

ACADEMIC AFFAIRS

FACULTY-RTP PROCESS (Retention/Tenure/Promotion)

PM 85-11
President Richard Butwell

10/10/85

Change in RTP Policy

Upon the recommendation of the Academic Senate, I have approved the following change in RTP policy. It is effective immediately.

Activity for completion of a terminal degree (as defined by the appointment letter) shall not be counted under the criterion of scholarship for RTP purposes. It shall only be considered in fulfillment of obligation for pre-tenure review. Scholarship which utilizes terminal degree material (for example, dissertation chapters) beyond the satisfaction of degree requirements shall be deemed acceptable for RTP purposes.

PM 82-06
President Donald R. Gerth

2/25/82

Deans' Concurrence and Dissent in RTP Procedures

Upon the recommendation of the Academic Senate and the Dean of Faculty and Staff Affairs* the following change is to be made in the University RTP procedures. This will be reflected in the Faculty Handbook.

Deletion from the Faculty Handbook of the mandatory Deans' Concurrence and Dissent in the RTP processes (P. D35 under "Procedures for Placement of RTP Evaluations in Personnel Files"), with the text reading as follows:

<u>RTP Evaluator</u>	<u>Address original evaluation to</u>	<u>Distribute copy simultaneously to</u>
School RTP Committee	RTP File of person being reviewed, then forward to RTP office.	Faculty member only

On p. D39 under “Summary of RTP Review”, step 7:

The School RTP Committee evaluation is transmitted to
Faculty and Staff Affairs* for review by the University
RTP Committee.

*** Current title is Associate Vice President for Faculty Affairs**

**** Current Office title is Faculty Affairs.**

PM 90-05

5/21/90

President Robert C. Detweiler

Departmental Definition of Scholarship and Creative Activity

The tenured faculty members in each department shall produce a statement describing with some specificity, but not necessarily exhaustively, the activities that they deem to be scholarly or creative. Procedures shall be established within each department for the periodic review and revision of the statement.

Each department shall also set up procedures to provide, for a faculty member who requests it, an annual conference with the dean and the department chair for the purpose of reviewing the faculty member’s scholarship and creative activity. These procedures shall provide directions for making a written record of such conferences; a copy of this record shall be given to the faculty member who requested the conference.

The dean of each school in the University shall furnish new, tenure-track faculty with a copy of this policy and of the departmental statement on scholarship and creative activity.

Each faculty member who is subject to review for reappointment, tenure, or promotion shall receive early and specific feedback through the departmental RTP process. The feedback shall indicate clearly whether the faculty member's scholarly and creative activity meets the departmental requirements for reappointment, tenure, and promotion.

A copy of each departmental statement shall be kept on file in the department office, the school office, and the Office of Faculty Affairs.

PM 80-06

3/3/80

President Donald R. Gerth

Responsibilities of Departmental and School RTP Evaluators
RTP Credit for Consulting and Report Writing
RTP Evaluation for Faculty with Multiple Academic Assignments
Responsibility to Record Information in the RTP File

RESPONSIBILITIES OF DEPARTMENTAL AND SCHOOL RTP EVALUATIONS

Departmental and school RTP evaluators are expected to comment specifically about those aspects of a faculty member's performance that can only be evaluated by those familiar with the discipline, the degree program, the modus operandi of the department or school, and the professional environment, which are specific to the individual faculty member. It is important for these RTP evaluators to provide, as much as is feasible, a comparative context within which the faculty member's record can be reviewed. Some illustrative but not exhaustive examples for each of the three RTP criteria follow:

- 1) Teaching Performance
 - a) How do this faculty member's PTE scores compare to those of other faculty teaching comparable courses?
 - b) If available, how do the teaching materials, course teaching outlines, examinations, and other course preparation documents compare to those used by other faculty teaching comparable courses?

- c) If available, how do the subjective student evaluations, and/or documented individual student comments compare to those of other faculty teaching comparable courses?
- d) Are there any special factors—e.g. student population served, level and difficulty of course content, whether the course is required, etc.—influencing the student evaluations of this faculty member's teaching?

