

**Official
Approved
Department
Personnel
Standards**

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CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

Department of Human Services
Faculty Personnel Policy and Procedures

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TABLE OF CONTENT

	Page
I. Preamble	1
II. Philosophy of the College	1
III. Philosophy and Mission of the Department	2
IV. Department Structure	2
V. Department Personnel Committee	2
A. Committee Functions	
B. Committee Structure	
C. Election of Committee Members	
D. Committee Procedures	
VI. General Guidelines	5
A. Prospectus	
B. Portfolio Preparation and Submission	
C. Portfolio Organization and Documentation	
D. Abbreviated "Review Files"	
E. Categories for Personnel Action	
F. Faculty responsibilities	
VII. Retention, Promotion, and Tenure of Full-time Faculty: Criteria and Weighting	7
A. Teaching Performance	
B. Scholarly and Creative Accomplishments	
C. Professional, University, and Community Service	
D. Retention, Tenure and Promotion	
E. Early Promotion and early Tenure	
APPENDIX A	22

1 **I. Preamble**

2 The Department of Human Services (hereafter called "the Department") is committed to
3 providing the highest quality programs possible. The Department recognizes that the key to
4 quality programs is the instructional faculty and seeks to promote excellence in the areas of
5 teaching, scholarly and creative accomplishments, professional activities, and service to the
6 Department, College, University, and Community. Adequate communication, especially
7 regarding personnel policies, is of utmost importance to the maintenance and enhancement of a
8 high quality faculty and, thus, a viable university. With this objective, the Department shall
9 institute the following procedures for assessing Portfolios for the purposes of retention, tenure
10 and promotion. The Department faculty take the position that the evaluated faculty members and
11 the evaluating and reviewing bodies may be aided in their respective roles by having available to
12 them as clear and as objective a statement of the Department's expectations as is reasonably
13 possible. Furthermore, the Department faculty affirms their position that the best interests of the
14 University, College, Department, and their many students are served when the faculty represents
15 a wide diversity of interests and activities.

16 **II. Philosophy of the College of Health and Human Development**

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

- 20 1. To create classroom communities where learning is interactive and dynamic.
- 21 2. To engage in reflective teaching and learning that draws attention to the process through
22 which knowledge is produced and content learned.
- 23 3. To encourage all students to voice their perspectives and experiences.
- 24 4. To model various approaches to knowledge construction and learning for our students.
- 25 5. To enable students to understand the implications for their practice of differences and
26 similarities related to culture, ethnicity, race, gender, gender identity, sexual orientation,
27 age, ableness, and economic status.
- 28 6. To expand learning beyond the classroom to the broader societal and institutional
29 contexts where students will engage in their practice.
- 30 7. To empower students to shape communities.

31 **III. Philosophy and Mission Statement of the Department of Human Services**

32 **Mission Statement**

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

42 **Philosophy Statement**

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

48 **IV. Department Structure**

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

52 **V. Department Personnel Committee**

53 **A. Committee functions**

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

57 **B. Committee structure**

- 58 1. The Committee shall consist of at least three members and one alternate member, all of
59 whom shall be tenured faculty. All shall be full Professors, or at least hold a rank higher
60 than that of any person being evaluated that year when this is possible. When this is not
61 possible, a committee shall be constituted with membership of tenured faculty from

62 within the College at a rank higher than that of the person being evaluated. At least three-
63 fourths of the Committee shall be members of the Department when this is possible.

64 Persons may serve as a member of the Committee during any period in which he or she is
65 the subject of the personnel review process, however the individual may not participate in
66 their own personnel review process.

