College of Education

Appointment, Retention, Tenure and Promotion Policy

Approval Status

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Notice: *All citations to University ARTP Policy herein are to the Policy as it stood when the University last approved this document. Subsequent changes to the language and enumeration of University ARTP Policy sections may not be reflected in this document. The reader is therefore strongly advised to consult the most recently adopted text and enumeration of cited sections of University ARTP Policy posted in the University Policy Manual on the University's website. Any discrepancy between the University ARTP Policy and this document will be resolved in favor of the Collective Bargaining Agreement and University ARTP Policy.*

Table of Contents

Contents

1. PURPOSE AND COLLEGE OF EDUCATION STRUCTURE

1.1. PURPOSE

The following policies and procedures are designed to guide the evaluation practices for appointment, retention, tenure, promotion, and post tenure review (ARTP) of tenure track faculty in the College of Education (COE). These policies are intended to be consistent with those of the Collective Bargaining Agreement (CBA) and the University ARTP (UARTP) Policy and serve to supplement rather than supplant those documents.

1.2. COLLEGE STRUCTURE

College of Education (COE) consists of three branches (which for the purposes of ARTP, function as departments): Undergraduate Studies in Education, Teaching Credentials, and Graduate and Professional Studies in Education. Each branch has a Chair who for purposes of ARTP, functions as a department chair. Each branch includes between three and six Program Area Groups (PAGs) that consist of disciplinary-related faculty who oversee related areas of study and academic programs (majors, minors, post-baccalaureate credential programs, and graduate degrees). Each PAG houses between one and three distinct academic programs. Branch Chairs are responsible for hiring temporary faculty (with input from PAGs). Tenure track faculty hiring committees are comprised of faculty from within a PAG; members from outside the PAG may be included (see 6.1.2). Branch Chairs serve as part of the Primary RTP committee.

2. RETENTION, TENURE, PROMOTION, AND POST TENURE REVIEW

A tenure track faculty member is considered probationary until a faculty member is granted or denied tenure. The normal period of probation shall be a total of 6 years of full-time probationary service and credited service, if any.

The four (4) evaluative areas for retention, tenure, and promotion include Teaching Performance, Scholarly or Creative Achievements, Contributions to the Institution, and Contributions to the Community. Faculty members must obtain a minimum rating of "meets criteria" in all four evaluative areas for retention, tenure, and promotion. The required evaluative area for post tenure review is only Teaching Performance, with no minimum criteria. When undergoing post-tenure review, the tenured faculty member may choose to submit evidence in any or all of the other three evaluation areas (i.e., scholarly or creative achievements, contributions to the institution, and contributions to the community) for feedback for effectiveness in those areas (as it pertains to teaching) (UARTP 9.06).

The principles guiding the evaluative and review practices of retention, tenure, promotion, and post tenure shall be considered an academic peer review process. They must be conducted according to standards that protect academic freedom and the quality of education. Evaluative and review practices shall be flexible enough to acknowledge different expectations in different disciplines and shall engender collaborative dialogue, discussion, and feedback.

Sustained work is required in some areas under review. Sustained refers to work that is not sporadic, occurs more than once, or indicates multi-semester involvement, exhibiting engagement consistent with meeting the standard for tenure and/or promotion.

2.1. PROBATIONARY FACULTY IN INITIAL YEAR OF SERVICE

Probationary faculty with an initial two-year appointment are subject to a periodic evaluation during the second semester of their first year of appointment and are not subject to a performance review in this first year.

2.2. RETENTION

Probationary faculty in their second (2nd) through fifth (5th) years of review are subject to an annual, non-cumulative periodic evaluation (only work completed between the previous and current file closure date shall be considered) in the areas of teaching performance, scholarship or creative achievements, contributions to the institution, and contributions to the community. Faculty members must obtain a minimum rating of "meets criteria" in all four evaluative areas for retention.

2.3. PROMOTION AND TENURE

A probationary faculty member shall not typically be promoted during the probationary period. Probationary faculty members shall not be promoted beyond the rank of Associate. A probationary faculty member shall typically be considered for promotion to the Associate rank at the time they are considered for tenure (UARTP 8.01.C). A faculty member shall typically be considered for tenure in their 6th year of probationary service, to be effective at the beginning of the 7th year of service.

A tenured faculty member shall typically be considered for promotion from Associate to Full Professor in their 5th year of full-time service as Associate, with the promotion to be effective at the start of the following year. This provision shall not apply if a faculty member requests in writing that they not be considered (UARTP 8.01.D). The evidence used to

4

satisfy promotion to Associate Professor and Tenure cannot be the same used for promotion to Full Professor.

2.4. POST TENURE REVIEW OF FACULTY

The primary purpose of the post tenure review is to assist tenured faculty members to maintain or improve their faculty effectiveness. This review shall be flexible enough to acknowledge changing expectations at different stages of a tenured faculty member's career.

The review shall consider teaching effectiveness of all tenured faculty members. If the faculty member taught at least one course during the period under review, student evaluations shall be utilized for the evaluation. If no teaching assignment was given during the period under review, the faculty member's teaching effectiveness will be evaluated by examining active participation in curriculum work of the unit, serving students outside the classroom (e.g., orientation, advising), or other practices that reflect Teaching Effectiveness to promote student success.

Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator.

2.4.1. Recommended Individual Growth Plan

This process shall only be initiated by the branch Chair and Dean if a rating of "does not meet criteria" is assigned. The plan will include available institutional support, mentoring, and/or professional development for the faculty member.

The overall goal of the plan shall be to provide a faculty member with appropriate direction and support to make necessary improvements for the faculty member's overall success. This plan shall be the product of negotiation amongst the faculty member, the branch Chair, and the Dean. The plan is intended to allow for academic freedom with professional self-direction and shall be flexible enough to allow for subsequent alteration. The plan shall be placed into the faculty member's personnel action file (PAF).

3. FACULTY FILES FOR RETENTION, TENURE, PROMOTION, AND POST TENURE REVIEW

3.1. PERSONNEL ACTION FILES

The personnel action file (PAF) is defined in UARTP 4.05.A. A faculty member shall have access to pre-employment materials in instances when such materials are used in personnel actions other than appointments. The PAFs are held in the custody of the COE Dean's Office.