2) Scholarly and Professional Performance

- a) How does this faculty member's record of scholarship (publication, creative activity, consulting, etc.) compare, specifically, with that of other faculty members in the appropriate TSA, department and/or school?
- b) What is the nature of the faculty member's publications? For instance, are they in leading journals? Refereed journals? Published by respected presses? Etc.?
- c) How does this faculty member's attendance at, and membership in, various scholarly and professional organizations compare to that of other faculty members? Is this faculty member active in these organizations or merely a dues-paying member?

3) Service

- a) How does this faculty member's attendance at, and participation in, various committees compare to that of other faculty members? Does this faculty member chair groups, participate effectively, or merely attend some of the meetings?
- b) Does the faculty member actively seek out ways to serve the academic community?

RTP Credit for Consulting and Report Writing

Significant consulting, paid or unpaid, in fields closely related to the teaching discipline; or evidence of related research, paid or unpaid, from which no publication necessarily results, even though propriety reports may be written—provided that the quality and originality of these activities is attested by recognized experts in the field or by equivalent evidence.

RTP Evaluations for Teaching Faculty with Multiple Academic Assignments

Faculty members whose primary academic assignment does not coincide with their primary Teaching Service Areas, or who have secondary TSAs, will be subject to review in the unit in which the primary assignment is carried out, in the unit associated with the primary TSA, and in the unit or units associated with the secondary TSAs; except, no review will be required in a unit associated with a secondary TSA when there has been no teaching or scholarly activity in that

unit since the last review. Each Unit will review the entire file, but will emphasize, in its evaluation, performance within that unit.

In any year during which a faculty member's service is subject to review in more than one unit, unless the RTP file includes a prior agreement to the contrary between the units involved and the faculty member, the relative weights to be given, at the University level of RTP evaluation and review, will follow these principles:

- a) Teaching: Teaching performance in two or more units will be weighted according to the amount of teaching in each unit in the period under review, except that in all circumstances at least some weight must be given to performance in the primary TSA.
- b) Scholarship: The criteria for scholarship may be different in different fields, and the faculty member's retreat rights into the primary TSA require that the TSA have important input into the evaluation of his or her scholarship. All the reviewing units specified above will prepare an evaluation of the faculty member's scholarship. The greater weight in the final evaluation of the faculty member's performance as a scholar is to be assigned on the basis of quality of scholarship in any field relevant to the faculty member's assignments. However, in the absence of evidence of scholarship of higher quality outside the primary TSA, the primary TSA's criteria for scholarship shall be given the greater weight.
 - c) Service: Service in two or more units will be evaluated with the greater weight being given to performance in the area of primary assignment, whether or not that coincides with the primary TSA.

Since promotion and tenure review are cumulative, there must be full RTP review and evaluation prepared by each unit in which the faculty member has been assigned or has taught a significant number of courses since the last RTP review. If a faculty member has served full-time in different units in different years, the relative weight given to performance in each unit should be closely related to the number of years' service in each.

PTE

Faculty members with multiple teaching assignments shall submit a balanced sample of PTE forms from all such assignments.

Responsibility to Record Information in the RTP File

[Modification of previous language—"...does not restrict any RTP Committee's right..." becomes "...does not restrict any RTP Committee's or Academic Administrator's right..."]

The paragraph above [Ref. is to 1980 edition of Faculty Handbook, p. D-1, paragraph 3.] does not restrict any RTP Committee's or Academic Administrator's right or responsibility to discuss or comment upon these materials or to receive clarification of any materials submitted for the committee's consideration. If any new or substantively different information is presented during such clarification, this information will be recorded and included in the academic employee's file and the employee will be informed of that action.

PM 78-11**5/17/78****President Donald R. Gerth**

EARLY TENURE

Early tenure is granted rarely and only for unusually meritorious performance as a faculty member at California State University Dominguez Hills. A member of the instructional faculty, to be granted early tenure, must demonstrate outstanding performance in teaching and in one other area of evaluation; non-teaching faculty members must demonstrate outstanding performance in their professional assignment. The demonstration of unusually meritorious performance requires substantial documentation which may not be possible on the basis of a relatively short period of time spent at this institution. Evidence relating to professional performance at another institution will, if submitted, be given consideration; however, the granting of tenure is based primarily on evidence of merit demonstrated in performance at California State University, Dominguez Hills.