- 67 2. The alternate member shall participate on the Committee in all deliberations under any
68 circumstances in which a regular Committee member is unable to complete the term.
69 Such circumstances include, but are not limited to, the following: a) self-disqualification
70 of a committee member; b) resignation, leave of absence, or sabbatical leave by a
71 committee member; c) extended illness of a committee member; d) a committee member
72 assuming an administrative position in another academic unit or the University
73 administration; or e) a committee member becoming a member of the University Faculty
74 Personnel Committee. Should a vacancy occur, the Department faculty should elect a
75 new alternate. When possible, the new alternate shall be from the same department as the
76 regular Committee member who was unable to complete the term.
- 77 3. Committee members shall serve a one-year term. The term shall begin early in the Fall
78 Semester, following the election of members.

79 **C. Election of committee members**

- 80 1. The Department Chair (or a designee) shall conduct the election by the end of the second
81 week of classes in the fall semester each year. The election shall be by written secret
82 ballot.
- 83 2. All tenured faculty who are members of the Department who meet the requirements in
84 section B.1 above, are automatically on the slate of nominees for the Committee, except
85 the following: a) the Department Chair; and b) those who decline in writing to the
86 Department Chair prior to the first week of classes in the fall. In cases where a
87 department has no tenured faculty members to serve on the Committee, any faculty
88 member in the Department may make a nomination to represent that department. All
89 qualified nominees who agree in writing to serve if elected will be included on the slate.
90 Nominees shall be presented to the faculty for election in the following manner and
91 order: a) listed by department affiliation (this shall be listed in parentheses next to the

92 name); b) listed by rank and seniority within the departments; and c) alphabetized by last
93 name, thereafter.

- 94 3. Each full-time tenure track faculty member in the Department may vote for as many of
95 the official nominees as shall have been determined to be the membership number for the
96 Committee for that year, and not more than that number. The top three (3) persons
97 receiving the largest number of votes shall be elected "regular" members of the
98 Committee. In addition, the person with the next highest number of votes shall be the
99 alternate. In the case of a tie, the last regular member and the alternate shall be decided
100 by the flip of a coin.
- 101 4. The Committee shall select its Chair for the one-year term of the Committee. The Chair
102 shall be selected by written, secret ballot among the Committee members. The prior
103 Committee Chair shall conduct the election, if possible: where this is not feasible, the
104 Department Chair (or a designee) shall conduct the election.

105 **D. Committee Procedures**

- 106 1. The Committee shall review and evaluate in writing (i.e., typed) the Portfolio of each
107 faculty member to be considered for retention, tenure or promotion. In this evaluation, the
108 Committee shall comment upon the candidate's qualifications under each category of the
109 criteria listed in Section VI of this document. The Department considers the Committee
110 report to be documentation of "peer evaluation of teaching performance". (Here and
111 throughout, see UPS 210.000 section V. D. 1.-5. for the Responsibilities of the
112 Department Personnel Committee for further requirements and information.)
- 113 2. The Committee's evaluation for each area is to be based on the Portfolio according to the
114 professional judgment of the committee members. The evaluation shall provide a written
115 rationale for describing the faculty member under review as "**excellent**," "**good**,"
116 "**needs improvement**" or "**unsatisfactory**" with respect to each area of performance.
- 117 3. The Committee shall receive the evaluation of the Department Chair. Each member of
118 the Committee shall review it along with the Committee's evaluation.
- 119 4. The Committee shall formulate a recommendation that shall state in writing the reason
120 for the recommendation. The recommendation and evaluation report shall be approved by
121 a simple majority vote of the Committee.

- 122 5. Committee members shall sign the recommendation form in alphabetical order. The order
123 of the signatures shall not indicate the way individual members voted.
- 124 6. The Committee shall return the entire file, including the evaluation and recommendation,
125 to the Department Chair.

