SENATE POLICY 22-11

Motion: to approve the

Policy on University Retention, Tenure, and Promotion Policy

Passed at the May 2, 2023 meeting of the Academic Senate

Approvals:

Jason Miller

Chair, Academic Senate

28 September 2023

Date

Richard Yao

President

10/17/23

Date

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
POLICY MANUAL

Division of Academic Affairs
Approved By: Academic Senate

Policy Number: SP 22-11
Effective Date: Fall 2025

University Retention, Tenure, and Promotion Policy

SUPERSEDES: SP 17-08

DRAFTED BY: Faculty Affairs Committee

Accountability: Division of Academic Affairs, Division of Student Affairs (for Counselor faculty)

Applicability: All CSUCI faculty and administrators involved in the Retention, Tenure, and Promotion process.

Background: During the 2019-2020 academic year, the Faculty Affairs Committee (FAC) received from the University Retention, Tenure, and Promotion Committee (URTPC) a request to clarify the role of Program Chairs in the retention, tenure, and promotion (RTP) process, and during the 2020-2021 academic year, the URTPC presented to the Academic Senate additional suggestions for improvement of RTP policy. This updated policy reflects the FAC's effort to address the issues identified by the URTPC and also incorporates feedback provided by the Committee on Equity and Anti-racism, per CSUCI Senate By-Laws and in keeping with CSUCI Senate Resolution 20-10.

Effective date: Fall 2025

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DEFINITIONS

Collective Bargaining Agreement (CBA): The Collective Bargaining Agreement (i.e., "the Contract") between the California Faculty Association and the California State University.

Conflict of Interest: A situation that arises when, due to activities or relationships outside the RTP review process, a faculty member or administrator is unable or potentially unable to perform impartial service, or their objectivity in performing their role might be otherwise impaired.

CSU Channel Islands: California State University Channel Islands (also referred to as "CSUCI" or "the University")

Evaluation: A narrative assessment by the reviewer(s) (e.g., Program Chair, Program Personnel Committee, Dean, University RTP Committee, Provost, or VPSA) of the faculty member's performance in the areas of Teaching and/or Professional Activities; Scholarly and/or Creative Activities; and Service, followed by the corresponding descriptor as detailed in Section C.

Faculty (faculty member): Unless otherwise indicated, the terms "faculty" or "faculty member" in this document refer to CSUCI tenure-line probationary faculty and/or tenured faculty. This policy does not apply to CSUCI temporary faculty (commonly referred to as "lecturers").

Faculty Affairs, Success and Equity (FASE): The office within the Division of Academic Affairs that is charged with managing the retention, tenure, and promotion (RTP) process.

General Personnel Standards (GPS): The set of guidelines that define the requirements for retention, tenure, and promotion to be used when an academic program has not yet created their own Program Personnel Standards (PPS) or has not aligned their PPS to this RTP policy prior to this policy's effective date.

Professional Development Plan (PDP): The document developed by a faculty member that outlines how they will achieve the requirements outlined in the PPS (or the GPS if no PPS has been created in their program or if their program has not aligned their PPS to this RTP policy prior to this policy's effective date).

Personnel Action File (PAF): The one official file containing employment records and information that may be relevant to personnel recommendations or personnel actions regarding a faculty unit employee (i.e., information provided by faculty unit employees, students, external reviewers, and administrators).

Portfolio: All the materials submitted by a faculty unit employee when undergoing RTP review, as described in Section K.

Program Personnel Committee (PPC): A committee created for the review of all faculty members in a given program who are applying for retention, tenure, and/or promotion in a given academic year.

Program Personnel Standards (PPS): A set of guidelines developed by a program that define the requirements for retention, tenure, and/or promotion in that program.

Recommendation: A statement by the reviewer(s) (e.g., Program Chair, Program Personnel Committee, Dean, University RTP Committee, Provost, or VPSA) in favor of or in opposition to the retention, tenure, and/or promotion of a faculty member, to be included at the conclusion of the evaluation.

Retention, Tenure, and Promotion (RTP): The contractual process by which a faculty member is retained (i.e., reappointed), tenured, and/or promoted.

Review: To review a faculty member for RTP purposes means to carefully read and assess the faculty member's Portfolio and Working Personnel Action File vis-à-vis the faculty member's PPS (or GPS, if applicable) and this RTP policy and to confer with other committee members (when applicable) prior to producing a written evaluation and recommendation of the faculty member's performance.

Service Credit: One or two years of credit that may be awarded to probationary faculty toward eligibility for tenure and/or promotion based on employment history (including service at the rank of lecturer), as negotiated by faculty as a condition of their initial appointment at CSUCI.

Student Ratings of Teaching (SRTs): An instrument to survey student responses to instruction at CSUCI, per Academic Senate policy and as required by the CBA.

University Retention, Tenure, and Promotion Committee (URTPC): A committee with

representation from each of the University's major disciplinary areas (see Section D) that is elected by the faculty for the purposes of University-wide evaluation and recommendation of all faculty members who apply for retention, tenure, and/or promotion. The URTPC also reviews proposed PPS, or revisions thereto, and recommends approval, disapproval, or amendments to the Provost (VPSA for Counselor faculty).

Weighted Teaching Unit (WTU): The weighting system used by the California State University to determine the appropriate teaching credit for instructional assignments. According to the CBA, a full load of teaching, scholarly and creative activities, and service is considered to be 15 WTUs per semester.

Working Personnel Action File (WPAF): The file used for review of a faculty member during a given period of review. The file includes the PAF and all information provided by the employee being reviewed (i.e., "the Portfolio," see section K). The WPAF also includes all faculty unit and administrator evaluations and recommendations, as well as all rebuttal statements and responses submitted during a given period of review.

Policy Text:

A. RTP PROCESS, CSUCI MISSION, AND THE UNIVERSITY'S VALUES

1. California State University Channel Islands is committed to providing high-quality, student-centered instructional programs to all constituencies. Faculty members dedicated to continued intellectual and professional growth are essential to fulfilling our commitment. All elements and standards of the RTP process shall recognize and reflect the following elements of the University Mission:

    a. placing students at the center of the educational experience

    b. providing undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches

    c. emphasizing experiential and service-learning

    d. graduating students with multicultural and international perspectives

2. All elements and standards of faculty performance recognize and reflect our collective commitment to be anti-racist, equity-based educators, as manifest in CSUCI Academic Senate Resolutions 20-10, 20-9, and 11-03.

3. Retention, tenure, and/or promotion of a faculty member shall always be determined on the basis of demonstrated competence and professional performance, and never on the basis of beliefs or on any basis that constitutes an infringement of academic freedom.