PM 78-12**5/17/78****President Donald R. Gerth**

ELIGIBILITY FOR CONSIDERATION FOR EARLY PROMOTION

Early promotion is granted rarely and only for unusually meritorious performance as a faculty

member at California State University Dominguez Hills. In addition, for instructional faculty, outstanding performance in teaching is a prerequisite for consideration for early promotion; non-teaching faculty members must demonstrate outstanding performance in their professional assignment. The demonstration of unusually meritorious performance requires substantial documentation which may not be possible on the basis of a relatively short period of time spent at this institution. Evidence relating to professional performance at another institution, if submitted, will be given consideration; however, promotion is based primarily on evidence of merit demonstrated in performance at California State University Dominguez Hills.

PM 78-30**11/6/78****President Donald R. Gerth**

Eligibility for Consideration for Promotion

A faculty member may choose not to take advantage of his/her right to be considered for promotion when such consideration is otherwise mandatory. To withdraw from consideration, the faculty member must withdraw in writing, and a copy of the withdrawal statement must become part of the RTP file. The withdrawal statement must reach the file before any RTP evaluations have been initiated; consequently, such statements should be in the RTP file no later than the deadline established for submission of Supplementary Faculty Information Forms for Cycle IV in the RTP Calendar.

A faculty member's withdrawal from consideration may not be used to alter his/her eligibility for election to RTP committees; in particular, the requirement that a faculty member eligible for promotion review not serve on an RTP committee will apply even if the faculty member requests withdrawal from consideration; also, a decision to withdraw from consideration shall not affect, either positively or negatively, future promotion decisions.

PM 80-18**7/7/80****President Donald R. Gerth****Evaluation of Released/Assigned Time Activities in the RTP Process**

Activities for which faculty receive released or assigned time shall be evaluated on the same basis—quality and merit—as teaching, scholarship, and community service. If released or assigned time has been given for an activity, it must be so stated on the SFIF so that RTP evaluators may distinguish such activity from comparable activities performed without benefit of released or assigned time.

PM 84-02**2/24/84****President Donald R. Gerth****Language for RTP Evaluation**

On the basis of a recommendation from the Academic Senate the following paragraph entitled “Language for RTP Evaluation” is added to page D30 of the Faculty Handbook, to be effective with the beginning of the Fall Quarter of 1984.

All evaluators are encouraged to limit the language summing up their recommendations for promotion to: highly recommend, recommend, recommend with reservations, or do not recommend. Evaluators who choose to use different language than the key words that indicate the level of evaluation for: “I highly recommend, recommend, recommend with reservations, or do not recommend” must send the ranking of their substitute language to the faculty member involved, the other evaluators in the process, and Faculty and Staff Affairs*.

***Currently, Office of Faculty Affairs**

PM 87-05**3/30/87****President John A. Bownell**

Strengthening the First Level of RTP Review of Scholarly, Research, or Creative Activity

The committee at the first level of RTP review shall provide a written **critical evaluation** of the candidate's scholarly, research, or creative activity as evidenced in the RTP file. All other RTP committees and RTP reviewers shall continue to assess the candidate's scholarly, research, or creative activity as evidenced in the RTP file.

PM 87-06, Revised**4/8/87****President John A. Brownell**

Policies and Procedures for Reappointment, Tenure And Promotion of University Library Faculty [Supersedes PM 81-14 and PM 83-10]

I. The University Library Committee on Reappointment, Tenure, and Promotion (hereinafter referred to as the Committee):

A. This Committee is equivalent to a school RTP committee, and there is no other level of peer review committee.

B. Membership

1. The Committee shall consist of three tenured full-time University Library faculty in Unit Three (excluding those whose responsibility in a given annual RTP cycle includes writing RTP recommendations to be considered by the Committee). No person shall serve on the Committee during the year in which she/he is to be reviewed by the Committee. In promotion considerations, committee members must have a higher rank than those being considered for promotion.

2. The Committee shall be elected by the University Library faculty (Unit Three) holding regular full-time appointments (including joint appointees) at the beginning of fall semester. In the event sufficient qualified members of the University Library faculty are not available, all those eligible may serve, and if there are not enough eligible members to constitute a full committee, tenured full-time faculty from outside the University Library shall be elected to make a committee of sufficient size. The University Librarian* shall consult with each eligible member of the University Library faculty to determine her/his willingness to serve. The election shall be conducted by secret ballot through the Office of the University Librarian*.