126 VI. General Guidelines

127 A. Prospectus for first-year probationary faculty:

128 During the first year of employment in a tenure-track position, each probationary faculty
129 member shall write a **Prospectus** that includes narratives for teaching, scholarly and creative
130 activities, and service, not to exceed 500 words each. These narratives shall describe the
131 faculty member's professional goals, areas of interest, resources required and
132 accomplishments (s)he expects to achieve in each of the three areas evaluated in order to
133 meet the approved Departmental Personnel Standards and/or UPS 210.000 for retention,
134 tenure, and promotion. The Prospectus shall be due in the Department Chair's office by the
135 date required by Faculty Affairs and Records. The Prospectus will have no formal approval
136 process, but will be reviewed by the Department Chair and the Dean (or equivalent) who will
137 each provide written feedback on a timetable to be determined by the colleges. The
138 Prospectus shall be included in the faculty member's Portfolio for all Full Performance
139 Reviews.

140 B. Portfolio Preparation and Submission

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

144 In the Portfolio (Per UPS 210.000, Section III. B.3), the focus is on 'quality over quantity' as
145 described in narratives and documented in appendices. Thus, the most significant
146 accomplishments over their period of review are emphasized. Listing and discussing a
147 limited number of high-quality accomplishments is more compelling than a compendium of
148 all activities. Note, however, that all accomplishments should be listed in the Portfolio Vita.

149 **Service Credit:**

150 When prior service credit has been granted, evaluations for retention, tenure, and promotion
151 shall include reviews of accomplishments during those specific years for which the service
152 credit was granted. Additionally, when prior service credit has been granted, the

153 probationary faculty member shall include in his or her Portfolio data, materials and
154 documentation for the service credit period. In evaluations for retention, tenure, and
155 promotion, accomplishments achieved during probationary years at CSUF shall be weighted
156 more heavily than those during the service credit period. Accomplishments during service
157 credit years shall never be sufficient in and of themselves for the granting of promotion
158 and/or tenure.

159 **C. Portfolio Organization and Documentation**

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

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

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

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

183 **E. Categories for Personnel Action**

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

189 **F. Faculty Responsibilities**

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

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

201 **A. Teaching Performance**

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

212 **1. Evaluating Teaching Performance**

213 Evaluation of teaching performance shall include evaluations of the following: a)
214 pedagogical approach and methods; b) student opinions of instruction; and c) ongoing

215 professional development in the discipline and as a teacher. In addition, faculty members
216 are encouraged to solicit other reviews of teaching performance to be included in the
217 Portfolio at the time of submission. For example, classroom observations by department
218 peers may provide additional information regarding teaching effectiveness and
219 interaction with students. Written reports of such visits shall address clarity of
220 presentation, communication with students, student interaction, effective use of
221 classroom time, and appropriateness of presentation methods. Assessments by external
222 evaluators may also be included.

223 In the event, that a probationary faculty has been given assignments not directly related to
224 teaching, such as coordinating a specialty track or writing documents for an accreditation
225 report, this should be documented, along with a description of how this assignment has
226 been accomplished and evidence of the “quality” of performance.

227 The following indicators shall be used in evaluating teaching performance:

228 **a. Mandatory Indicators**

229 1) Self-assessment

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

237 2) List of courses taught

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

243 3) Course syllabi and materials

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

247 4) Statistical summaries of grade distributions

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

258 5) Statistical summaries of student opinion forms

259 The university-provided statistical summaries for all courses during the period of
260 review must be included. (If data are missing, a written explanation must be
261 provided and verified by an appropriate administrator.) Statistical summaries of
262 student opinion data for all of the years for which service credit is given should be
263 included, if available. To provide the statistical summary of student opinions, use
264 the form provided in Appendix A. The student opinion questionnaire (SOQ) data
265 shall be accessed through the University website and provided electronically or in
266 hard copy to the DPC. This includes the objective data and student comments.
267 Faculty member shall discuss SOQs in the self-assessment on teaching in order
268 for the DPC to evaluate the appropriateness of the SOQ for each course. The
269 DPC shall evaluate all of the courses taught with respect to department patterns.