Materials to be placed in the PAF must include: the author, committee, campus, office, and name of the officially authorized body who generated the material. The custodian shall decide which materials submitted by persons other than the faculty member will be accepted for placement in the file. A faculty member shall be notified of intent to place material from persons other than the faculty member in their PAF at least five (5) days prior to such placement (UARTP 4.03.C). The faculty member has the right to contest the placement of materials into the PAF (as per UARTP 4.08.D).

3.1.1. PAF materials submitted by the custodian of the file (UARTP 4.08.A)

The PAF contains the following materials, which are submitted by the custodian of the file:

   a. Access log

   b. Appointment letter and other relevant appointment information

   c. Results of student questionnaire evaluations (SQEs; written and/or electronic) from all classes taught, within the faculty member's normal workload assignment, every semester
   d. Written student comments and summaries of oral student comments, if any

   e. Peer evaluations, if any

   f. All evaluations, recommendations, rebuttals, responses, and decisions for each level of review for past review cycles

3.1.2. PAF materials submitted by the faculty member (UARTP 4.08.B)

The PAF contains the following materials submitted by the faculty member:

      a. Current resume/curriculum vitae

      b. Current index to materials submitted

3.2. WORKING PERSONNEL ACTION FILES

The working personnel action file (WPAF) is defined in UARTP 4.01.B., and should provide clear evidence applying to the period under review. Prior to the deadline for submission of the WPAF for review, faculty members shall be responsible for identifying and submitting materials to the WPAF by the deadlines established by the College and

5

University. Faculty members who require assistance should consult their Branch Chair or the Dean's Office for guidance.

Each faculty member shall create an index (as described in UARTP Policy 4.08.E.7, A-E), which includes reference to all activities related to the WPAF. The evidence listed shall be deemed incorporated by reference in the index of the WPAF (described below), but need not be placed in the file. Such materials are to be considered part of the WPAF for any evaluation actions. The faculty member shall make these materials available if requested by the Primary Evaluation Committee (PEC) and/or Secondary Evaluation Committee (SEC) for use in evaluation for retention, tenure, and/or promotion.

3.2.1. Periods for evaluation of WPAF materials

Materials in the WPAF file to be used in evaluations shall be limited to those developed during the following periods:
   a. Retention through Tenure: Materials submitted/received since date of initial appointment to probationary status.

   b. First Promotion: Materials submitted/received since date of initial appointment to probationary status.

   c. Subsequent Promotions: Material submitted/received since the date the files closed immediately prior to the evaluation which resulted in the last promotion.

   d. Periodic Review of Tenured Faculty (optional): Materials submitted/received during previous five years.

3.2.2. Materials to be included in the WPAF

The WPAF shall contain:

   a. Current Vita/Resume
   b. Current index to materials submitted
   c. A statement of the faculty member's workload assignment for each semester throughout the review period.
   d. A reflective statement responding to concerns identified in prior review cycles and documentation of efforts to address prior committee concerns; and responses reflecting on the faculty member's professional development in areas to be evaluated since the last review.
   e. Supporting documents related to the four evaluation criteria, including those required/optional as listed in Sections 4.3 through 4.6.

Whereas multiple items of evidence may result from a single endeavor, and those multiple items of evidence may apply to different evaluation categories, each individual item of evidence may only be included once. In cases where there might be confusion about the category for placement of evidence, it is the responsibility of the faculty member to provide an explanation for the inclusion of an item of evidence within a particular category within an evaluation criterion.

Items of evidence submitted in audio or video formats shall be accompanied by transcripts signed by the faculty member.

4. EVALUATION CRITERIA

The evaluative areas for retention, tenure, and promotion include Teaching Performance, Scholarly or Creative Achievements, Contributions to the Institution, and Contributions to the Community. The evaluative area for post tenure review (primarily) consists of Teaching Performance. All levels of review shall take into consideration the quality of professional work presented as they relate to the four (4) evaluative areas. As they perform their evaluations, all levels of review should remain cognizant of extraordinary circumstances of the university and community at large and the impact those circumstances may have on individual faculty.

Faculty members due for retention, tenure, promotion, and post tenure review who are on leave during the semester of file closure shall be considered as carefully as if they were not on leave. They must ensure that their WPAF are up-to-date and should inform their branch Chair of their current and projected activities which might have a bearing on retention, tenure, and promotion. Extensions to the probationary period due to leave may be permitted upon request (CBA 15.7, 15.8). In no case will the leave of absence be interpreted or evaluated to the disadvantage of the faculty member.

Faculty members assigned to administrative duties shall be given careful consideration regarding the quality of performance in the assigned responsibilities. These faculty members must show evidence of teaching performance through previous teaching experience. In no case will the reduced amount of teaching load for academic-administrative personnel be interpreted or evaluated to the disadvantage of the faculty member.

Decisions shall be based solely upon the faculty member's ability, qualifications, and experience for the position as supported by information in the faculty member's WPAF without regard to race, ethnicity, disability, age, gender, sexual orientation, or other protected category.

6

4.1. EARLY PROMOTION AND TENURE

Probationary faculty may elect to undergo a cumulative performance review for early promotion and tenure at any time prior to the normal period. Tenured faculty at the rank of Associate Professor may elect to undergo review for early promotion to Full Professor at any time prior to the normal period. Early promotion and tenure is recognition of qualifications and performance substantially beyond that required for the granting of tenure after the typical six (6) year probationary period. Early promotion and tenure is granted for attaining a professional standard that includes activities that bring widespread recognition to the individual and the university from the academic community and/or the general public. To earn Early promotion and tenure, faculty candidates must obtain a rating of "outstanding" in Teaching Performance and two (2) of the three (3) other evaluative areas with "meets criteria" for the fourth (4th) evaluative area.