3. A quorum shall consist of three members of the Committee. If any member is unable to participate because of illness or other serious reason, a replacement shall be chosen in accordance with paragraph 2 above.

4. At its first meeting in the fall semester, the Committee shall elect its Chairperson and inform the University Librarian* of its choice.

***Current title is Dean, University Library**

II. Procedures for Reappointment, Tenure, and Promotion

A. A list of faculty members who are eligible for consideration for reappointment, tenure, or promotion will be provided by the Dean of Faculty Affairs** to the University Librarian*, who will notify eligible faculty, heads of appropriate units, and the Committee.

B. Each faculty member who has completed the period of pre-tenure service, who has reached the top salary step of her/his rank, and who possesses the terminal degree must be considered each year for promotion, except that a library faculty member may withdraw from consideration.

C. The University Librarian* and the head of the faculty member's unit shall prepare written evaluations.

In separate meetings with the University Librarian* and the unit head, the faculty

member shall be provided a copy of the evaluation, and the evaluation shall be discussed. The faculty member shall sign the original copy of the evaluation acknowledging that a copy of the evaluation shall be placed in the faculty member's personnel file. In the event this procedure is logistically impractical, a note on the evaluation shall so indicate.

If the faculty member refuses to sign the evaluation, the evaluator will certify that a copy was given to the faculty member and discussed with him/her.

D. The Committee will review the official personnel file of each faculty member being considered for reappointment, tenure, or promotion, including the cumulative annual Supplementary Information Forms filed by the faculty member and other relevant materials. The Committee will evaluate each faculty member in the light of the criteria set forth below and will prepare a written report of its evaluation and recommendations, which will be forwarded to the personnel file.

E. The Committee shall submit to the Dean of Faculty Affairs** its recommendations for promotion in a listing by priority order.

F. In the event of disagreement between the Committee and the University Librarian*, the Committee will request evaluation of the faculty member by the University RTP Committee with a copy of the request to the concerned faculty member, who may choose to withdraw from the promotion process. Disagreement is defined as a difference in opinion about whether the faculty member should be retained, granted or not granted tenure, or promoted or not promoted.

***Current title is Dean, University Library**

****Currently, Associate Vice President for Faculty Affairs**

Criteria For Reappointment, Tenure and Promotion of University Library Faculty

I. Criteria for Evaluation

The criteria for evaluation are successful performance of professional assignment; scholarship, creative activity, or professional growth; and effective functioning in the institution and in the community. The three criteria are interrelated, but individuals achieve distinction in various ways and degrees; therefore, circumstances may justify placing greater weight on a candidate's outstanding achievements in one or another

area. However, since providing excellence in access and instruction is the primary function of the University Library, successful performance of professional assignment shall be the most important criterion for promotion.

II. Degree Requirements

A master's degree in Library Science is normally required of all library faculty at California State University, Dominguez Hills for reappointment, tenure, and promotion and is the terminal degree.

III. Professional Performance Illustrations

The following list of particulars is illustrative of professional achievement but is not exhaustive. Not every illustration must be used; illustrations may be adapted to fit the needs of individual departments or units within the University Library, and other evidence may be added. It is essential that the evidence be relevant to the University Library, the University, the CSU System, and/or the profession.

Although the criteria for evaluation of teaching faculty may be used for reference, the criteria for evaluating librarians must be especially tailored to meet the characteristics of the library profession; the requirements, organization and mission of the campus library; and the qualities and responsibilities appropriate for academic librarians. Both the professional environment and work of librarians are different from those of teaching faculty because of the special nature of a library, which is a cooperative and sequential enterprise involving interdependent departments and interrelated functions. In addition, the work of librarians requires the application and continued acquisition of knowledges [*sic*] and abilities unique to the profession of librarianship. The factors used in the assessment of librarians for professional competence and advancement must capture these unique professional/academic elements and responsibilities. (FSA 78-64, Personnel Plan for Librarians, p. 12.)

A. Evidence of professional performance. Such evidence as the following will be considered:

Ability to work independently.

Application of special knowledge or current developments.

Recommendations of solutions to problems and ability to carry them out.

Planning or instituting improved procedures or services.

Development of innovative approaches.

Coordination of activities with other organizational units.

Ability to accomplish work with and through others.