270 6) Original student opinion of teaching forms

271 The original student-completed student opinion forms for each course taught at
272 CSUF for academic credit during the period of review must be provided (If data
273 are missing, a written explanation must be provided and verified by an
274 appropriate administrator). Student opinion data for all the years for which service

275 credit is given should be included. If such data are not available, a letter from the
276 faculty member's previous supervisor attesting to their unavailability should be
277 provided.

278 **b. Additional Indicators**

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

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

298 **c. Guidelines for Rating Teaching Performance**

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

301 1) Pedagogical approach and methods

302 According to the following criteria, the Committee shall rate pedagogical
303 approach and methods as "**Exceeds Expectations**", "**Meets Expectations**", or
304 "**Fails to Meet Expectations**":

305

306 **Exceeds Expectations** – self-assessment and course syllabi and materials
307 included in the Portfolio demonstrate outstanding teaching effectiveness as judged
308 by complex breadth and considerable depth of course content for the level of the
309 course(s) taught, currency in topics covered as evidenced by use of literature and
310 other materials dated within the last 3-5 years, relevancy of assignments to the
311 texts and community needs, and effectiveness and fairness of testing, other
312 assessment and grading procedures as evidenced by objective and thoughtful
313 protocols and other reliable measurement tools.

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

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

323 2) Student opinion of instruction

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

331 **Exceeds Expectations:**

332 In addition to meeting the criteria under *meets expectations*, the faculty member's:

- 333 i. Quantitative/Numerical SOQ Summaries include 85% or more A and B
334 ratings with at least 50% A's across sections (cumulative percentage)
335 taught during the period of review; AND

- 336 ii. Qualitative/Written SOQ Comments, if present, include predominantly
337 positive statements; AND
338 iii. Narrative addresses SOQ patterns and identifies strategies used to achieve
339 successful teaching outcomes; strategies are clearly aligned with course
340 learning goals.

341 **Meets Expectations:**

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

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

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

- 358 ii. Qualitative/Written SOQ Comments, if present, include patterns of
359 positive statements; negative comments, if present, are directly addressed
360 through explanation or remediation as applicable; AND
361 iii. Narrative addresses SOQ patterns and efforts to improve teaching
362 performance; contextual features may also be addressed (new/relatively
363 new course preparation, new/relatively new pedagogical format, courses
364 typically identified as challenging within the department, large courses,
365 online courses, online SOQ administration, etc.).

366 **Fails to Meets Expectations:**

- 367 i. Quantitative/Numerical SOQ Summaries had an overall A and B ratings
368 below 75% taught during the period of review*
- 369 ii. Qualitative/Written SOQ Comments, not present, or if present, did not
370 include patterns of positive statements; negative comments; were not
371 directly addressed through explanation or remediation as applicable; OR
372 iii. Narrative did not address SOQ patterns or efforts to improve teaching
373 performance

374 3) Ongoing professional development

375 *As a teacher:*

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

383 *In the discipline:*

384 All faculty members are expected to maintain currency in their disciplines by
385 acquiring professional licenses, credentials and certificates; serving in clinical
386 practice roles; or conference participation. Scholarly and creative
387 accomplishments are expected to be reflected, as appropriate, in teaching methods
388 and student participation in collaborative research and creative undertakings.

389 When specific weaknesses have been identified in prior evaluation(s), the faculty
390 member shall include in the Portfolio specific plans to remedy these weaknesses.

391 According to the following criteria, the Committee shall rate ongoing professional
392 development in the discipline and as a teacher as "**Exceeds Expectations**",
393 "**Meets Expectations**", or "**Fails to Meet Expectations**":

394

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

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

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

403 **d. Composite Rating of Teaching Effectiveness**

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

- 407 ▪ A composite rating of "**excellent**" shall be given for meeting the criteria for
408 "exceeds expectations" for at least one factor, and "meets expectations" for
409 other factors.
- 410 ▪ A composite rating of "**good**" shall be given for meeting the criteria for
411 "meets expectations" for all three factors.
- 412 ▪ A composite rating of "**needs improvement**" shall be given for meeting the
413 criteria for "meets expectations" for only two of the three factors.
- 414 ▪ A composite rating of "**unsatisfactory**" shall be given for meeting the criteria
415 for "meets expectations" for only one of the three factors.