4.2. WEIGHTS OF CRITERIA

The criterion weights for all evaluation procedures are:

> a. Teaching Performance – 55%
>
> b. Scholarly or creative Achievements – 15%
>
> c. Contributions to the Institution – 15%
>
> d. Contributions to the Community – 15%

4.3. TEACHING PERFORMANCE

Effectiveness in teaching performance creates sustained positive influence on all students' knowledge, skills, and dispositions and contributes to accomplishing the course and program objectives. Effective teaching creates a positive learning environment by providing a dynamic, equity-minded, and student-centered approach in multiple areas of the faculty member's expertise and involves engagement with the program's students, courses, and curriculum. Effective educators display leadership through engaging in consistent self-reflective practices and ongoing efforts to remain current in pedagogical practices in higher education including culturally responsive and inclusive pedagogy, and evidences expertise in subject matter, pedagogical strategies, and communication.

A holistic evaluation of faculty member's teaching performance will seek to identify the quality of each source of evidence by examining each for indicators of effectiveness in teaching as defined above and contextualized in the faculty member's narrative statement (4.3.1.2).
Submission of material to the WPAF alone does not indicate teaching effectiveness.

Student Questionnaire Evaluations (SQEs) shall never be used as the only standard for assessing teaching performance. SQEs shall not be given undue weight in faculty evaluations, since these numerical scores may reflect implicit bias and attitudes that extend beyond the successful accomplishment of the faculty member's teaching performance.

4.3.1. Required materials for evaluation of teaching effectiveness

Faculty members under review for retention, tenure, and promotion must provide the following three (3) sources of evidence for evaluation of teaching effectiveness.

4.3.1.1. Teaching assignment

Faculty member's teaching assignment over the course of their career at Sacramento State, indicating all workload and courses per semester to contextualize the period under review.

4.3.1.2. Narrative statement

Narrative statement reflecting on all of the following as it pertains to teaching effectiveness:

> a. The faculty member's educational/pedagogical philosophy.
>
> b. Self-reflection contextualizing qualitative and quantitative SQEs within the teaching assignment and over time (as relevant) including growth the faculty member facilitates for students' academic and professional pursuits, and sustained quality engagement with the diverse student population at Sacramento State. (e.g., reflect on critical student comments in a manner that indicates ongoing commitment to improving students' classroom experiences).
>
> c. Clear explanations of and reflection on the relation between teaching effectiveness and each source of evidence to be considered for the period under review, including required evidence such as sample course syllabi and/or optional evidence such as classroom observations, and/or professional development activities.
>
> d. Contextualization of each component of the teaching workload as it corresponds to the faculty member's

7

area of expertise and program needs (e.g., number of course preparations, frequency of teaching the same preparation, undergraduate/credential/graduate, collaborative teaching, lower or upper division, general education, writing intensive, service learning or community engagement components, required or elective, class size). In cases where a portion of the faculty member's teaching assignment is covered by assigned time or release time, a description of the duties involved should be provided to reflect the full workload assignment.

e. Plans for maintaining and/or improvement upon the use of pedagogical strategies necessary to be an excellent educator at Sacramento State, including adoption of culturally relevant, and inclusive pedological practices.

4.3.1.3. Course syllabi

Sample course syllabi that contain required elements, including course description, student learning objectives, schedule of assignments, readings, and grading practices.

4.3.2. Additional sources of evidence for evaluation of teaching effectiveness

In addition to the above (4.3.1.1 - 4.3.1.3) required sources of evidence, faculty members shall select other evidence (4.3.2.1-4.3.2.6) to be included from the period under review. Please see 4.3.3 Teaching Performance Rating Criteria below for the number of additional sources of evidence required for specific ranks and Probationary Years in the review process.

Each additional source of evidence will be evaluated as compared to the definition of effectiveness in teaching (as described in Section 4.3) to provide an indicator of the quality of individual sources.

4.3.2.1. Classroom observation

A classroom observation describing a faculty member's teaching effectiveness may be included. If the faculty member chooses to submit a classroom observation for 4.3.2.1, the observer shall provide documentation (e.g., a letter, teaching observation form) describing the faculty member's teaching effectiveness during the observation including the course observed and date/time the observation took place.

4.3.2.2. Curriculum development or assessment

Active participation (i.e., engagement in work within and/or outside of attending meetings) in individual course and/or program curriculum development and evaluation (e.g., development of learning models, learning resource materials, and/or new teaching methods for students and/or faculty; application for or receipt of a teaching-related grant that furthers curriculum development or assessment; developing and/or conducting course or program assessments associated with curricular evaluation; overseeing and/or writing program evaluation/assessment and/or accreditation reports).

4.3.2.3. Application of professional development

Application of professional development related to teaching, including those activities sponsored by the branch, college, campus, or externally (e.g., workshops, trainings).

4.3.2.4. Culminating experience support

Direction, administration, and/or supervision of students' culminating experience to promote student learning and development (e.g., master's theses/projects, internships, supervising student teachers). This will primarily include graduate students; yet depending on the faculty member's involvement, this may also include mentoring and/or supervising undergraduate students completing official university- or college-acknowledged theses or academic projects (e.g., McNair Scholars, COE Research Fellows).

4.3.2.5. Community-engaged instruction

Community-engaged instruction (e.g., internships, service-learning, Writing Partners, tutoring) to promote student learning separate from student culminating experience and beyond required components of assigned workload.

4.3.2.6. Student support, not otherwise noted

Supervising, mentoring, and/or supporting students' learning and development separate from any required culminating experience in completing an academic or community-based activity (e.g., supervising independent study).

4.3.3. Teaching Performance Rating Criteria

Note that submission of material to the WPAF alone does not indicate teaching effectiveness; rather, each source of evidence will be evaluated as compared to the definition of teaching effectiveness (described in Section 3.3) to provide an indicator of the quality of individual sources.

8

Review Level	Probationary Year 2	Probationary Year 3	Probationary Year 4-5	Tenure and Promotion to Associate or Full	Post Tenure	*Outstanding Performance
Meets Criteria	Evidence of teaching effectiveness in all required materials from 4.3.1 AND evidence of teaching effectiveness in at least one (1) of the ~~other~~ "Additional sources of evidence…" (4.3.2.1 through 4.3.2.6) AND SQEs that indicate development of teaching effectiveness.	Evidence of teaching effectiveness in all required materials from 4.3.1 AND evidence of teaching effectiveness in at least two (2) of the Additional sources of evidence… (4.3.2.1 through 4.3.2.6) AND SQEs that indicate development of teaching effectiveness.	Evidence of teaching effectiveness in all required materials from 4.3.1 AND evidence of teaching effectiveness in at least three (3) of the "Additional sources of evidence…" (4.3.2.1 through 4.3.2.6) AND SQEs that indicate teaching effectiveness.	SQEs that indicate teaching effectiveness.	(A)Evidence of teaching effectiveness in all required materials from 4.3.1 AND (B)evidence of sustained investment in teaching effectiveness in at least four (4) of the "Additional sources of evidence…" (4.3.2.1 through 4.3.2.6) AND (C)SQEs that indicate outstanding teaching effectiveness for the period under review.

***Outstanding Performance** is only applicable to request for early tenure or early promotion to Associate or Full

4.4. SCHOLARLY OR CREATIVE ACHIEVEMENTS

Scholarly or creative achievements are discipline-based, instructionally-related, applied, action, community engaged, or evaluation research that contributes to the discipline, the community, or society at large. These activities include discovery (advancing knowledge), integrating (synthesizing knowledge), and application (applying knowledge).

A quality program of scholarly or creative work is coherent, has clear goals, and demonstrates ongoing investment in the scholarly or creative area. Quality scholarship and/or creative achievements are grounded in theoretical and/or practical orientations, apply appropriate investigative methods, and are disseminated to appropriate academic, practitioner, and/or community audiences. An effective program is ethical and utilizes peer review.

Evaluation of the strength of a faculty member's scholarly or creative achievements will include an examination of all submitted evidence within the period under review.
Submission of material to the WPAF alone is not evidence of a strong program of scholarly or creative achievements.

Faculty members must submit a narrative statement that includes a holistic and detailed summary contextualizing each scholarly or creative contribution as it relates to advancing, synthesizing, and applying knowledge within their larger program of work. Faculty members are highly encouraged to describe how authorship order in the field and/or publications is determined. Faculty members are highly encouraged to include information that will assist all levels of review to discern the quality of the scholarly or creative contribution and the venue in which it is disseminated.

Evidence of a sustained record of scholarly or creative achievements shall be demonstrated by engagement in an ongoing, multi-semester program of scholarly or creative achievements as evidenced by the following activities.

4.4.1. Category 1

A. As a lead author (e.g. 1st or 2nd author) of a peer-reviewed or peer edited publication, such as a journal article, academic book chapter, or academic book, in press or published.

4.4.2. Category 2

A. As a co-author (non-lead), publication of a peer-reviewed or peer edited publication, such as journal article, academic book chapter, or academic book in quality venues, in press or published.

9

B. At least one substantial funded grant as Principal Investigator (PI) or Co-PI related to the scholarly or creative agenda. Substantial is defined as one funded grant by a source external to the university, at or above $15,000.

4.4.3. Category 3

A. Funded grants as PI or Co-PI related to scholarly or creative agenda (not included in 4.4.2.B).

B. Publication of a non-peer-reviewed or invited professional publication, either in press or published.

C. Creative activity culminating or participating in innovative programs, service-learning projects, policy proposals, programs, or materials.

D. Manuscript submitted (e.g., under review, revise/resubmit) for peer-reviewed publication, such as a journal article, academic book chapter, or academic book in quality venues.

E. Peer-reviewed or invited presentation at professional international and/or national meetings and/or conferences.

F. Participation in the writing, creation, and submission of materials for application or education within professional organizations or associations, schools, government agencies, or community organizations (e.g., evidence-based curriculum, encyclopedia entries, research reports, policy briefs or proposal, evaluation reports, or equivalent work).

4.4.4. Category 4

A. Participation in the creation and submission of externally-funded grant proposals (funded or unfunded).
B. Peer-reviewed or invited presentation at professional regional, state, and/or local meetings and/or conferences.

C. Authorship of other creative works, e.g., on-line sites, blogging, vlogging, or newsprint, pertaining to the faculty member's scholarship and/or creative achievements.
D. Contributions to the scholarly or creative community specific to the faculty member's area(s) of expertise including non-peer-reviewed presentations at meetings and conferences.

4.4.5. Scholarly or creative Achievements Rating Criteria

Review Level	Probationary Year 2	Probationary Year 3	Probationary Years 4-5	Tenure and Promotion to Associate or Full	*Outstanding Performance
Meets Criteria	Two (2) pieces of evidence including: progress towards an activity in categories 1-2 AND one (1) additional activity in any of the categories	Three (3) pieces of evidence including: progress towards an activity in categories 1-2 AND two (2) additional activities in any of the categories	Four (4) pieces of evidence including: adequate progress towards two (2) activities in categories 1-2 AND one (1) additional activity in categories 1-3 AND one (1) additional activity in any of the categories	Five (5) pieces of evidence including: One (1) activity in category 1 AND one (1) additional activity in categories 1-2 AND two (2) additional activities in categories 1-3 AND one (1) additional activity in any of the categories	Seven (7) pieces of evidence including: (A) two (2) scholarly or creative activities in category 1 AND (B) two (2) additional scholarly or creative activities in categories 1-2 AND (C) two (2) additional scholarly or creative activities in categories 1-3 AND (D) one (1) additional scholarly or creative activity in any of the categories.

Outstanding Performance is only applicable to request for early tenure or early promotion to Associate or Full

4.5. CONTRIBUTIONS TO THE INSTITUTION

Contributions to the institution, broadly defined, includes active participation in shared governance as well as the application of one's professional expertise to address academic program and institutional needs to support the success and engagement of the diverse student and faculty body at Sacramento State. Quality contributions to the institution are those activities that are sustained and provide evidence of growth in the faculty member. Quality contributions thus require work resulting in a contribution that is not sporadic, occurs more than once, or indicates a multi-semester commitment.

Active participation is defined as sustained involvement in regularly scheduled meetings and engaging in work that is beyond attending meetings themselves. Active participation thus requires engagement that is not sporadic and occurs more than once or across multiple terms.

Leadership or substantial responsibility includes demonstration of initiative in a substantial project, holding an elected and/or appointed office, directorship, chairship, and/or leading a substantial project. A substantial project involves significant effort and is impactful.

Evidence of quality contributions to the institution shall be evaluated for their demonstration of active participation, sustained involvement, and/or leadership within the context provided. Inclusion of evidence alone does not indicate quality contributions to the institution. Faculty members must submit a narrative statement including a reflection on the faculty member's sustained institutional service and growth of service during the period under review. Within this narrative, faculty members should explain the nature of each of these activities and contextualize these activities within their larger program of service to the institution. Faculty members are highly encouraged to include information that will assist all levels of review to discern the quality of contributions to the institution. A single piece of evidence may not be included in more than one category.

In addition to the narrative statement, evidence in categories 1-4 shall be included as defined below in 4.5.1 through 4.5.5.

4.5.1. Category 1: Academic Branch & Program Service

Active participation in branch or academic program level governance, committees, ad hoc committees, or task forces/special assignment. These activities may include, but are not limited to, serving on committees (e.g. hiring search, accreditation [WASC, CTC, etc.], assessment), engaging in individual course and/or program curriculum development and evaluation, engaging in academic program review, and/or participation in branch or program-specific policy, handbook, and/or manual development.

4.5.2. Category 2: College Service

Active participation in College-level governance, committees, ad hoc committees, or task forces/special assignments. These activities may include, but are not limited to, serving on College-level committees (e.g., CATTE, SPAR), hiring committees outside of the faculty member's branch or program level but within COE, and/or engaging in college level policy, handbook, and/or manual development.

4.5.3. Category 3: University Service

Active participation in University or CSU System-wide, California Faculty Association (CFA) governance, committees, ad hoc committees, or task forces/special assignments. These activities may include, but are not limited to, serving on faculty senate or faculty senate related committees/task forces, University committees/task forces, hiring search committees outside of COE, leading a Center for Teaching and Learning Faculty Learning Community, active and ongoing demonstration of supporting a faculty group, and/or advisory committees, and/or engaging in policy, handbook, and/or manual development.

4.5.4. Category 4: Student-Centered Institutional Service

Active participation in activities related to student engagement. These activities may include, but are not limited to, advising and support of student/alumni organizations and groups, active participation and ongoing demonstrated commitment in student-centered events (e.g. workshop series, partnering with student centered groups, academic centers, and/or student affairs centers), active participation and ongoing demonstrated commitment to student success in branch/academic program level, College, University, and/or CSU System-wide recruitment, admission processes, orientation, and/or scholarship review, student advising when this activity extends beyond that of the typical program advising expected of all faculty that is consistent with the University's goals for academic advising (e.g., providing workshops, developing materials to support student success), funded grants as PI or Co-PI related to supporting student success.

4.5.5. Contributions to the Institution Rating Criteria

Review Level	Probationary Year 2	Probationary Year 3	Probationary Year 4-5	Promotion to Associate Professor and Tenure	Promotion to Full	*Outstanding Performance
Meets Criteria	Evidence of active participation in any category.	Evidence of active participation in two (2) different categories.	Evidence of active participation in category 1 AND evidence of active participation in two (2) different categories 2-4	Evidence of active participation in category 1 AND evidence of active participation in category 2 AND evidence of active participation in categories 3 OR 4 AND in one of the areas presented, evidence of substantial contributions or leadership	Evidence of active participation in two (2) different categories AND in both of the areas presented, evidence of substantial contributions or leadership	Evidence of sustained active participation in three of the four categories AND evidence of sustained, ongoing leadership and/or substantive responsibility in 2 of the 4 categories presented

*Outstanding Performance ~~is only ap~~plicable to request for early tenure, or early promotion to Associate or Full

4.6. CONTRIBUTIONS TO THE COMMUNITY

Professional contributions to the community related to the faculty member's area of expertise include establishing and maintaining an active presence in the civic, cultural, educational, political, and/or social activities that address the professional and/or publicly identified needs at the international, national, regional, state, or local level. Contributions to the community shall be consistent with the University's value of equity and the College's mission to serve diverse communities towards engendering positive social change. Quality contributions to the community are those activities that are sustained and provide evidence of growth in the faculty member. Quality contributions thus require work resulting in a contribution that is not sporadic, occurs more than once, or indicates a multi-semester commitment.

Active participation is defined as sustained involvement in regularly scheduled meetings and engaging in work that is beyond attending meetings themselves. Active participation thus requires engagement that is not sporadic~~,~~ and occurs more than once or across multiple terms.

Leadership or substantial responsibility includes demonstration of initiative in a substantial project, holding an elected and/or appointed office, directorship, chairship, and/or leading a substantial project. All sources of evidence provided shall be evaluated for indicators of a quality record of professional contributions to the community. Inclusion of evidence alone does not indicate quality contributions to the community.

Candidates must submit a narrative statement including a reflection on the strength and growth of the faculty member's professional contributions to the community during the review period. Faculty members are highly encouraged to include information that will assist all levels of review to discern the quality of contributions to the community. In addition to the narrative statement, evidence in categories 1-2 shall be included as defined below in 4.6.1 through 4.6.3.

4.6.1. Category 1: Service to Organizations

Active participation in activities with professional organizations. Organizations may include, but are not limited to, professional/scholarly organizations (e.g. AERA, APA, UCEA. SRCD, NA, Deaf Children, CABE, NABE), community

foundations, organizations and/or agencies, governmental offices or commissions, schools and other education organizations, and/or non-profit organizations. Activities may include, but are not limited to, review of proposals for conference presentations and/or manuscript reviews for publication, and/or participation on committees, panels, special interest groups, divisions, caucuses, and/or task forces.

4.6.2. Category 2: Other Service to the Community Specific to Expertise

Active participation in service to the community as the application of one's professional expertise that address professional and/or community identified needs. This may include, but is not limited to, consulting, providing technical assistance, and/or providing services to public and private organizations; engaging in or providing professional development, program development or clinical services to community organizations, schools or other agencies; making contributions in community development, such as participation in community outreach activities, educational efforts, including educational equity, and fundraising and program promotion; and/or mass media contributions (such as op-eds, letters to the editor).

4.6.3. Contributions to the Community Rating Criteria

Review Level	Probationary Year 2	Probationary Year 3	Probationary Year 4-5	Tenure and Promotion	*Outstanding Performance
Meets Criteria	Evidence of developing active participation in categories 1 or 2.	Evidence of active participation in categories 1 or 2.	Evidence of developing leadership or substantial contribution in categories 1 or 2, OR multiple service areas in categories 1 or 2.	Evidence of service in category 1 OR evidence of service in category 2 AND in one of the areas presented, evidence of substantial contributions or leadership	Evidence of sustained, ongoing leadership and/or substantive responsibility in both categories

***Outstanding Performance** is only applicable for early tenure or early promotion to Associate or Full

5.0   PROCEDURES FOR RETENTION, TENURE, PROMOTION, AND/OR POST TENURE REVIEW

5.1. GENERAL PROCEDURES

All discussions and deliberations pursuant to retention, tenure, promotion, and/or post tenure review are to be conducted in confidence, privileged only to the relevant evaluation members (i.e., Primary Evaluation Committees (PECs) Secondary Evaluation Committee (SEC,), and/or Dean). Personnel recommendations or decisions relating to retention, tenure, promotion, termination, and/or any other personnel action shall be based solely on material contained in the WPAF.

The faculty member shall be given a copy of the recommendation stating the reasons for the recommendation at all levels of review before recommendations are forwarded to the subsequent review level. All official communications of the evaluation committees shall be signed by the respective committee Chair.

Recommendations pursuant to retention, tenure, promotion, and/or post tenure review shall be confidential except that the affected faculty member, the appropriate administrator, the President and the evaluation committee members in all levels of review shall have access to written recommendations (UARTP 9.01.W). The Dean or Dean's designee shall keep the official Primary Evaluation Committee (PEC) and Secondary Evaluation Committee SEC records such as minutes, agendas, ballots, and recommendations.

5.2. PROCEDURES OF THE PRIMARY AND SECONDARY EVALUATION COMMITTEES

The Primary Evaluation Committees (PECs) and Secondary Evaluation Committee (SEC) will review, discuss, and act upon requests and documentation materials for faculty retention, tenure, promotion, and/or post-tenure review.

In cooperation with the Dean's office, the PECs and SEC will ensure that evaluation procedures and criteria are made available to all faculty members, including those faculty members to be reviewed, prior to commencement of performance review and no later than fourteen (14) days after the first day of instruction of the academic term.

All substantive evaluations and final recommendations shall require the participation of all elected committee members or duly elected alternates. Participation shall include: (1) reviewing the WPAF of each faculty member whose performance will be evaluated by the PEC and/or SEC committee, and (2) attending all meetings of the committee at which substantive deliberation and/or voting takes place and/or final recommendations are made that relate to the faculty member's retention, tenure, promotion, and/or post-tenure review.

After discussion of the merits of each faculty member's record, each eligible member of the respective PEC or SEC shall vote to grant or deny retention and/or tenure and/or promotion.

A simple majority vote of committee members will be required for any action. All votes will be conducted by secret ballot. Abstentions will not be counted as a negative vote. Each eligible member of the committee shall also vote either yes or no as to whether the required procedures for review were followed.

Ballots from the PECs and SEC must be identified and submitted to the Dean of the COE as the official custodian of the PAF and maintained for a minimum period of three (3) years. Faculty members may request access to ballots cast in any evaluation at any time during the three (3) year period following an evaluation.

The PEC and SEC recommendation letter shall be placed in the WPAF and a copy of each given to the faculty member under review. The faculty member shall sign the file copy of this document indicating that it has been received.

The branch chair shall serve as a voting member of the PEC and not submit a separate recommendation. The branch chair shall not serve as chair of the PEC.

5.2.1. Probationary Faculty in Initial Year of Service Procedures

The relevant PEC and COE Dean shall complete a periodic evaluation of faculty members with an initial two-year appointment during the second semester of their first year of appointment. This periodic evaluation shall be completed before the beginning of the last week of instruction during the spring semester. A written record of the periodic evaluation shall be placed in the probationary faculty member's PAF and a copy of the same shall be provided to the faculty member.

5.2.2. Post-Tenure Review Procedures

Each tenured faculty member shall receive a post tenure review of their teaching effectiveness once every five (5) years by the relevant PEC and Branch Chair. The five (5) year cycle refers to only work completed between the previous and current file close date. Faculty members taking leave during the period under review or file close date may request in writing that their review be postponed accordingly.

The COE Dean's office shall develop a schedule specifying timelines and which faculty members shall receive their post tenure review. Faculty scheduled for review shall be notified in accordance to the established college deadlines for post-tenure review.

The relevant PEC must consider branch administered SQEs in the PAF for the previous five years of the faculty member's teaching performance. The faculty member may also submit additional evidence of teaching effectiveness, such as a narrative statement contextualizing teaching performance and SQEs, teaching materials, or curriculum development work in their WPAF.

If the faculty member chooses to be reviewed in areas in addition to teaching performance, the faculty member must submit evidence supporting their work in the selected areas, such as a narrative statement contextualizing this additional work, curriculum vitae, evidence of participation in professional meetings, professional lectures, seminars, workshops, consultant work, publications, and/or other activities. All levels of review shall take into account evidence in all areas submitted.

5.2.3. Duties of Primary Evaluation Committees

PECs serve the following major functions:

a. Conduct a substantive review of each faculty member's WPAF submitted relative to retention, tenure, promotion, and/or post tenure review.

b. Provide recommendations on matters of retention, tenure, promotion, and/or post tenure review based on evidence in the candidate's WPAF.

c. Ensure that each PEC evaluation and recommendation is the result of the proper application of approved Branch, College, University, and CBA criteria, policies, and procedures.

d. Ensure that the materials for evaluation submitted by the faculty member be available for review by subsequent levels of review.

5.2.4. Duties of the Secondary Evaluation Committee

The SEC serves the following functions:

a. Conduct a substantive review of each recommendation submitted by each PEC relative to retention, tenure, and promotion.

b. Provide recommendations on matters of retention, tenure, and promotion based on evidence in the candidate's WPAF.

c. Ensure that each SEC evaluation and recommendation is the result of the proper application of approved Branch, College, University, and CBA criteria, policies, and procedures.

d. Ensure that the materials for evaluation submitted by the faculty member be available for review by subsequent levels of review. The written evaluation recommendations and relevant documentation from each level of review shall be forwarded to the Dean.

5.2.5. Election of Primary and Secondary Evaluation Committees

The PEC and SEC of the COE are elected to perform certain specific tasks related to retention, tenure, promotion, and post-tenure review. Decisions relative to those items are to be made in terms of the regulations outlined in the University ARTP Policy, the criteria, policies, and procedures approved by the faculty of the COE, and the CBA. The PEC and SEC shall be constituted in accordance with this document and consistent with UARTP and the Faculty Unit 3 Agreement (CBA).

FERP faculty may participate on PEC and SEC as long as the review is conducted in a semester in which the FERP faculty is on active employment. Faculty members whose close relatives are being reviewed for retention, tenure, promotion, or post tenure review are ineligible to serve on evaluation committees. Branch chairs shall serve on the PEC.

Each PEC shall include at least two alternates with at least one from amongst Full Professors within that respective branch. SEC shall include one alternate member from each branch. In the event that an alternate member must replace an elected member, the alternate shall serve as a regular working member in all policies and procedural matters and be eligible to vote when replacing a regular member who is unable to attend or who recuses themselves for possible conflict.

Faculty can only participate in one level of review (i.e., members of the SEC are not eligible to participate in PEC deliberations). Filling PEC vacancies is a priority over filling SEC vacancies. Probationary faculty members are not eligible to serve on PEC or SEC. Associate Professors are not eligible to serve on the review of faculty being reviewed for promotion to Full Professor or post tenure review.

PECs and SEC that lack disciplinary expertise necessary to evaluate candidates are encouraged to seek additional consultations without breaching confidentiality.

5.2.5.1. Election of Primary Evaluation Committees

PECs shall be composed of the Branch chair and at least three (3) tenured faculty from the candidate's academic Branch. At least one elected member of the PEC shall be a Full Professor.

Insofar as possible, a representative from each PAG in the Branch that has faculty candidates up for review shall serve on the committee. Review of faculty submitting for promotion to Full Professor shall be conducted by a committee comprised of four (4) Full Professors. If additional Full Professors must be elected to PEC to review submissions for promotion to Full Professor, preference will be given to the candidate's academic Branch. If there are not enough Full Professors in the candidate's academic branch, additional Full Professors from related academic Branches in the College may be elected.

At least two alternates must be elected, with at least one from amongst Full Professors. These faculty may be called to vote at any time necessary. The alternates shall attend all meetings of the committee. If a voting member of the evaluation committee is absent, one of the alternates shall replace that person as a voting member in every subsequent step required for the evaluation of the candidates under consideration.

In cases where fewer than three (3) faculty members within an academic Branch are eligible to participate, additional members from related academic Branches in the College may be elected.

PEC shall be elected by full-time probationary and tenured faculty members of the Branch and serve for two academic years with staggered elections to maintain continuity. Such elections shall be conducted by each Branch. Election of PEC members shall be conducted by the Branch Chair's Office during the spring semester prior to beginning service. PEC members shall be elected to specified open seats by secret ballot of the faculty. Those individuals shall be elected by a majority of the faculty members voting. The chair of the PEC shall be elected by PEC members during their first meeting from amongst those Full Professors elected to the PEC. The branch chair shall not serve as chair of the PEC.

5.2.5.2. Election of Secondary Evaluation Committee

The SEC shall be composed of eight (8) tenured faculty, two (2) members elected from each of the three (3) branches and two (2) members elected at large. At least one of the two (2) members elected from each of the branches, and at least one At Large member, shall be a Full Professor so that any candidate being reviewed for promotion to Full Professor is reviewed by a committee of at least four (4) Full Professors. In addition, three alternates shall be elected, one from each branch. The Branch representatives and alternates of the SEC shall be elected by the full-time probationary and tenured faculty members of the Branch and College during the spring semester and serve a term of two (2) years with staggered elections to maintain continuity. The at-large members of the SEC shall be elected by the full-time probationary and tenured faculty members of the College and serve for one (1) academic year. Election of at-large members shall be conducted by the Dean's Office during the spring semester. All voting shall be by secret ballot of the faculty. Those individuals elected shall be elected by a majority of the faculty members voting. The chair of the SEC shall be elected by SEC members during their first meeting from amongst those Full Professors elected to the SEC.

5.2.6. Responsibilities of Primary and Secondary Evaluation Committee Members and Election and Duties of Evaluation Committee Chairs

After the election of the PEC and SEC, the Dean or Associate Dean shall convene the evaluation committees for purposes of electing a chair for their respective evaluation committee. In addition, the Dean or Associate Dean shall conduct a comprehensive review and training of all policies and procedures relative to retention, tenure, promotion, and/or post tenure review at this convening. The responsibilities of the PEC and SEC members include, but are not limited to attending all meetings and fulfilling the duties of these groups specified in 4.2.1 and 4.2.2. Members must notify the chair if an alternate is needed to fulfill their responsibilities.

The responsibilities of the Chairs of each PEC and the SEC include, but are not limited to:

a. Convene the committee meetings
b. Ensure that all members of the committee, including alternates, are present
c. Prepare official minutes and written communications, as needed
d. Obtain from the Dean's office the WPAF files to be considered for review
e. Sign committee communications

5.3. REVIEW BY THE DEAN

Following completion of review by the PECs and SEC, the Dean shall conduct an independent review of the WPAF for faculty members undergoing retention, tenure, and/or promotion. The Dean shall inform each faculty member, in writing, of their evaluation of the faculty member's performance and the recommendations regarding retention, tenure, and/or promotion.

The Dean shall also make their recommendations and reasons known to the PEC, SEC, Branch Chair, and to the faculty member under review prior to submission of the WPAF to the Provost's Office.

5.4. FACULTY RIGHTS TO REASONS AND APPEALS

All discussions and deliberations pursuant to retention, tenure, promotion, and post tenure review are to be conducted in confidence, privileged only to the relevant evaluation committee members.

The faculty member shall have the right to respond or submit a rebuttal statement or response in writing no later than ten (10) days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the WPAF and also be sent to any previous levels of review (UARTP 9.01.X).

6. GENERAL PROCEDURES FOR TENURE TRACK FACULTY APPOINTMENTS

6.1.1. General Procedures for Tenure Track Faculty Appointments

The COE is committed to seeking out and hiring faculty that are representative of the diverse student body at Sacramento State. When it is determined that a faculty vacancy exists, the appropriate request shall be submitted to the Dean through the Branch Chair. Once approved, the search procedures shall be implemented.

6.1.2. Composition of Search Committees for Tenure Track Faculty

For each search committee, the Program Area Group (PAG) shall vote to adopt one of the models described in UARTP 6.06.B to establish for the hiring of probationary faculty. Once a PAG selects a specific search model, the search committee may not change models. PAGs shall determine expectations (e.g., attendance at meetings, events) that comprise the eligibility requirements for members of the search committee. These requirements must be fulfilled to maintain eligibility to participate and vote until the recommendation or ranked list is finalized. These requirements cannot be changed once the search commences.

A minimum of three (3) tenured and probationary (i.e., tenure-track) faculty within the PAG shall serve on each search committee, given they are able to fulfill all duties of serving during their period of active employment. If the PAG wishes to include faculty from other PAGs or does not have enough faculty to serve, the PAG shall elect tenured or probationary faculty from within the College to serve on the search committee. FERP faculty members shall be eligible to serve during their period of active employment.

All members of search committees shall be familiar with College and University hiring policies and procedures. At least one (1) faculty member shall be tenured. At least one (1) member shall serve as the Affirmative Action/Equal Opportunity Representative (AA/EOR). These roles may be filled by the same or different committee members. However, if the Branch Chair serves on the search committee, they may not serve as the AA/EOR. The AA/EOR may not serve as an alternate committee search member.

Specialized training is required of the AA/EOR and is recommended for all committee members. This training shall adhere to University policy and be arranged through collaborative efforts between the College and the University.

Members of the search committee shall elect a search committee Chair. This search committee Chair shall not be the Branch Chair. The election of the search committee Chair shall take place at the first convening of the search committee.

6.1.3 Procedures for the Search Committee

The Search Committee shall, in cooperation with the Dean, Branch Chair, and other appropriate faculty members, develop vacancy announcements according to the guidelines set forth by the Office of Faculty Advancement (OFA) and UARTP 6.10. The vacancy announcement is subject to the approval of the faculty, the Branch Chair, the Dean, and OFA.

The Search Committee, in consultation with the Branch Chair, Dean, and other appropriate faculty members, shall use the vacancy announcement to develop the application screening criteria, interview questions, and reference check questions and implement the search model chosen by the PAG.

7. APPOINTMENT AND PERIODIC EVALUATION OF TEMPORARY FACULTY

The COE is committed to seeking out and hiring temporary faculty that are representative of the diverse student body at Sacramento State. Appointment of temporary faculty shall be made in accordance with UARTP 5.03.

7.1. APPOINTMENT OF TEMPORARY FACULTY

Applications for temporary faculty positions are acknowledged upon receipt. Applications are reviewed by the Branch Chair (or designee) of the content areas for the advertised positions. Applicants are screened against minimum criteria in accordance with UARTP 5.03 A. Temporary faculty appointments shall be fulfilled in accordance with UARTP 6.04; placement on the pay scale shall be made in accordance with UARTP 5.03 B.

7.2. PERIODIC EVALUATION OF TEMPORARY FACULTY

7.2.1. Temporary Faculty Periodic Evaluation Committee

Yearly evaluation of each temporary faculty is conducted by the Temporary Faculty Periodic Evaluation Committee (TFPEC) of the respective PAG and the Branch Chair.

Each PAG shall elect a committee of at least three (3) tenured faculty to serve on TFPEC. Committee members shall be elected by respective PAG faculty.

If there are not enough faculty to serve, the PAG faculty shall elect tenured faculty from within the College to serve on the TFPEC. FERP faculty may participate on TFPEC as long as the review is conducted in a semester in which the FERP faculty is on active employment. Faculty members with close relatives being reviewed are ineligible to serve. Branch Chairs shall not serve on the TFPEC and shall conduct an independent review and submit a separate evaluation.

Faculty shall serve on TFPEC for a term of two years. Faculty may serve consecutive terms given they are elected. All members of the TFPEC shall be familiar with College and University policies and procedures. Each of the elected members of the committee has one vote. Members of the TFPEC shall elect a TFPEC Chair.

In addition to the periodic evaluation, the TFPEC or appropriate designee shall develop and maintain a list of temporary faculty who have been evaluated. PAGs or Branch may task their TFPEC to include evaluative information of temporary faculty on this list to assist in the careful consideration of all previously hired temporary faculty for subsequent appointment.

7.2.2. Periodic Evaluation

Temporary faculty to be reviewed shall be identified and evaluated on effective teaching performance according to UARTP 9.04. Temporary faculty shall be notified prior to their review in accordance to UARTP 9.01 F. When used to evaluate temporary faculty members, student questionnaire evaluations (SQEs) shall be weighted by the TFPEC with the full awareness that these numerical scores may reflect implicit bias and attitudes that extend beyond the successful accomplishment of the faculty member's teaching performance. It is highly recommended that SQEs not be given undue weight in evaluation and be supplemented by curriculum vitae, teaching reflection and/or narratives, peer review or observation, and course curricular materials (e.g. course syllabus) provided by the temporary faculty member. TFPEC shall make no recommendations regarding subsequent hiring in the evaluation.

The temporary faculty member shall be provided copies of the recommendations from both the TFPEC committee and Branch Chair. For each recommendation, the temporary faculty member shall have ten (10) days to submit a response or rebuttal statement in writing and/or request a meeting to discuss the recommendation. A copy of the written response or rebuttal statement shall accompany the WPAF.