Judgment and maturity in human relations.

Ability to communicate clearly, openly, and effectively.

Ability to assess and evaluate the literature of a particular discipline to develop successfully a collection geared to the needs of California State University, Dominguez Hills.

Development or improvement of tools for making the University Library facilities more accessible to students and faculty.

Ability to fulfill organizational goals.

Teaching performance as outlined in the Faculty Handbook (for faculty involved in teaching courses offered by the University Library).

Ability to supervise others.

Ability to develop and implement successfully training and career development plans for colleagues and staff.

Ability to resolve conflicts.

Ability to plan and organize work, meet deadlines, follow regulations, and suggest improvements.

Ability to make decisions, be objective, and acquire basic facts upon which to base and implement decisions effectively.

Participation in the development of building plans and specifications, and projection of program requirements for organization, staffing, budgeting, and reporting purposes.

B. Evidence of scholarship, creative activity, or professional growth. Such evidence as the following will be considered:

Significant research and innovation resulting in publications and reports or, if unpublished, clearly resulting in benefit to the operations or stature of the University Library.

Publications which may not be research-related.

Active participation through papers, panels, symposia, etc., in meetings and conferences of professional organizations.

Significant activity in the leadership of professional organizations, such as holding office, committee membership, etc.

Major editorial responsibilities for publications which have local, state, or national distribution and which shall serve informational or bibliographical needs.

Effective sharing of research findings and innovations, consulting experience, and related activities with colleagues and students.

Receiving significant awards, commissions, prizes, honors, fellowships, or grants.
Preparing, writing, and submitting grant proposals.
Planning and giving workshops.
Effective sharing of knowledge acquired by attending professional meetings and workshops, investigating approaches used by other institutions, and conducting literature searches.
Training in such related areas as computer technology, administration, human relations, and foreign languages.
Attainment of additional knowledge and expertise through course work, degrees, specialized training, travel, or other means.

C. Evidence of effective functioning in the institution and in the community. Such evidence as the following will be considered:

Effective participation and contribution as a member of departmental, interdisciplinary, school, university, and system-wide committees.
Representation of the University in community groups or agencies (other than those of a purely social nature) through such activities as speeches, consultantships [*sic*], and committee memberships.
Participation in student activities as sponsor or advisor.
Teaching of courses offered outside the University Library.

PM 87-06, Supplement No. 1
President John A. Brownell

8/22/88

University Library Faculty RTP Policies, Procedures, and Criteria:
Instructional Media Faculty RTP Criteria

The Academic senate has recommended that specific criteria be used in the evaluation of Instructional Media faculty. I am pleased to adopt the recommendation (FPC 88-05) as campus policy, effective immediately. During the RTP review of Instructional Media faculty, the policies and procedures set out in the first section of the original PM 87-06 shall be followed. The RTP criteria for Instructional Media faculty shall be as follows.

CRITERIA FOR THE REAPPOINTMENT, TENURE, AND PROMOTION OF INSTRUCTIONAL MEDIA FACULTY

I. Evidence of professional performance. Such evidence as the following will be considered.

Application of special knowledge of current developments to the production of instructional materials.

Planning and implementing improved or innovative procedures or services.

Making and implementing sound decisions.

Effective communication.

Effective supervision of others.

Evaluation of existing mediated materials or electronic media for acquisitions or editorial review.

Development or improvement of tools for making Instructional Media's facilities more accessible to students and faculty.

Designing, creating, and producing media programs for curricular use and for university public relations projects.

Effectiveness in planning, organizing, and scheduling requests and related work.

Coordination with Instructional Media production staff on upgrading production skills, purchasing new equipment, obtaining supplies, and budget allocations.

Developing and implementing training and career development plans for colleagues and staff as they relate to Instructional Media goals.

Working effectively with other faculty to design and develop instructional materials.

Coordination of production activities with other organizational units.

Teaching performance, as outlined in the Faculty Handbook (for faculty teaching

courses offered by Instructional Media).

II. **Evidence of scholarship, creative activity, or professional growth.** Such evidence as the following will be considered.

Significant research and innovation resulting in publications and reports, or, if unpublished, clearly resulting in benefit to the operations or stature of Instructional Media.

Active participation, through papers, panels, symposia, etc., in meetings and conferences of professional organizations.