416 **B. Scholarly and Creative Accomplishments**

417 Faculty engagement in scholarly and creative activity generates benefits for the faculty
418 member as well as for the University. Such activity may: a) complement teaching; b)
419 contribute to the advancement of the field and, more broadly, to human achievement; c)
420 promote currency in the knowledge, methodology, and spirit of inquiry available to students
421 and faculty alike; d) increase opportunities for students in academic and professional
422 disciplines; e) enhance the professional growth of the faculty member; f) contribute to the
423 overall quality of the Department, College, and the University; g) advance the reputation of
424 the University; and h) enhance collaborative scholarship.

425 **1. Indicators**

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

428 **a. Self-assessment (mandatory)**

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

436 **b. Publications**

- 437 1) Articles published or accepted in professionally recognized, externally peer-
438 reviewed journals. Documentation must include evidence of peer review and one
439 of the following: (1) the letter of acceptance and commitment to publish the
440 article or (2) a reprint of the published article.
- 441 2) Books, including textbooks, or chapters in edited books, either published or
442 accepted for publication by a process of external review. Documentation must
443 include one of the following: (1) the letter of acceptance of the completed
444 manuscript from the publisher; (2) the final printed version of the galley page
445 proofs; or (3) a copy of the publication in the final printed version.

446 **c. Applied Scholarship**

- 447 1) External grants submitted to or accepted/ funded by government or private
448 agencies.
- 449 2) Internal grants funded/accepted by the University.
- 450 3) Applied scholarship activities that relate directly to the intellectual work of the
451 faculty member and are carried out through consultation, policy analysis, program
452 evaluation, the creation of a new program related to Human Services, the creation
453 of a widely disseminated media (e.g. video, blog, social media, etc.) In
454 documenting applied work, faculty should include their own written record of the
455 project, and, where possible, the evaluations by those who received the service.
456 Publications related to such activities, including dissemination products, are
457 encouraged in this category.

458 **d. Scholarly Presentations**

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

466 2. Rating Criteria for Scholarly and Creative Accomplishments

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

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

- 476 ▪ External peer reviews
- 477 ▪ Contribution to the discipline or to interdisciplinary scholarship
- 478 ▪ Quality and variety of the forum in which the work appears
- 479 ▪ Clarity of conceptualization
- 480 ▪ Originality of scholarship
- 481 ▪ Impact on scholarship in the field

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

- 485 ▪ Complement teaching;
- 486 ▪ Contribute to the advancement of the field and, more broadly, to human
487 achievement;
- 488 ▪ Promote currency in the knowledge, methodology, and spirit of inquiry
489 available to students and faculty alike;

- 490 ▪ Increase opportunities for students in academic and professional disciplines;
- 491 ▪ Contribute to the overall quality of the Department, College, and the
- 492 University;
- 493 ▪ Enhance the professional growth of the faculty member;
- 494 ▪ Advance the reputation of the University; and
- 495 ▪ Enhance collaborative scholarship