B. APPLICATION OF THIS DOCUMENT

1. This document establishes the policy for retention, promotion, and granting of tenure for probationary faculty, and the promotion of tenured faculty at CSU Channel Islands. This policy is governed by the Unit 3 Collective Bargaining Agreement (CBA).
2. The policies in this document apply to teaching, counseling, and library faculty.
3. At CSU Channel Islands, all phases of the RTP process support faculty growth and development and also serve as the formal means of performance review. To further growth and development, it is important both to the University and to the faculty member that each faculty member establish a plan to meet program and University standards, as reflected in this document and the faculty member's PPS, or as reflected in the GPS if the relevant PPS have not been aligned with this RTP policy prior to this policy's effective date.
4. The policies and procedures of this document are subject to CSU Board of Trustees policies; the California Administrative Code, Title 5; California Education Code; the Unit 3 CBA; and other applicable State and Federal laws.
5. Throughout this document, the word "shall" indicates mandatory action; the word "may" indicates permitted action.
6. This document shall apply to all tenured and probationary faculty subject to RTP review whose appointments begin in academic year 2025-2026. Faculty subject to RTP review who were appointed prior to academic year 2025-2026 may elect to be governed by this document; absent such election, they shall be evaluated according to the RTP policy in effect at the time of their appointment.
7. This policy shall be reviewed every five years, at a minimum, by the Faculty Affairs Committee in collaboration with FASE and the URTPC. Any suggested policy modifications based on said review shall be presented to the Academic Senate by the Faculty Affairs Committee following review by CEAR. FASE shall be responsible for determining when the RTP policy is due for review.

C. GENERAL STANDARDS FOR RETENTION, TENURE, AND PROMOTION

1. Each faculty member is expected to make suitable contributions to the University in three areas: Teaching and/or Professional Activities; Scholarly and/or Creative Activities; and Service. The granting of retention, tenure, and/or promotion requires that achievement be demonstrated in each of the aforementioned areas.

2. For retention (reappointment) reviews, the levels of achievement attained by faculty in the aforementioned performance areas shall be indicated by using one of the following descriptors:
    a. On track to exceed Program Personnel Standards
    b. On track to meet Program Personnel Standards
    c. Not yet on track to meet Program Personnel Standards

3. For tenure and/or promotion reviews, the levels of achievement attained by faculty in the aforementioned performance areas shall be indicated by using one of the following descriptors:
    a. Exceeds Program Personnel Standards
    b. Meets Program Personnel Standards
    c. Does not meet Program Personnel Standards

4. For retention (reappointment) reviews, ratings shall be assigned keeping in mind the faculty member's current year in the RTP process, as well as their overall growth and development in the progression toward tenure and/or promotion. Therefore, standards applied by reviewers shall be in line with reasonable expectations for probationary faculty growth, development, and achievement along their entire path toward tenure and/or promotion.

D. UNIVERSITY RETENTION, TENURE, AND PROMOTION COMMITTEE

1. The University Retention, Tenure, and Promotion Committee (URTPC) shall be composed of seven, tenured Full Professors who serve on rotating two-year terms.

2. The URTPC shall include representation by faculty from each of the major

disciplinary areas within the University as outlined below:

a. Arts and Humanities (1)
b. Math and Sciences (1)
c. Behavioral and Social Sciences (1)
d. Business and Economics (1)
e. Library and Counseling (1)
f. Education (1)
g. At-Large Member (1)

3. All eligible faculty shall be considered for election to the URTPC and shall serve, if elected, with the following exceptions:
   a. A faculty member who is on an approved leave of absence
   b. A faculty member who is participating in the Faculty Early Retirement Program (FERP)
   c. A faculty member with health problems that have been documented by a physician
   d. A faculty member who will be on sabbatical during the upcoming academic year
   e. A faculty member with less than one year of service at CSU Channel Islands
   f. Upon completion of four total years of service on the URTPC, faculty members may choose to exempt themselves from any or all of the next four URTPC election cycles for their respective disciplinary area. To qualify for this exemption, the four total years of service on the URTPC are not required to be served consecutively. In order to be exempted, the faculty member shall notify FASE before the election is scheduled. If a faculty member does not provide notification in advance of the election, the faculty member's name shall be placed on the ballot, and, if elected, they shall serve for an additional two-year term.
   g. If there is only one eligible faculty member available to represent their disciplinary area as listed above, that faculty member may opt out of serving on the URTPC, and if so, the position in question shall revert to an at-large position for the next two-year term. However, given the unique nature of Library and Counselor faculty duties, if there is only one Full Librarian or Full Counselor faculty member eligible to serve after all exceptions listed above have been applied, the Full Librarian or Full Counselor faculty member in question shall serve on the URTPC.

4. If a member of the URTPC has a conflict of interest or believes that they cannot provide an unbiased recommendation regarding a candidate, the faculty member in question shall contact FASE with a request to be recused from committee deliberations on the candidate in question. The administrator in charge of FASE shall decide whether to grant the request. If the request is granted, the recused URTPC member shall not participate in the deliberations on the candidate in question, nor sign the corresponding evaluation and recommendation, but shall participate in review of other candidates.

5. The election process for the URTPC shall be conducted by the CSUCI Academic Senate, with the list of eligible faculty to be provided by FASE.

6. Before the end of the spring semester, all tenured and probationary faculty shall be invited to elect the following academic year's URTPC members from the list of eligible faculty in the disciplinary areas listed above.

7. In accord with the CBA stipulation that faculty unit employees shall not serve simultaneously on more than one level of peer review, URTPC members shall not serve on PPCs.

8. Given Program Chair workloads during the RTP evaluation calendar, Program Chairs shall not be included in the list of faculty eligible to serve on the URTPC, even if there are no faculty in a Program Chair's academic unit who are undergoing RTP review.

9. In the event that there are no eligible faculty available to serve on the URTPC from a given disciplinary area, the position in question shall revert to an at-large position.

E. PROGRAM PERSONNEL COMMITTEES (SEE ALSO SECTION S BELOW)

The Program Personnel Committee (PPC) shall be constituted as follows, in accord with Article 15 of the Collective Bargaining Agreement (CBA):

1. At the outset of each academic year (or according to the timeline in program bylaws), the probationary and tenured faculty of each program or equivalent unit shall elect a single three- or five-member Program Personnel Committee (PPC) of tenured faculty

for the purpose of evaluating and recommending faculty who are being considered for retention, tenure, and/or promotion.

2. In accord with the CBA, all PPC members shall have a higher rank/classification than all faculty being considered for promotion in a given year. Therefore, if program faculty members are under consideration for promotion to Full Professor, all PPC members shall hold the rank of Full Professor.

3. When there are insufficient eligible program faculty to constitute the PPC according to CBA requirements, the PPC shall include faculty from a related academic discipline(s).

4. In accord with the CBA stipulation that faculty unit employees shall not serve simultaneously on more than one level of peer review, faculty members already elected to the URTPC are ineligible to serve on the PPC.

5. In accord with the CBA, faculty unit employees being considered for promotion are ineligible for service on PPCs.

6. At the request of a program, the President may agree to permit faculty participating in FERP to stand for election to membership on a PPC. However, the PPC shall not be composed solely of faculty participating in FERP.

7. A Memorandum of Understanding shall determine PPC membership for joint-appointment faculty and shall also specify the PPS to be used for review of joint-appointment faculty. The Memorandum of Understanding shall comply with the CBA language on the constitution of PPCs for faculty members holding joint appointments (see article 15).

F. APPOINTMENT

Appointments of tenure-track faculty are of two kinds:

1. Appointment as probationary (tenure-track) faculty:

   a. Appointment to probationary status implies that a faculty member will earn tenure and/or promotion if their performance demonstrates levels of achievement as described in this document and those of their approved Program Personnel

Standards (or General Personnel Standards in the absence of approved PPS).

b. Normally, a probationary (tenure-track) faculty member is given a two-year initial appointment upon hire.

c. Probationary faculty with a two-year initial appointment shall undergo RTP reviews before they are reappointed to a third, fourth, fifth, and sixth probationary year, and for the granting of tenure and/or promotion.

d. Per the CBA, probationary faculty are normally eligible for tenure and promotion after six (6) years of full-time probationary service (and service credit, if applicable).

2. Appointment as tenured faculty:

a. Tenured faculty at the rank of Associate Professor, Associate Librarian, or Associate Counselor are subject to RTP review when they apply for promotion, normally during their fifth year of service at rank, per the CBA.

G. SERVICE CREDIT: CREDIT FOR PRIOR EXPERIENCE

1. Accomplishments during years for which service credit is granted shall never be sufficient in and of themselves for the granting of retention, tenure, and/or promotion.

2. A faculty member hired with service credit may include accomplishments made prior to their tenure-track appointment at CSU Channel Islands in their Portfolio for RTP review, for the purposes of demonstrating overall growth and development.

3. Per the CBA, a maximum of two years of service credit may be awarded to faculty at the time of their initial appointment.

H. PROFESSIONAL DEVELOPMENT PLAN

1. The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure,

and/or promotion. The plan shall be submitted before the start of the second semester of the faculty member's initial appointment, except for faculty hired at the rank of tenured Full Professor.

2. The PDP shall be reviewed and approved by the end of the faculty member's first full academic year of appointment.

3. The PDP shall describe the activities that the faculty member plans to undertake and the goals they plan to achieve in order to merit the granting of retention, tenure, and/or promotion, eventually to Full Professor. While more focus and specificity shall be given to planning for the first two years, the plan shall address the entire period prior to applying for tenure and/or promotion.

4. The purpose of the PDP is to provide CSUCI faculty members the opportunity to specifically address how —given their background, experience, and interests— they will meet University and program requirements for retention, tenure, and/or promotion, and to receive feedback on the plan from the PPC, the program Chair (if not on the PPC), and the Dean (or appropriate administrator for Counselor faculty).

5. The PDP is a planning document; it is not a formal agreement or contract. PDP statements for Teaching/and or Professional Activities; Scholarly and/or Creative Activities; and Service shall not exceed 500 words each. These statements shall describe the faculty member's professional goals, areas of interest, resource requirements, anticipated professional development activities, and expected accomplishments in each of the three aforementioned areas in order to meet the Program Personnel Standards (or General Personnel Standards in the absence of approved PPS) for retention, tenure, and/or promotion.

6. The approved PDP shall be included in the faculty member's Portfolio, which is submitted when applying for retention, tenure, and/or promotion. For tenured faculty, the PDP shall be included in the Portfolio when the faculty member applies for promotion.

7. The PDP shall be reviewed by the PPC, the Program Chair (if not on the PPC), and the Dean (or appropriate administrator for Counselor faculty), each of whom shall provide written feedback according to the timetable determined by FASE (or the Division of Student Affairs for Counselor faculty), and prior to the end of the faculty member's first full year of tenure-track service. The Dean or appropriate administrator shall be responsible for final approval of the PDP.

a. In the event that the PPC, Program Chair, or Dean (or appropriate administrator) does not approve the PDP, the faculty member shall revise and resubmit within two weeks.

b. After re-submittal, if the PPC, Program Chair, or Dean (or appropriate administrator) makes further suggestions for modifications, the faculty member shall, within two weeks, submit a revised PDP.

c. Revision of the PDP in subsequent years is not normally necessary. However, if a faculty member's focus shifts substantially from the PDP during the probationary period, an explanation regarding the shift in focus may be provided in the appropriate section of the Portfolio (e.g., cover letter or self-assessment narratives) when undergoing RTP review.

d. Faculty members may revise their PDP if it was written before the existence of PPS in the faculty member's academic program and if the faculty member elects during the probationary period to align their PDP with the new Program Personnel Standards rather than with the General Personnel Standards.

I. PROGRAM PERSONNEL STANDARDS

1. For all RTP actions, faculty performance shall meet established University and Program Personnel Standards (PPS) in order for a positive recommendation or decision to be made.

2. Each program's PPS shall include explicit expectations that candidates and reviewers shall incorporate both the PPS and the relevant university RTP policy in their deliberations.

3. Program Personnel Standards, developed by program faculty, shall be submitted for review and approval to the URTPC, which is elected by the CSUCI tenure track faculty as a whole. Prior to submission to the URTPC, the program shall submit PPS to the CSUCI Senate Committee on Equity and Anti-Racism (CEAR) for review and feedback. Following review and approval by the URTPC, PPS shall be submitted to the Provost (VPSA for Counselor faculty) for review and approval. Each program's PPS shall become effective upon approval by the URTPC and the Provost (VPSA for Counselor faculty).

4. PPS shall be reviewed by each academic program every five years from the approval date of the current PPS. If changes to PPS are proposed, the program shall submit the PPS to CEAR for review and feedback prior to submitting for approval to the URTPC and the Provost (VPSA for Counselor faculty). If no changes are proposed by the program, the PPS shall be forwarded for approval to the URTPC and the Provost (VPSA for Counselor faculty). Program Personnel Committees, the URTPC, or the President (or designee) may request that the PPS be reviewed earlier than the scheduled five-year review.

5. The Faculty Affairs Committee shall review (and revise as necessary) the General Personnel Standards following RTP policy changes, or every five years, unless otherwise requested by the CSUCI Senate, Provost, or President.

6. Each program shall state in its PPS the appropriate indicators of professional growth, development, and accomplishment for its faculty in the areas of Teaching (Professional Activities for Librarian and Counselor faculty); Scholarly and/or Creative Activities; and Service.

7. Teaching (for teaching faculty):
    a. All PPSs shall incorporate indicators of professional growth and accomplishment in the area of Teaching, as appropriate to the discipline. At a minimum, said indicators shall include peer observations of teaching and student responses to instruction (e.g., Student Ratings of Teaching, aka SRTs).
    b. PPS shall avoid overreliance on SRTs as evidence of growth and accomplishment in Teaching (in accord with SP 14-01[1]) and shall indicate the relative weight of SRTs vis-à-vis other appropriate indicators of growth and accomplishment in Teaching (e.g., peer observations; syllabi and teaching materials; curriculum development; teaching awards; narrative self-assessment; faculty development activities, etc.). Furthermore, PPS shall mention the possibility of bias in SRTs, and the option (per the CBA) of faculty to submit rebuttal statements in response to bias in SRTs.
    c. Each program shall indicate in its PPS how teaching for CSUCI's Extended University (i.e., "non-stateside" teaching) shall be considered

[1] See CSUCI Senate Policy 14-01: Policy on Student Ratings of Teaching.

when evaluating faculty contributions in the area of Teaching and/or Professional Activities for the purposes of retention, tenure, and/or promotion.

d. Without prior approval from the appropriate administrator, teaching and professional activities undertaken at institutions other than CSUCI after commencing employment at CSUCI shall not be considered part of a faculty member's accomplishments in the area of Teaching and/or Professional Activities for the purposes of retention, tenure, and/or promotion.

e. Each program shall indicate in its PPS how faculty use of and participation in high-impact teaching and learning practices that promote student success, especially for historically underrepresented groups, (e.g., culturally-relevant pedagogy, study abroad, embedded research, experiential/service-learning, learning communities, anti-racist pedagogical practices/curriculum development, etc.) shall be considered when evaluating faculty contributions in the area of Teaching and/or Professional Activities for purposes of retention, tenure, and/or promotion.

8. Professional Activities (for Library and Counselor faculty): PPS for Library and Counselor faculty shall incorporate indicators of professional growth and accomplishment in the area of Professional Activities as appropriate to their disciplines. Peer observations shall be one such indicator.

9. Scholarly and/or Creative Activities:
   a. As appropriate to its discipline(s), each program shall clearly indicate the appropriate editorial standards for faculty scholarship and creative work (e.g., peer reviewed, editorially reviewed, etc.) to be considered acceptable indicators of professional growth and accomplishment.
   b. PPS shall also indicate the relative weight of different editorial standards and authorship roles (e.g., sole author, lead author, co-author, etc.) for determining the professional growth and accomplishment of faculty in the area of Scholarly and/or Creative Activities.
   c. Scholarly and/or creative activities conducted and/or published in languages other than English shall be given the same consideration as those conducted and/or published in English for determining the professional growth and accomplishment of faculty in the area of Scholarly and/or Creative Activities.

10. Service:
    a. All PPSs shall incorporate indicators of professional growth and accomplishment in the area of Service, as appropriate to the discipline. PPS shall delineate the relative importance of service contributions to the program, the University, the discipline, and the community.

    b. PPS shall indicate that all faculty have a baseline service expectation of 20% of overall workload, as indicated by the assignment of the standard three (3) WTUs for service. Additionally, PPS shall indicate that faculty who receive reassigned time beyond the standard three (3) WTUs are expected to perform an amount of service consistent with the standard 20% of overall workload plus an additional amount of service commensurate with each additional WTU of reassigned time. Receipt of reassigned time for service beyond the standard three WTUs shall be considered by reviewers when evaluating overall accomplishment and growth in the area of Service.

    c. In accord with SR 20-10 and in recognition that certain faculty (e.g., faculty of color, faculty who identify as female, faculty who identify as LGBTQ+, faculty who teach unusually large classes/labs, etc.) may be more likely to carry an extra service burden, PPS shall state how issues of cultural taxation and invisible labor will be considered when determining the faculty member's professional growth and accomplishment in the area of Service.

11. Student Research Engagement:
    a. Each program shall indicate in its PPS the area(s) of professional contribution under which engagement with student research may be considered for RTP purposes and how such engagement shall be evaluated.
    b. Each discrete activity of student research engagement referenced by faculty members in their portfolio shall be considered under only one category of professional contributions: Teaching/and or Professional Activities; Scholarly and/or Creative Activities; or Service.

12. In the event that a faculty member's program area lacks its own approved PPS, the General Personnel Standards (GPS) shall serve as the guide for preparation and review of the candidate's Portfolio. It is strongly suggested that a candidate in such a situation obtain advice from FASE, from a faculty mentor, and/or from

their Program Chair when compiling their Portfolio.

13. If the faculty member's PPS changes during the interval between their initial appointment to a tenure-track position at CSU Channel Islands and the time of their application for retention, tenure, and/or promotion, or if the faculty member's academic unit creates PPS for the first time, the faculty member may choose to be reviewed under the new PPS or under the PPS (or GPS, if applicable) in effect at the time of their initial appointment.

J. PERIOD OF REVIEW

1. For reappointment, the period of review is the period since the last submission of the Portfolio for reappointment. Reappointment reviews shall be conducted keeping in mind the faculty member's overall growth and development in the progression toward tenure and/or promotion.

2. New faculty whose appointments begin in a fall semester shall submit a PDP (see Section H) and arrange for at least one peer observation (see Section K) before the start of their first spring semester as probationary faculty at CSUCI, as indicated in the RTP calendar published by FASE. Peer observations shall be submitted by observers directly to FASE.

3. New faculty whose appointments begin in a spring semester shall submit a PDP and arrange for at least one peer observation before the start of their second spring semester as probationary faculty at CSUCI. Peer observations shall be submitted by observers directly to FASE.

4. For reappointment in the 3rd probationary year (or 4th probationary year for faculty hired with one or two years of prior service credit), the period of review is the entire probationary period, including years for which service credit is granted.

5. For tenure, the period of review is the entire probationary period, including years for which service credit is granted.

6. For promotion, the period of review is the time spent in rank.

7. For promotion of tenured Associate Professors to the rank of Full Professor, the period of review is the time elapsed since the closure date of the portfolio submitted for promotion to Associate Professor.

K. THE PORTFOLIO

1. The Portfolio consists of all materials submitted by a faculty unit employee for purposes of review for retention, tenure, and/or promotion, as well as various required forms. The combined Portfolio and Personnel Action File (PAF) form the Working Personnel Action File (WPAF) and shall be considered as a whole during retention, tenure, and/or promotion reviews. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of review.

2. The Portfolio shall be compiled and submitted by the faculty member to be reviewed using the online platform indicated by FASE. It is the responsibility of the faculty member to ensure that the Portfolio is current and complete before it is submitted.

3. All faculty members undergoing RTP review shall submit their Portfolio in digital format using the online platform indicated by FASE. Faculty with documented disabilities covered by the Americans with Disabilities Act shall work with their Chair and CSUCI Human Resources to arrange for disability-related accommodations to allow them to successfully navigate the online RTP platform indicated by FASE (or to submit their Portfolio in another format if needed).

4. Materials may be added to the Portfolio until the submission deadline, at which time the Portfolio shall be declared complete.

5. After the submission deadline, materials may only be added to the Portfolio with the permission of the URTPC. Late additions to the Portfolio shall only be permitted for materials that become available after the Portfolio submission deadline and only if, in the judgment of the URTPC, the material in question is likely to substantively affect the evaluation rating of the faculty member. Furthermore, late additions to the Portfolio must be submitted by faculty members prior to the deadline determined by FASE. Materials added to the Portfolio after the portfolio submission deadline shall be returned to the PPC for review, evaluation, and comment before consideration at all subsequent levels of review.

6. Materials included in the portfolio may reflect all work undertaken during the entire time in rank at CSUCI, as well as work undertaken during prior appointments that contributed to the receipt of service credit, if applicable.

7. The Portfolio shall consist of a main body and an appendix. The main body of the Portfolio shall be comprised of the following items in the following order:

GENERAL

a. An optional cover letter: Faculty may include a cover letter, not to exceed 750 words, to contextualize their overarching contributions during their time at rank. The cover letter should not repeat a faculty member's CV or narrative self-assessments (described below). If faculty are applying for early tenure and/or promotion, the cover letter may be used to explain the accelerated timeline. The cover letter may also address issues of cultural taxation, invisible labor, or other equity-related concerns that reviewers should be aware of when evaluating the Portfolio.
b. The approved PPS (or GPS in the absence of approved PPS).
c. The approved PDP.
d. The faculty member's current curriculum vitae covering their entire academic and professional employment history.
e. For teaching faculty, a list of the faculty member's assigned Weighted Teaching Units (WTUs) for each semester at the current rank. The list shall include the WTUs for teaching, along with WTUs for reassigned time or approved leave, which shall be listed with their corresponding purpose.

TEACHING

a. A narrative self-assessment of activities and accomplishments in Teaching in reference to the applicable University standards as stated in this document and the program standards as stated in the PPS, not to exceed 1000 words.[2]
b. Narratives shall be cumulative, reflecting the faculty member's entire time at the current rank.

[2] Per CSUCI Senate Resolution 20-10, faculty are encouraged to include an assessment of anti-racist pedagogical practices in their self-assessment narrative.

c. For one-year review periods, narratives shall highlight activities and accomplishments since the prior submission of the portfolio, within the context of the faculty member's overall growth and development at the current rank.
d. A list of all classes (by semester) taught at the current rank with any relevant details such as modality, new preparations, and class size.
e. For probationary teaching faculty, including Librarians, a minimum of one peer observation of teaching from each probationary year under review. For tenured faculty, a minimum of one peer observation is required during the period of review. All peer observations shall be provided by a tenured faculty member at CSU Channel Islands who holds a rank higher than that of the faculty member being observed.
f. There is no need to include Student Ratings of Teaching (SRTs), as these are included by FASE in the Personnel Action File. Any faculty rebuttals regarding SRTs (per the CBA) are also included by FASE in the PAF. See section R and Appendix C for more information regarding such rebuttals.

PROFESSIONAL ACTIVITIES (For Librarians and Counselors only)

a. A narrative self-assessment of activities and accomplishments in Professional Activities in reference to the applicable University standards as stated in this document and the program standards as stated in the PPS, not to exceed 1000 words.
b. Narratives shall be cumulative, reflecting the faculty member's entire time at the current rank.
c. For one-year review periods, narratives shall highlight activities and accomplishments since the prior submission of the portfolio, within the context of the faculty member's overall growth and development at the current rank.
d. A list of primary professional activities at the current rank, along with any relevant details.
e. For probationary faculty, a minimum of one peer observation for each probationary year under review. For tenured faculty, a minimum of one peer observation is required during the period of review. All peer observations shall be provided by a tenured faculty member at CSU Channel Islands who holds a rank higher than that of the faculty member being observed.

SCHOLARLY AND/OR CREATIVE ACTIVITIES

a. A narrative self-assessment of activities and accomplishments in Scholarly and/or Creative Activities in reference to the applicable University standards as stated in this document and the program standards as stated in the PPS, not to exceed 1000 words.
b. Narratives shall be cumulative, reflecting the faculty member's entire time at the current rank.
c. For one-year review periods, narratives shall highlight activities and accomplishments since the prior submission of the portfolio, within the context of the faculty member's overall growth and development at the current rank.

SERVICE

a. A narrative self-assessment of activities and accomplishments in Service in reference to the applicable University standards as stated in this document and the program standards as stated in the PPS, not to exceed 1000 words.
b. Narratives shall be cumulative, reflecting the faculty member's entire time at the current rank.
c. For one-year review periods, narratives shall highlight activities and accomplishments since the prior submission of the portfolio, within the context of the faculty member's overall growth and development at the current rank.

8. The appendix of the Portfolio shall include the following items:

    a. For teaching faculty, syllabi for all courses taught at the current rank. When teaching multiple sections of the same course, only one syllabus from each course is required, unless significant changes were implemented.
    b. Supporting materials directly relevant to the accomplishments described in the self-assessment narratives (e.g., copies of scholarly or creative work, external letters of support, evidence of faculty development activities, evidence of equity/anti-racist pedagogical efforts, and any other specific documentation of accomplishments as required by the approved PPS or GPS). See Appendix B for terminology to describe stages of publication.

9. The appendix of the Portfolio may include the following optional items:

    a. For teaching faculty: evidence of teaching effectiveness (may include evidence of assessment of teaching practices and student learning outcomes). Some examples could include key assignments, supplemental teaching materials, service-learning projects, culturally relevant pedagogy, unsolicited student feedback, other evidence of student success beyond graduation, and successful IRA applications related to course SLOs.
    b. If applicable, evidence of cultural taxation, invisible labor, or other forms of hidden service not readily visible in traditional categories of evaluation.

L. REVIEW PROCESS AND LEVELS

The review of the Working Personnel Action File (WPAF) takes place at various levels in the following order, with a letter generated at each review level detailing how the faculty member met or did not meet the requirements of their PPS for the granting of retention, promotion, and/or tenure (or early promotion and/or tenure).

1. The Program Personnel Committee (PPC), which consists of three or five tenured faculty members shall review all files for retention, tenure, and/or promotion.

2. The Program Chair, if not serving as a member of the PPC, shall perform their own independent review of all files for retention, tenure, and/or promotion. In such cases, the separate reviews by the PPC and the Program Chair shall be conducted simultaneously and independently according to the calendar distributed by the office of Faculty Affairs, Success and Equity (FASE).

3. The appropriate Dean shall review all files for retention, tenure, and/or promotion.

4. The University Retention, Tenure, and Promotion Committee (URTPC) shall review all files for tenure and promotion.

5. The URTPC shall also review files for retention <u>only</u> if one or more of the following conditions apply:
    a. It is the faculty member's third probationary year at rank, if hired without service credit.
    b. It is the faculty member's fourth probationary year at rank, if hired with one or two years of service credit.
    c. There is a lack of agreement in the recommendations (i.e., retention vs. non-retention) among prior levels of review.
    d. All prior recommendations for retention are negative.
    e. It is requested by the faculty member under review.
    f. It is requested by a prior review level.
    g. It is requested by the President (or designee).

6. The Provost (VPSA for Counselor faculty) shall review all files for tenure and promotion.

7. The Provost (VPSA for Counselor faculty) shall also review files for retention only if one or more of the following conditions apply:

a. It is the faculty member's third probationary year at rank, if hired without service credit.

b. It is the faculty member's fourth probationary year at rank, if hired with one or two years of service credit.

c. There is a lack of agreement in the recommendations (i.e., retention vs. non-retention) among prior levels of review.

d. All prior recommendations for retention are negative.

e. It is requested by the faculty member under review.

f. It is requested by a prior review level.

g. It is requested by the President (or designee).

8. The President (or designee) shall review all files for tenure and promotion.

9. First-year review of probationary faculty:

a. Probationary faculty with a two-year initial appointment shall be reviewed during the second semester of their first year of service at CSUCI according to the calendar published by FASE. This initial review is a "periodic evaluation" as defined by the CBA (i.e., not for the purpose of deciding retention, tenure, and/or promotion).

b. The first-year review of probationary faculty shall be performed by the Program Personnel Committee and then by the Dean.

c. The elements of the probationary faculty member's WPAF to be considered during the first-year review are the following: the Professional Development Plan (see section H); a peer observation from the first semester of service as probationary faculty at CSUCI; and the appropriate Student Ratings of Teaching from the first semester as probationary faculty at CSUCI.

d. For the first-year review, the probationary faculty member may include in the

WPAF a single self-assessment narrative of no more than 1000 words to provide context regarding any of the elements being considered for review (as enumerated above in subsection "c"), or to provide context and/or considerations that reviewers should be aware of.

e. Rather than assigning formal ratings for the first-year review, the PPC and the Dean shall produce a brief narrative containing the following: 1) an assessment of the faculty member's performance along with any guidance and suggestions for improvement; 2) an assessment of the PDP indicating approval or providing guidance and instructions to revise and resubmit (per section H).

10. The Working Personnel Action File (WPAF) shall be reviewed according to the following schedules:

a. Review process for probationary faculty hired without service credit:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PPC	PPC	PPC	PPC	PPC	PPC
Chair*	Chair*	Chair*	Chair*	Chair*	Chair*
Dean	Dean	Dean	Dean	Dean	Dean
		URTPC			URTPC
		Provost			Provost
					President

**Chair submits their own evaluation and recommendation if not serving on PPC. In such cases, Chair review and PPC review are conducted simultaneously and independently.*

b. Review process for probationary faculty appointed with one year of service credit:

Year 1 at CI **Year 2 at Rank**	**Year 2 at CI** **Year 3 at Rank**	**Year 3 at CI** **Year 4 at Rank**	**Year 4 at CI** **Year 5 at Rank**	**Year 5 at CI** **Year 6 at Rank**
PPC	PPC	PPC	PPC	PPC
Chair*	Chair*	Chair*	Chair*	Chair*
Dean	Dean	Dean	Dean	Dean
		URTPC		URTPC
		Provost		Provost
				President

**Chair submits their own evaluation and recommendation if not serving on PPC. In such cases, Chair review and PPC review are conducted simultaneously and independently.*

c. Review process for probationary faculty appointed with two years of service credit:

Year 1 at CI **Year 3 at Rank**	**Year 2 at CI** **Year 4 at Rank**	**Year 3 at CI** **Year 5 at Rank**	**Year 4 at CI** **Year 6 at Rank**
PPC	PPC	PPC	PPC
Chair*	Chair*	Chair*	Chair*
Dean	Dean	Dean	Dean
	URTPC		URTPC
	Provost		Provost
			President

**Chair submits their own evaluation and recommendation if not serving on PPC. In such cases, Chair review and PPC review are conducted simultaneously and independently.*

d. Review process for faculty who were promoted to Associate Professor at CSUCI and are applying for promotion to Full Professor:

Year 5 **(normal time for applying for promotion, per CBA)**
PPC
Chair*
Dean
URTPC
Provost
President

**Chair submits their own evaluation and recommendation if not serving on PPC. In such cases, Chair review and PPC review are conducted simultaneously and independently.*

e. Review process for faculty whose initial appointment at CSUCI is at the rank of Associate Professor with tenure:

Year 1 at CI	Year 5 at CI (normal time for applying for promotion, per CBA)
PPC	PPC
Chair*	Chair*
Dean	Dean
	URTPC
	Provost
	President

**Chair submits their own evaluation and recommendation if not serving on PPC. In such cases, Chair review and PPC review are conducted simultaneously and independently.*

11. Materials to be submitted by faculty for inclusion in the Working Personnel Action File (WPAF):

Year at CI	Materials required for review of probationary faculty hired without service credit
1	PDP (see section H), a minimum of one peer observation, and all appropriate SRTs
2-6	Portfolio (see section K)

Year at CI	Materials required for review of probationary faculty hired with one year of service credit
1	PDP (see section H), a minimum of one peer observation, and all appropriate SRTs
2-5	Portfolio (see section K)

Year at CI	Materials required for review of probationary faculty hired with two years of service credit
1	PDP (see section H), a minimum of one peer observation, and all appropriate SRTs
2-4	Portfolio (see section K)

Year at CI	Materials required for review of faculty whose initial appointment at CSUCI is at the rank of Associate Professor with tenure
1	PDP (see section H)

Year at CI	Materials required for review of faculty at the rank of Associate Professor who are applying for promotion to Full Professor
5	Portfolio (see section K)
5	A minimum of one peer observation conducted during the period of review.

M. ELIGIBILITY TO PARTICIPATE IN THE RTP REVIEW PROCESS

1. Prior to participating in the RTP review process, all PPC and URTPC members, Program Chairs, and administrators (i.e., Deans, Provost, and President) shall complete anti-bias and equity training offered by FASE and the Director of Faculty Development. This training shall be required of all aforementioned participants at least once for every two years of service in the RTP review process. FASE shall be responsible for ensuring that all participants have met these training requirements. Anti–bias/equity training shall cover multiple dimensions of human difference, including but not limited to race, language, disability, ethnicity, religion, national origin, sexual orientation, gender, and age, as well as the propensity for bias in SRTs.

2. Tenured Associate Professors being reviewed for promotion are ineligible to serve in the RTP review process of faculty being considered for tenure and/or promotion.

3. Faculty unit employees and administrators serving in the RTP review process of faculty being considered for tenure and/or promotion shall hold a higher rank than the faculty whom they are reviewing. Consequently, some PPCs may have to be exclusively comprised of Full Professors (or equivalent).

4. Per the CBA, faculty unit employees shall not serve simultaneously on more than one level of review (e.g., faculty unit employees shall not simultaneously serve on the PPC and URTPC, nor shall they simultaneously serve on the PPC while also submiting their own independent evaluation as Program Chair).

N. REQUIREMENTS FOR RETENTION

1. The goal of the RTP process is to assist faculty members in developing productive careers in order to qualify for tenure and/or promotion at the conclusion of their probationary employment. To be retained during the probationary period, faculty members are required to demonstrate progress toward tenure and/or promotion such that a positive decision is likely at the end of the probationary period.

2. The decision to retain a probationary faculty member is an affirmation that sufficient progress is being made toward tenure and/or promotion according to the faculty member's PPS (or GPS in the absence of approved PPS) and the approved

PDP.

3. As indicated in PPS (or GPS in the absence of approved PPS), probationary faculty members are required to show appropriate growth, development, and achievement in each of the three areas of assessment: Teaching and/or Professional Activities; Scholarly and/or Creative Activities; and Service.

4. When weaknesses have been identified in earlier periods of review, probationary faculty members are expected to address these weaknesses explicitly in their self-assessment narratives and show appropriate improvement.

5. Eligibility for retention requires that faculty members receive at least one evaluation rating of "On track to meet Program Personnel Standards" or "On track to exceed Program Personnel Standards" from the highest level of review during the RTP cycle in which they are applying for retention. However, receiving a single evaluation rating of "On track to meet Program Personnel Standards" or "On track to exceed Program Personnel Standards" does not in and of itself guarantee the granting of retention.

6. Evaluation ratings achieved during retention reviews shall not imply that similar evaluation ratings will be achieved when applying for tenure and/or promotion. In other words, each RTP evaluation rating is not necessarily predictive of future ratings.

7. For retention reviews, ratings shall be assigned keeping in mind the faculty member's current year in the review process, as well as their overall growth and development in the progression toward tenure and/or promotion. Therefore, standards applied by reviewers shall be in line with reasonable expectations for probationary faculty growth, development, and achievement along their entire path toward tenure and/or promotion.

8. The decision to grant retention shall be based solely on review of the faculty member's performance as documented by the evidence contained within their WPAF.

O. REQUIREMENTS FOR TENURE

1. The granting of tenure is the most significant personnel action that the University takes, as it represents an affirmation that the probationary faculty member will be an asset to the University over their entire career. Therefore, a positive tenure decision requires that the probationary faculty member has displayed a level of growth, development, and achievement that meets the expectations stated in this document and the PPS (or GPS in the absence of approved PPS).

2. Eligibility for the awarding of tenure requires requires that the faculty member receive ratings of "Meets Program Personnel Standards" or "Exceeds Program Personnel Standards" in all areas of evaluation (Teaching and/or Professional Activities; Scholarly and/or Creative Activities; and Service) from the highest level of review during the RTP cycle in which they are applying for tenure.

3. Evaluation ratings achieved during retention reviews shall not imply that similar ratings will be achieved when applying for tenure and/or promotion. In other words, each RTP evaluation is not necessarily predictive of future ratings.

4. Per the CBA, the normal period of probation is a total of six (6) years of full-time probationary service and credited service, if any. The ability to request an extension of the tenure clock beyond the normal six (6) years is provided per the appropriate provisions in Article 13 of the CBA that describe "Extensions of the Probationary Period."

5. The granting of tenure before the normal six (6) years of full-time probationary service and credited service (as specified in the CBA) is rare but may be considered under exceptional circumstances. The awarding of early tenure shall be at the discretion of the President (or designee), taking into consideration the evaluations and recommendations from all other levels of review. Early tenure shall be reserved for faculty members who have demonstrated a record of sustained excellence over the probationary period. Eligibility for the awarding of early tenure requires candidates to receive ratings from the highest level of review of "Exceeds Program Personnel Standards" in at least two areas of evaluation, one of which must be Teaching and/or Professional Activities, and a rating of at least "Meets Program Personnel Standards" in the third area of evaluation during the RTP cycle in which they are applying for early tenure.

6. Applications for tenure submitted more than one year early shall not be accepted.

7. The length and breadth of the applicant's entire record—including, when appropriate, service at the rank of Lecturer—may be considered so as to determine the likelihood that prior patterns of achievement and contribution will be sustained if early tenure is granted.

8. The decision to grant tenure shall be based solely on a review of the faculty member's performance as documented by the evidence contained in the WPAF.

9. Faculty members at the rank of Assistant Professor who are applying for early tenure and/or promotion shall inform FASE of their early application prior to the first day of instruction of the fall semester during which they are applying.

P. REQUIREMENTS FOR PROMOTION

1. Eligibility for the granting of promotion to Associate Professor and Professor (or their equivalents) requires that the faculty member receive ratings of "Meets Program Personnel Standards" or "Exceeds Program Personnel Standards" in all areas of evaluation (Teaching and/or Professional Activities; Scholarly and/or Creative Activities; and Service) from the highest level of review during the RTP cycle in which they are applying for promotion.

2. As stated in the CBA, probationary faculty shall normally be considered for promotion at the same time that they are considered for tenure.

3. As stated in the CBA, tenured Associate Professors are normally eligible to apply for promotion to Full Professor during their fifth year at rank at CSUCI.

4. Evaluation ratings achieved in retention reviews shall not imply that similar ratings will be achieved when applying for tenure and/or promotion. In other words, each RTP evaluation rating is not necessarily predictive of future evaluation ratings.

5. Because the professoriate entails continual growth and development, the University expects that tenured faculty will continue to strive for excellence in all three areas of evaluation, and that successful faculty members will display accomplishments and continued growth throughout their careers. Therefore, the decision to grant promotion to

the rank of Professor shall be based on a record that indicates sustained vitality and commitment to the standards described in this document and in the PPS (or GPS in the absence of approved PPS).

6. As with early tenure, the awarding of early promotion is rare, but may be considered under exceptional circumstances. The awarding of early promotion shall be at the discretion of the President (or designee), taking into consideration the evaluations and recommendations from all other levels of review. Early promotion shall be reserved for faculty members who have demonstrated a record of sustained excellence over the probationary period. Eligibility for the awarding of early tenure requires candidates to receive ratings from the highest level of review of "Exceeds Program Personnel Standards" in at least two areas of evaluation, one of which must be Teaching and/or Professional Activities, and a rating of at least "Meets Program Personnel Standards" in the third area of evaluation during the RTP cycle in which they are applying for early promotion.

7. Applications for promotion submitted more than one year early shall not be accepted.

8. The length and breadth of the applicant's entire record—including, when appropriate, service at the rank of Lecturer—may be considered so as to determine the likelihood that prior patterns of achievement and contribution will be sustained if early promotion is granted.

9. The decision to grant promotion shall be based solely on a review of the faculty member's performance as documented by the evidence contained in the WPAF.

10. Faculty members who are applying for early promotion shall inform FASE of their early application prior to the first day of instruction of the fall semester during which they are applying for promotion.

Q. PROCEDURES FOR RTP EVALUATIONS, RECOMMENDATIONS, AND DECISIONS

1. At all levels, those responsible for evaluating faculty and recommending actions shall review each WPAF with clear and specific reference to the applicable personnel

standards, which shall be the approved PPS (or GPS in the absence of approved PPS) as well as this RTP policy document.

2. Recommendations and evaluations at each level of review, as well as the final decision on retention, tenure, and/or promotion, shall be documented in writing.

3. The URTPC is authorized to interpret both this document and the PPS (or GPS in the absence of approved PPS) in cases of dispute.

4. Service in the RTP review process is part of the normal and reasonable duties expected of tenured faculty.

5. Lobbying or harassing reviewers in the performance of their duties in the RTP process constitutes unprofessional conduct. Allegations of such conduct shall be reported to the Dean and/or FASE for investigation and follow-up.

R. RIGHTS AND RESPONSIBILITIES OF FACULTY MEMBERS

1. It is the responsibility of all tenured and probationary faculty members to familiarize themselves with this University RTP Policy. FASE shall provide each newly hired faculty member a copy of this document at the time of initial appointment.
2. Faculty members are encouraged to seek the aid of their Program Chair, the Office of Faculty Development, and/or their PPC in understanding the University's RTP policies and in preparing their Portfolio.
3. Faculty members undergoing RTP review are responsible for the timely submission of their Portfolio in accord with the RTP schedules published by FASE, and for including all required elements as stated in this RTP Policy and their respective Program Personnel Standards (or General Personnel Standards in the absence of approved PPS).

4. The University recognizes the responsibility of senior faculty to act as mentors for faculty members who have not yet achieved full professorship and encourages faculty undergoing the RTP review process to seek out mentoring from senior faculty in their own or other disciplines.

5. In accord with the CBA, at all levels of RTP review, the faculty member may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the

evaluation and/or recommendation within ten (10) days following receipt of the evaluation and recommendation. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File and shall also be sent to all previous levels of review.

6. In accord with the CBA, faculty may submit to their PAF rebuttal statements regarding Student Ratings of Teaching (SRTs) when faculty believe that additional information is needed or in the case of perceived student bias. All levels of RTP review shall consider such rebuttal statements when reviewing underlying SRTs..
7. All rebuttal statements written by faculty members shall be submitted to FASE for inclusion in the PAF. Faculty are encouraged to review appendix C for further guidance regarding rebuttal statements.

S. RESPONSIBILITIES OF PROGRAM PERSONNEL COMMITTEES

1. To add to the faculty member's WPAF a signed evaluation and recommendation based on review of the WPAF, in accord with the RTP schedules published by FASE. Evaluations shall specifically state how the faculty member has met or has not met expectations outlined in the relevant PPS.

2. To ensure that the written evaluation reflects the perspectives of the entire committee with regard to the faculty member's performance.

3. To approve, by simple majority vote, the evaluation and recommendation, which shall then be signed in alphabetical order by all committee members.

4. To meet with the faculty member under review about their evaluation and/or recommendation, if such a meeting is requested by the faculty member within ten (10) days following receipt of the evaluation and recommendation.

5. To review and provide written feedback on PDPs submitted by faculty members.

T. RESPONSIBILITIES OF PROGRAM CHAIRS

1. To ensure that all newly hired faculty members have received all documents relating to

PPS and RTP policy and procedures.

2. To serve as a mentor for the faculty members in their program who are undergoing RTP review with regard to any questions that may arise in the compilation of the Portfolio or other requirements of the RTP process, such as observations of teaching and/or professional activities.