Significant activity in the leadership of professional organizations, such as holding office, committee membership, etc.

Major editorial responsibilities for publications or programming which have local, state, or national distribution and which shall serve informational needs.

Effective sharing of research findings and innovations, consulting experience, and related activities with colleagues and students.

Acquisition of significant awards, commissions, prizes, honors, fellowships, or grants.

Preparation, writing, and submission of grant proposals.

Workshop presentations.

Effective sharing of knowledge acquired by attending professional meetings, seminars, and workshops, investigating approaches used by other institutions, and conducting literature searches.

Training in related areas, such as telecommunications, computer technology, communications, media arts, administration, human relations, and foreign languages.

Attainment of additional knowledge and expertise through course work, degrees, specialized training, travel, or other means.

Production or consulting on mediated program materials to include writing, producing, photography, editing, sound, and directing beyond duties required.

Acquisition and sharing of knowledge that supports the transfer of new and changing telecommunications-related knowledge to the campus community.

III. Evidence of effective functioning in the institution and in the community. Such evidence as the following will be considered.

Effective participation and contribution as a member of departmental, interdisciplinary, school, university-wide, and system-wide committees.

Effectiveness in student advisement.

Availability for consultation with students.

Representation of the university in community groups or agencies (other than those of a purely social nature) through such activities as speeches, consultanships, and committee memberships.

Participating in student activities as sponsor or advisor.

Teaching courses offered outside of Instructional Media.

Involvement in professional activities that support the advancement of telecommunications and utilization of media at the campus level and beyond.

Creation of instructional and/or informational programming or other material that is directed at community audiences through such outlets as the university cable television channels, broadcast media, or print media.

PM 98-03
President Robert C. Detweiler

5/13/98

Membership of the University Retention, Tenure, and Promotion Committee
[Supersedes PM 94-01]

In order to assure equitable representation on the University Retention, Tenure and Promotion Committee, the membership shall consist of

1. Two members elected from the College of Arts and Sciences.
2. One member elected from the School of Education.
3. One member elected from the School of Health.
4. One member elected from the School of Management.
5. One hold-over member selected by the outgoing committee.

The committee will elect its chair.

PM 92-04

8/27/92

President Robert C. Detweiler

The Role of the University RTP Committee

The University RTP Committee review of faculty being considered for reappointment, tenure, and promotion shall be limited to one or more of the following cases:

1. In all instances when a faculty member is being reviewed for the award of tenure or promotion.
2. In instances when a faculty member receives a recommendation “with reservations” or is “not recommended.”
3. In instances when a faculty member requests review by the University RTP Committee.
4. In instances when the President or the President’s designee requests that the faculty member be reviewed by the University RTP Committee.

[“Implementation of PM 92-04,” a memorandum issued by Ira S. Schoenwald, Associate Vice President, Faculty Affairs, 8/27/92]

In order to implement the provisions of PM 92-04, the administrative procedures and policies below are effective beginning with the 1992-1993 RTP review.

1. The times at which faculty may request review by the University RTP Committee are:
 - A. On or before the deadline for the submission of files at the beginning of the RTP review.
 - B. Within one of the seven-day rebuttal periods between the levels of review provided by the Unit Three Agreement (15.5). This pertains only to the rebuttal periods for the levels of review that take place prior to the Vice Presidential level. The University RTP Committee does not review recommendations made by the Vice President or decisions made by the President.
2. The Associate Vice President for Faculty Affairs is the President's Designee for requesting review by the University RTP Committee.
3. Review by the University RTP Committee will be automatic in the year of the decision on tenure or promotion. That is, all faculty up for review for tenure and promotion (including early tenure and promotion) will be reviewed by the University RTP Committee.

PM 86-09
President Richard Butwell

9/9/86

Vice Presidential Participation in RTP Reviews

In order to be consistent with the Unit Three Bargaining Agreement and Title 5 of the California Administrative Code, the review of faculty professional files by the Vice President of Academic Affairs will include written recommendations. These recommendations will allow faculty being evaluated the opportunity to review the Vice President's recommendations and to respond if appropriate. This policy is effective with the beginning of the 1986-87 RTP cycle.

