.

1.2 The supervisor identified areas for my development in learning routines and classroom management strategies.

1.3 The supervisor encouraged me to reflect on my learning experiences in the classroom.

1.4 The supervisor identified areas for my development in working with small groups.

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

2.1 Comments: