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**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.*

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96 **1. PURPOSE AND COLLEGE OF EDUCATION STRUCTURE**

97 **1.1. PURPOSE**

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

103 **1.2. COLLEGE STRUCTURE**

104 College of Education (COE) consists of three branches (departments): Undergraduate Studies in Education,  
105 Teaching Credentials, and Graduate and Professional Studies in Education. Each branch has a Chair and  
106 includes several program area groups (PAGs) that consist of disciplinary-related faculty who oversee  
107 related academic programs or areas of study.

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

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

113 The four (4) evaluative areas for retention, tenure, and promotion include Teaching Performance, Scholarly  
114 or Creative Achievements, Contributions to the Institution, and Contributions to the Community. Faculty  
115 members must obtain a minimum rating of “meets criteria” in all four evaluative areas for retention,  
116 tenure, and promotion. The required evaluative area for post tenure review is Teaching Performance, with  
117 no minimum criteria. When undergoing post-tenure review, the tenured faculty member may choose to be  
118 reviewed in any or all of the other three evaluation areas (i.e., scholarly or creative achievements,  
119 contributions to the institution, and contributions to the community).

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

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

128 **2.1. PROBATIONARY FACULTY IN INITIAL YEAR OF SERVICE**

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

132 **2.2. RETENTION**

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

138 **2.3. PROMOTION AND TENURE**

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

144 A tenured faculty member shall typically be considered for promotion from Associate to Full Professor in  
145 their 5<sup>th</sup> year of full-time service as Associate, with the promotion to be effective at the start of the  
146 following year. This provision shall not apply if a faculty member requests in writing that they not be  
147 considered (UARTP 8.01.D). The evidence used to satisfy promotion to Associate Professor and Tenure  
148 cannot be the same used for promotion to Full Professor.

149 **2.4. POST TENURE REVIEW OF FACULTY**

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

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

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

161 **2.4.1. Recommended Individual Growth Plan**

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

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

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

171 **3.1. PERSONNEL ACTION FILES**

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

175 Materials to be placed in the PAF must include: the author, committee, campus, office and name of the  
176 officially authorized body who generated the material. The custodian shall decide which materials  
177 submitted by persons other than the faculty member will be accepted for placement in the file. A faculty  
178 member shall be notified of intent to place material from persons other than the faculty member in their  
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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

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

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 and clarify 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 in the WPAF by the deadlines established by the College and University. Faculty members should consult information from the Dean's Office for guidance in preparing this file.

Each faculty member shall create an index of professional information, which may include 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, and 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 3.3 through 3.6.

Whereas multiple items of evidence may result from a single endeavor, and those multiple items of evidence may apply to different evaluation categories, each item of evidence may 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 members. In addition, all levels of review shall adjust expectations for faculty to match previous COE guidelines and versions of this document at the time they were hired given the scale of the differences between older and newer versions and the amount of time the faculty member had to adjust to the changes.

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.



265 **4.1. EARLY PROMOTION AND TENURE**

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

275 **4.2. WEIGHTS OF CRITERIA**

276 The criterion weights for all evaluation procedures are:

- 277 Teaching Performance – 55%
- 278 Scholarly or creative Achievements – 15%
- 279 Contributions to the Institution – 15%
- 280 Contributions to the Community – 15%

281 **4.3. TEACHING PERFORMANCE**

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

290 A holistic evaluation of faculty member’s teaching performance will seek to identify the quality of each  
291 source of evidence by examining each for indicators of effectiveness in teaching. Submission of material to  
292 the WPAF alone does not indicate teaching effectiveness.

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

297 **4.3.1. Required materials for evaluation of teaching effectiveness**

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

300 **4.3.1.1. Teaching assignment**

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

303 **4.3.1.2. Narrative statement**

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

- 305 a. The faculty member’s educational/pedagogical philosophy.

- 306 b. Self-reflection contextualizing qualitative and quantitative SQEs within the teaching assignment  
307 and over time (as relevant) including growth the faculty member facilitates for students'  
308 academic and professional pursuits and sustained quality engagement with the diverse student  
309 population at Sacramento State (e.g., reflect on critical student comments in a manner that  
310 indicates ongoing commitment to improving students' classroom experiences).
- 311 c. Clear explanations of and reflection on the relation between teaching effectiveness and each  
312 source of evidence to be considered for the period under review, including required evidence  
313 such as sample course syllabi and/or optional evidence such as classroom observations, and/or  
314 professional development activities.
- 315 d. Contextualization of each component of the teaching workload as it corresponds to the faculty  
316 member's area of expertise and program needs (e.g., number of course preparations, frequency  
317 of teaching the same preparation, undergraduate/credential/graduate, collaborative teaching,  
318 lower or upper division, general education, writing intensive, service learning or community  
319 engagement components, required or elective, class size). In cases where a portion of the  
320 faculty member's teaching assignment is covered by assigned time or release time, a description  
321 of the duties involved should be provided to reflect the full workload assignment.
- 322 e. Plans for maintaining and/or improvement upon the use of pedagogical strategies necessary to  
323 be an excellent educator at Sacramento State, including adoption of culturally relevant, and  
324 inclusive pedological practices.

#### 325 4.3.1.3. Course syllabi

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

#### 328 4.3.2. Additional sources of evidence for evaluation of teaching effectiveness

329 In addition to the above (4.3.1.1-4.3.1.3) required sources of evidence, faculty members may select other  
330 evidence (4.3.2.1-4.3.2.5) to be included from the period under review. Note that submission of material to  
331 the WPAF alone does not indicate teaching effectiveness; rather, effectiveness is demonstrated by non-  
332 sporadic and multi-term positive influence on students within a dynamic and equity-minded learning  
333 environment. This shall include instruction across multiple areas of expertise while accomplishing course  
334 and program objectives. Effective teaching shall include consistent self-reflective practices, pedagogical  
335 growth, and ongoing effort to remain current in culturally responsive and inclusive pedagogical practices.  
336 Each source of evidence will be evaluated as compared to the definition of effectiveness in teaching (also  
337 described in Section 3.3) to provide an indicator of the quality of individual sources, and evidence that does  
338 not meet this standard shall not be considered.

##### 339 4.3.2.1. Classroom observation

340 A classroom observation describing a faculty member's teaching effectiveness by a faculty member  
341 familiar with the candidate's discipline. The observer shall provide documentation (e.g., a letter, teaching  
342 observation form) describing the faculty member's teaching effectiveness during the observation and it  
343 shall include the course observed and date/time the observation took place.

##### 344 4.3.2.2. Curriculum development or assessment

345 Active participation (i.e., engagement in work within and/or outside of attending meetings) in individual  
346 course and/or program curriculum development and evaluation (e.g., development of learning models,  
347 learning resource materials, and/or new teaching methods for students and/or faculty; receipt of a  
348 teaching-related grant, and/or developing course or program assessments associated with curricular  
349 evaluation).

### 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, and evidence that does not meet this standard shall not be considered.

Review Level	Probationary Year 2	Probationary Year 3	Probationary Year 4-5	Tenure and Promotion to Associate or Full	Post Tenure
<b>Meets Criteria</b>	Evidence of teaching effectiveness in all required sources AND evidence of teaching effectiveness in at least one (1) of the other sources of evidence (4.3.2.1 through 4.3.2.5) AND SQEs that indicate development of teaching effectiveness.	Evidence of teaching effectiveness in all required categories AND evidence of teaching effectiveness in at least two (2) of the other sources of evidence (4.3.2.1 through 4.3.2.5) AND SQEs that indicate development of teaching effectiveness.	Evidence of teaching effectiveness in all required categories AND evidence of teaching effectiveness in at least three (3) of the other sources of evidence (4.3.2.1 through 4.3.2.5) AND SQEs that indicate teaching effectiveness.	SQEs that indicate teaching effectiveness.	SQEs that indicate teaching effectiveness.

**Outstanding Performance** (for early tenure, early promotion, or post-tenure only): (A) Evidence of teaching effectiveness in all required categories AND (B) evidence of sustained investment in teaching

effectiveness in at least four (4) of the other sources of evidence (4.3.2.1 through 4.3.2.5) AND (C) SQEs that indicate outstanding teaching effectiveness for the period under review.

#### **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 is sustained and is not sporadic (i.e., occurs more than once or multi-semester involvement) 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., 1<sup>st</sup> or 2<sup>nd</sup> author) of a peer-reviewed 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 publication, such as journal article, academic book chapter, or academic book in quality venues, in press or published.
- B. Substantial funded grant as Principal Investigator (PI) or Co-PI related to the scholarly or creative agenda. Substantial is defined as funded by a source internal and/or external to the university, providing considerable support for a large-scale project that noticeably promotes fulfillment of the definition of quality scholarly or creative achievement provided in 4.4 above.

##### **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).
- A. Peer-reviewed or invited presentation at professional regional, state, and/or local meetings and/or conferences.
- B. Authorship of other creative works, e.g., on-line sites, blogging, vlogging, or newsprint, pertaining to the faculty member’s scholarship and/or and creative achievements.
- C. 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
<b>Meets Criteria</b>	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 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

**Outstanding Performance** (for early tenure or early promotion only): 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.

## 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 consistent with growth toward meeting the standard for tenure and/or promotion.

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, occurs more than once or across multiple terms, and exhibits participation consistent with growth toward meeting the standard for tenure and/or promotion. 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.

481 4.5.4. Category 4: Student-Centered Institutional Service

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

492 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
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

493 **Outstanding Performance** (for early tenure or early promotion only): Evidence of sustained active  
 494 participation in three of the four categories AND evidence of sustained, ongoing leadership and/or  
 495 substantive responsibility in 2 of the 4 categories presented.

496 **4.6. CONTRIBUTIONS TO THE COMMUNITY**

497 Professional contributions to the community related to the faculty member’s area of expertise include  
 498 establishing and maintaining an active presence in the civic, cultural, educational, political, and/or social  
 499 activities that address the professional and/or publicly identified needs at the international, national,  
 500 regional, state, or local level. Contributions to the community shall be consistent with the University’s value  
 501 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 consistent with growth toward meeting the standard for tenure and/or promotion.

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, occurs more than once or across multiple terms, and exhibits participation consistent with growth toward meeting the standard for tenure and/or promotion. 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, CAFE, 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
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,	Evidence of service in category 1 OR evidence of service in category 2



			OR multiple service areas in categories 1 or 2.	AND in one of the areas presented, evidence of substantial contributions or leadership
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**Outstanding Performance** (for early tenure or early promotion only): Evidence of sustained, ongoing leadership and/or substantive responsibility in both categories.

## **5. 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.

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

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

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

### 585 5.2.1. Probationary Faculty in Initial Year of Service Procedures

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

### 591 5.2.2. Post-Tenure Review Procedures

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

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

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

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

### 608 5.2.3. Duties of Primary Evaluation Committees

609 PECs serve the following major functions:

- 610 a. Conduct a substantive review of each faculty member's WPAF submitted relative to retention,  
611 tenure, promotion, and/or post tenure review.
- 612 b. Provide recommendations on matters of retention, tenure, promotion, and/or post tenure review  
613 based on evidence in the candidate's WPAF.
- 614 c. Ensure that each PEC evaluation and recommendation is the result of the proper application of  
615 approved Branch, College, University, and CBA criteria, policies, and procedures.
- 616 d. Ensure that the materials for evaluation submitted by the faculty member be available for review  
617 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 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 at least three (3) tenured faculty from the candidate's academic Branch with a rank higher than that of the candidate under review. Insofar as possible, a representative from each PAG in the Branch that has faculty candidates up for review shall serve on the committee. All PECs will include the branch chair as a voting member.

At least two alternates must be elected, 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.

663 PEC shall be elected by full-time probationary and tenured faculty members of the Branch and serve for  
664 two academic years with staggered elections to maintain continuity. Such elections shall be conducted by  
665 each Branch. Election of PEC members shall be conducted by the Branch Chair's Office during the spring  
666 semester prior to beginning service. PEC members shall be elected to specified open seats by secret ballot  
667 of the faculty. Those individuals shall be elected by a majority of the faculty members voting. The chair of  
668 the PEC shall be elected by PEC members during their first meeting from amongst those Full Professors  
669 elected to the PEC, unless none of the PEC members are at the Full Professor rank. The branch chair shall  
670 not serve as chair of the PEC.

#### 671 5.2.5.2. Election of Secondary Evaluation Committee

672 The SEC shall be composed of eight (8) tenured faculty, two (2) members elected from each of the three (3)  
673 branches and two (2) members elected at large. In addition, three alternates shall be elected, one from each  
674 branch. The Branch representatives and alternates of the SEC shall be elected by the full-time probationary  
675 and tenured faculty members of the Branch and College during the spring semester and serve a term of two  
676 (2) years with staggered elections to maintain continuity. The at-large members of the SEC shall be elected  
677 by the full-time probationary and tenured faculty members of the College and serve for one (1) academic  
678 year. Election of at-large members shall be conducted by the Dean's Office during the spring semester. All  
679 voting shall be by secret ballot of the faculty. Those individuals elected shall be elected by a majority of the  
680 faculty members voting. The chair of the SEC shall be elected by SEC members during their first meeting  
681 from amongst those Full Professors elected to the SEC, unless none of the SEC members are at the rank of  
682 Full Professor.

#### 683 5.2.6. Responsibilities of Primary and Secondary Evaluation Committee 684 Members and Election and Duties of Evaluation Committee Chairs

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

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

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

### 698 5.3. REVIEW BY THE DEAN

699 Following completion of review by the PECs and SEC, the Dean shall conduct an independent review of the  
700 WPAF for faculty members undergoing retention, tenure, promotion, and/or post tenure review. The Dean  
701 shall inform each faculty member, in writing, of their evaluation of the faculty member's performance and  
702 the recommendations regarding retention, tenure, promotion, and/or post tenure review. The Dean shall  
703 also make their recommendations and reasons known to the PEC, SEC, Branch Chair, and to the faculty  
704 member under review prior to submission of the WPAF to the Provost's Office.

### 705 5.4. FACULTY RIGHTS TO REASONS AND APPEALS

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

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

## 711 **6. GENERAL PROCEDURES FOR TENURE TRACK FACULTY APPOINTMENTS**

### 712 **6.1.1. General Procedures for Tenure Track Faculty Appointments**

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

### 717 **6.1.2. Composition of Search Committees for Tenure Track Faculty**

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

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

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

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

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

### 741 **6.1.3 Procedures for the Search Committee**

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

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

749 **7. APPOINTMENT AND PERIODIC EVALUATION OF TEMPORARY FACULTY**

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

753 **7.1. APPOINTMENT OF TEMPORARY FACULTY**

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

759 **7.2. PERIODIC EVALUATION OF TEMPORARY FACULTY**

760 **7.2.1. Temporary Faculty Periodic Evaluation Committee**

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

763 Each PAG shall elect a committee of at least three (3) tenured faculty to serve on TFPEC. Committee  
764 members shall be elected by respective PAG faculty. If there are not enough faculty to serve, the PAG faculty  
765 shall elect tenured faculty from within the College to serve on the TFPEC. FERP faculty may participate on  
766 TFPEC as long as the review is conducted in a semester in which the FERP faculty is on active employment.  
767 Faculty members with close relatives being reviewed are ineligible to serve. Branch Chairs shall not serve  
768 on the TFPEC and shall conduct an independent review and submit a separate evaluation.

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

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

777 **7.2.2. Periodic Evaluation**

778 Temporary faculty to be reviewed shall be identified and evaluated on effective teaching performance  
779 according to UARTP 9.04. Temporary faculty shall be notified prior to their review in accordance to UARTP  
780 9.01 F. When used to evaluate temporary faculty members, student questionnaire evaluations (SQEs) shall  
781 be weighted by the TFPEC with the full awareness that these numerical scores may reflect implicit bias and  
782 attitudes that extend beyond the successful accomplishment of the faculty member's teaching performance.  
783 It is highly recommended that SQEs not be given undue weight in evaluation and be supplemented by  
784 curriculum vitae, teaching reflection and/or narratives, peer review or observation, and course curricular  
785 materials (e.g. course syllabus) provided by the temporary faculty member. TFPEC shall make no  
786 recommendations regarding subsequent hiring in the evaluation.

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