PM 83-09**6/27/83****President Donald R. Gerth****Withdrawal from RTP Consideration**

Two weeks before the deadline for submission of the Supplementary Faculty Information Forms*, the office of Faculty and Staff Affairs** shall distribute written reminders to all faculty eligible for promotion who have not officially withdrawn from consideration.

An individual whose SFIF has not been submitted by the deadline date is automatically withdrawn from consideration for promotion. The late submission of an SFIF does not reactivate a file for review during the current RTP cycle. However, in cases of extenuating circumstances an extension of the deadline date may be requested, in writing, from the appropriate school level dean if such request is submitted PRIOR to the deadline date. If the extension is granted, the dean will establish a new deadline.

*** See following pages.**

**** Currently, Office of Faculty Affairs.**

**California State University, Dominguez Hills
Supplementary Information Form**

Instructional Faculty

Each faculty member who is subject to evaluation for reappointment, tenure, or promotion (RTP) must submit a Working Personnel Action File (WPAF) for the use of RTP evaluators. The supplementary Information Form (SIF), together with supporting documents, will be the core of the WPAF. Faculty must also prepare an Index to the material submitted with the WPAF. After completion of the RTP review, the WPAF will be returned to the faculty member; the Index will be retained in the Personnel Action File.

:

Below are some guidelines for preparing the SIF.

1. In addition too the WPAF, your evaluators will be reviewing your Personnel Action File, which contains material concerning appointment, previous RTP recommendations and decisions, sabbatical and other leaves, honors and awards, as well as a log of individuals

reviewing the file. The Perceived Teaching Effectiveness (PTE) evaluations you have selected for automatic placement in the file are also included as part of the Personnel Action File. You may also submit other PTE evaluations with the SIF.

2. While completing the SIF, be as explicit as possible, because the recommendations made by RTP evaluators are to be based upon information in the Personnel Action File and the WPAF, including the SIF.

3. Follow the instructions on each page of the SIF, with this exception: **Do not write or type your narrative statements on the SIF itself.**

4. The examples given in the various categories of the SIF are intended to be illustrative, but not exhaustive.

5. **Provide supporting evidence whether or not it is specifically requested.** Such evidence would include copies of works published or submitted for publication, correspondence with editors, or exhibition announcements or photographs.

6. Supporting material should accompany the SIF, not be contained **within** it. Arrange supporting documents to correspond with the order of evaluation categories (e.g., 1.2, 3.4) in the SIF. **It is highly recommended that all supporting material be placed in a three-ring notebook.**

7. Submit course material that is a good representation of your work in as **brief** a form as possible. Be selective.

8. You are responsible for keeping a copy of the SIF and other documents submitted with the WPAF.

PAGE ONE OF THREE

SUPPLEMENTARY INFORMATION FORM

Date Submitted: _____

Accomplishments for Academic Year: ____/____ Name: _____

EVIDENCE OF TEACHING PERFORMANCE

In the space below write a brief statement evaluating your effectiveness as a teacher. Include recognition of both strengths and weaknesses of which you are aware. Supplementary evidence to support your statement may include the following and should be attached for filing as described in the instructions:

1. Evidence of Teaching Performance. Such evidence as the following will be considered.

1.1 A representative sample of course materials, depending on the course, (including, but not

limited to, course outlines, statements of goals and objectives, requirements, lists of texts and other materials, sample assignments, copies of examinations) must be submitted for those classes in which the PTE evaluations are automatically included in the RTP file, so that the materials can be evaluated at the department level for appropriateness of level and coverage, scholarly currency, and/or helpfulness to students.

1.2 Indications of the ability to fit course content and teaching strategies to the level and purpose of each course (e.g., general education, upper division, elective courses, sequential relation to other courses).

1.3 Student evaluations of a faculty member.

All full-time faculty members are to submit student evaluations for at least one course per semester (two courses per year) in accordance with procedures developed by the Academic Senate and approved by the President. Compliance with this requirement is mandatory; the required student evaluations must be in the Personnel Action File for the individual to be considered for reappointment, tenure, or promotion (PM 90-11 dated 8/15/90). (See Faculty Handbook sections on Perceived Teaching Effectiveness Procedures, Student's Rights and Responsibilities in Relation to PTE and Post-Tenure Review).