496 3. Guidelines for Rating Scholarly and Creative Accomplishments

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

- 502 - A rating of "**excellent**" shall be given for a comprehensive self-assessment and
503 outstanding performance in depth or breadth of scholarly activity. A total of six
504 items of high quality scholarship are required to be rated excellent. Three of these
505 items must be peer reviewed journal articles ("in press" or published). An
506 externally reviewed, disciplinary related book, monograph, or technical report,
507 can substitute for 1 peer reviewed journal article. The other three items may be
508 from the scholarly category of Scholarly Presentations or applied scholarship.
- 509 - A rating of "**good**" shall be rendered for a comprehensive self-assessment and
510 clearly acceptable progress toward achievement of the Prospectus. A total of four
511 items of high quality scholarship are expected for a rating of "good". Two of
512 these items must be peer reviewed journal articles (in press or published). An
513 externally reviewed, disciplinary related book, monograph, or technical report,
514 can substitute for 1 peer reviewed journal article. The other two items may be
515 from the scholarly category of Scholarly Presentations or applied scholarship.
- 516 - A rating of "**needs improvement**" shall be rendered for an adequate self-
517 assessment and marginally acceptable progress toward achievement of the
518 Prospectus the standards for tenure or promotion. A total of two items of high
519 quality scholarship, with at least one peer reviewed journal article ("in press" or
520 published) over the entire tenure or promotion review period, are expected for a

521 rating of "fair". An externally reviewed, disciplinary related book, monograph, or
522 technical report, can substitute for 1 peer reviewed journal article. The other item
523 may be from the scholarly category of "Scholarly Presentations" or applied
524 scholarship.

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

528 **C. University, and Professional/Community Service**

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

534 A successful faculty member is collegial (participates fully, productively and collaboratively
535 in the collective efforts and functions of the Department and University) and actively
536 involved in professional, University, or community activities with clearly defined objectives
537 for that involvement.

538 Untenured faculty members shall present, in the Prospectus service objectives related to two
539 categories of service: professional/community service, and University service.

540 **1. Indicators**

541 The following indicators shall be used in evaluating service.

542

543 **a. Self-assessment** (mandatory)

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

550 **b. University Service**

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

560 **c. Professional/Community Service**

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

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

575 Examples of service activities may include assuming professional leadership roles;
576 consultations relevant to the field: editing professional journals; reviewing abstracts and
577 manuscripts for book proposals, professional journals or conferences; reviewing grant
578 proposals; providing additional professional training to others; attending professional
579 conferences and maintaining a professional license; and engaging in other professional
580 activities deemed equally valuable to the profession/community and in support of the
581 University's Mission and Goals. On-going, active involvement in a minimum of two

582 professional/community service activities per year over the period of review is required
583 for achievement of tenure.

584 2. Evaluating Service

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

- 588 - A rating of "**excellent**" will be given for a record of service that includes active,
589 quality involvement in **three or more** University service activities **and** active,
590 quality involvement in **three or more** professional/community service activities.
- 591 - A rating of "**good**" will be given for a record of service that includes active,
592 quality involvement in **at least two** University service activities **and** active,
593 quality involvement in **at least two** professional/community service activities.
- 594 - A rating of "**needs improvement**" will be given for a record of service that
595 includes active, quality involvement in **at least one** University service activities
596 **and** active, quality involvement in **at least one** professional/community service
597 activities.
- 598 - A rating of "**unsatisfactory**" will be given for a record of service that **fails to**
599 **include** active, quality involvement in service to the University or in
600 professional/community service.

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

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

609 D. Guidelines for Applying Evaluation Criteria in Retention, Tenure, and Promotion 610 Decisions

611 1. Retention during Probationary Years

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

617 **2. Tenure Requirements**

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

621 **3. Early Tenure**

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

624 **4. Early Promotion to Associate Professor**

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

629 **5. Promotion to Full Professor**

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

634 **6. Early Promotion to Full Professor**

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

639

APPENDIX A

CSUF DEPARTMENT OF HUMAN SERVICES
STUDENT EVALUATIONS AND GRADE DISTRIBUTION
SUMMARY REPORT

NAME: _____ Period of Review: _____

STUDENT EVALUATION SUMMARY													GRADE DISTRIBUTION SUMMARY				
Semester / Year	Course Number	Schedule Number	Course Title	Dept Rating	Mean Rating	Instructor Ratings			# Forms	% A	% B	% C	% D	% F	% I	GPA	
						% A	% B	% A & B									