If you submitted properly completed PTE forms to Faculty Affairs that indicated your "to be included" course for your RTP file, the PTE printouts and narratives for that course automatically will be placed in your RTP file. Submitting the narrative student evaluations and the printouts designated "not to be included" in the RTP file is optional.

1.4 Records of independent work and activities of the faculty member or his students beyond the usual requirements.

1.5 A statement of how the faculty member's scholarly and professional activities enhance his or her teaching performance.

SUPPLEMENTARY INFORMATION FORM

Date Submitted: _____

Accomplishments for Academic Year: ____/____ Name: _____

EVIDENCE OF SCHOLARSHIP OR CREATIVE ACTIVITY

List accomplishments in the categories listed below that have been made since the last information form was completed. For each type of work include the specified information and briefly indicate its significance.

2. Evidence of Scholarship or Creative Activity. (Revision adopted May 21, 1990.) Such evidence as the following will be considered, and distinction in at least one of these categories is required for faculty appointment without the doctorate in the teaching field.

1.1 Significant research resulting in publication and reports.

1.2 Publications in learned journals and periodicals in the teaching field (which may or may not be research-related, depending on specialty).

1.3 Significant consulting, paid or unpaid, in fields closely related to the teaching discipline; or evidence of related research, paid or unpaid, from which no publication necessarily results, even though propriety reports may be written, provided that the quality and originality of these activities is attested by recognized experts in the field or by equivalent evidence.

1.4 An outstanding regional, state, or national reputation in the field of specialty in at least one of the following examples: publishing, teaching, speaking, consulting, performance, production, or related activities.

For creative rather than research-oriented disciplines, appropriate examples are:

For Fine Arts or Theatre Arts faculty – A regional and/or national exhibition, production, or performance record, or a record of creativity resulting in published or performed works evaluated by peers and department chairperson.

For Communications faculty – A record of continuing publication in significant newspapers or periodicals with regional or national distribution, or a record of continuing production of radio, television, or film material which has regional or national distribution.

1.5 Active participation through papers, panels, symposia, etc., in meetings and conferences of professional organizations.

1.6 Significant activity in the leadership of professional organizations, such as holding office, committee membership, etc.

1.7 Effective sharing of research findings, consulting experience, and related activities with colleagues and students for the general benefit of the University community.

2.8 Recipient of significant awards, commissions, prizes, honors, or grants.

PAGE TWO OF THREE

(Continued)

SUPPLEMENTARY INFORMATION FORM

Date Submitted: _____

Accomplishments for Academic Year: ____/____ Name: _____

If a higher degree has been acquired since initial appointment to CSUDH, list the date, type of degree, and the granting institution. Include the document that verifies receipt of a degree. If a higher degree is in progress, give estimated completion date.

For Clinical Sciences faculty only:

Clinical Sciences – Supplemental Criteria: to be used in addition to regular criteria for faculty and education coordinators/administrators when being reviewed for reappointment, tenure, and promotion.

Effectively share with colleagues new developments in the field through consulting experiences, attending meetings and workshops, and investigating approaches used by other institutions conducting similar programs.

Obtain training in such areas as, for example, Computer Technology, Administration, or Human Relations. Obtain attitudinal knowledge and experience through additional coursework, advanced degrees, and specialized training and travel.

PAGE THREE OF THREE

SUPPLEMENTARY INFORMATION FORM

Date Submitted: ____/____

Accomplishments for Academic Year: ____/____ Name: _____

EVIDENCE OF EFFECTIVE FUNCTIONING IN THE INSTITUTION AND IN THE COMMUNITY

3. Evidence of Effective Functioning in the Institution and in the Community. Such evidence as the following will be considered:

- 3.1 Effective participation and contributions as a member of departmental, interdisciplinary, school, University-wide and system-wide committees.
- 3.2 Effectiveness in student advisement.
- 3.3 Participation in student activities as sponsor or advisor.
- 3.4 Availability for consultation with students.
- 3.5 Representation of the university in community groups or agencies (ther than those of a purely social nature) e.g., speeches, consultanships, committee memberships.

For Clinical Sciences faculty only:

- Clinical Sciences – Supplemental Criteria: to be used in addition to regular criteria for faculty and education coordinators/administrators when being reviewed for reappointment, tenure, and promotion.

Participate in affiliate-sponsored activities that enhance the affiliation and/or contribute to program recognition, development, and growth.