3. Given the Program Chair's unique vantage point within the program, the Program Chair, unless they are serving as a member of the PPC, shall add to the faculty member's WPAF an independent, signed evaluation and recommendation based on review of the WPAF, in accord with the RTP schedules published by FASE. If not serving on the PPC, the Chair's review shall be conducted simultaneously to the PPC review. Evaluations shall specifically state how the faculty member has met or has not met expectations outlined in the relevant PPS.

4. To meet with the faculty member under review regarding their evaluation and/or recommendation, if such a meeting is requested by the faculty member under review within ten (10) days following receipt of the evaluation and recommendation.

5. Program Chairs not holding a higher rank than faculty members who are undergoing review for retention, tenure, and/or promotion shall recuse themselves from the RTP review process for the faculty members in question.

6. If a Program Chair is undergoing RTP review, they are ineligible to participate in the RTP review process either as a PPC member or as Program Chair.

7. Given Program Chairs' workloads during the RTP review cycle, Program Chairs shall not be included in the list of faculty eligible to serve on the URTPC, even when there are no faculty in a Program Chair's academic unit undergoing RTP review. However, given the unique nature of Librarian and Counselor faculty duties, if the only eligible faculty member eligible to serve on the URTPC is the Library Program Chair (or equivalent role for counselor faculty), the Chair in question shall shall serve on the URTPC, rather than serving on the PPC, and shall not perform a Chair review at the program level.

8. If the Program Chair is not serving on the PPC, the Program Chair shall review and provide written feedback on PDPs submitted by faculty members in their unit.

U. RESPONSIBILITIES OF DEANS

1. To add to the faculty member's WPAF a signed evaluation and recommendation based on review of the WPAF, in accord with the RTP schedules published by FASE. Evaluations shall specifically state how the faculty member has met or has not met expectations outlined in the relevant PPS.

2. To meet with the faculty member under review regarding their evaluation and/or recommendation, if such a meeting is requested by the faculty member within ten (10) days following receipt of the evaluation and recommendation.

3. To review, provide written feedback on, and approve PDPs submitted by faculty members.

4. Deans undergoing RTP review are ineligible to participate in the RTP review process.

5. Deans shall not delegate to Associate Deans the RTP responsibilities listed above except in the case of extraordinary circumstances (e.g., illness or incapacitation) and only upon the approval of the Provost.

V. RESPONSIBILITIES OF THE UNIVERSITY RETENTION, TENURE, AND PROMOTION COMMITTEE

1. To review and comment on proposed PPS, or revisions to existing PPS or GPS, and recommend approval, disapproval, or amendments to the Provost (VPSA for Counselor faculty).

2. To review all files for tenure and promotion.

3. To review each WPAF of faculty applying for retention in their third probationary year at rank if hired without service credit.

4. To review each WPAF of faculty applying for retention in their fourth year at rank if hired with one or two years of service credit.

5. To add to the faculty member's WPAF a signed evaluation and recommendation based

on review of the WPAF, in accord with the RTP schedules published by FASE. Evaluations shall specifically state how the faculty member has met or has not met expectations outlined in the relevant PPS.

6. To approve, by simple majority vote, the committee's evaluation and recommendation, which shall then be signed in alphabetical order by all committee members.

7. To meet with the faculty member under review regarding their evaluation and/or recommendation, if such a meeting is requested by the faculty member within ten (10) days following receipt of the evaluation and recommendation.

8. To review the WPAF of faculty applying for retention under any of the special circumstances listed in Section L.

W. RESPONSIBILITIES OF THE PROVOST (or VPSA FOR COUNSELOR FACULTY)

1. To review each WPAF of faculty applying for tenure and/or promotion.

2. To review each WPAF of faculty applying for retention in their third probationary year at rank if hired without service credit.

3. To review each WPAF of faculty applying for retention in their fourth year at rank if hired with one or two years of service credit.

4. To add to the faculty member's WPAF a signed evaluation and recommendation (or a decision, if and when such authority is delegated by the President) based on review of the WPAF, in accord with the RTP schedules published by FASE. Evaluations shall specifically state how the faculty member has met or has not met expectations outlined in the relevant PPS.

5. To meet with the faculty member under review regarding their evaluation and/or recommendation, if such a meeting is requested by the faculty member within ten (10) days following receipt of the evaluation and recommendation.

6. To review, comment on, and subsequently approve or disapprove proposed Program Personnel Standards (or modifications to General Personnel Standards) following receipt

of PPS (or GPS) from the URTPC.

7. To review the WPAF of faculty applying for retention under any of the special circumstances listed in Section L.

X. RESPONSIBILITIES OF THE PRESIDENT

1. To confer with the URTPC if the President is considering a decision on retention, tenure, and/or promotion that is contrary to a majority vote of the URTPC.

2. To draft a signed letter regarding the President's decision on the faculty member's tenure and/or promotion in accord with the RTP schedules published by FASE. Copies of such letters shall be provided to the faculty member, the Provost (VPSA for Counselor faculty), FASE (for placement in the faculty member's PAF), the Dean, and the Program Chair.

3. If tenure is denied, the President shall notify the faculty unit employee, by June 1, of a subsequent probationary appointment or a terminal year appointment. Terminal year appointments shall be limited to probationary faculty unit employees who have served a minimum of three (3) years at rank at CSUCI.

4. The President shall have the authority to delegate their RTP responsibilities stipulated in this policy to another appropriate administrator as the President's designee.

Y. CONFIDENTIALITY

1. California Law (Civil Code, Section 1798) provides that no personal records of state employees may be disclosed to others except under certain specified conditions. It is the explicit object of this legislation to protect the privacy of employees. Anyone knowingly participating in unauthorized disclosures of information from personnel records is subject to both civil and criminal penalties. The fact that an employee has disclosed an item or information to others is not listed by the State as one of the specific conditions justifying the release of the file to others.

2. Every effort shall be made by everyone involved in the RTP process to safeguard the contents of WPAFs and access to them.

Appendix A: Portfolio Checklist

The following checklist is for the use of faculty in preparing their Portfolio. This checklist is **not** required to be submitted with the portfolio. All materials required in the Portfolio are also specified in Section K of this policy.

Note: Full portfolios are not required for probationary (untenured) faculty who are in their first year of service as Assistant Professors at CSUCI, nor for tenured Associate Professors who are in their first year of service at CSUCI. See section L, point 11, for more details on materials to be submitted during each year of the RTP process.

MAIN BODY OF PORTFOLIO

GENERAL

	An optional cover letter (not to exceed 750 words) to contextualize overarching contributions during time at rank. See section K for more details.
	Approved Program Personnel Standards (or GPS in the absence of approved PPS)
	Approved Professional Development Plan (PDP)
	Curriculum vitae covering the faculty member's entire academic and professional employment history
	For teaching faculty, a list of the faculty member's assigned 15 WTUs for each semester at the current rank. The list shall include WTUs for teaching, along with WTUs for reassigned time or approved leave, which shall be listed with their corresponding purpose.

TEACHING

	Narrative self-assessment highlighting accomplishments in Teaching (limited to 1000 words)
	List of all classes taught by semester at the current rank, along with any relevant details (e.g., modality, new preparations, class size, etc.)
	Peer observations: a minimum of one peer observation of teaching for each probationary year

PROFESSIONAL ACTIVITIES (For Librarians and Counselors only)

	Narrative self-assessment highlighting accomplishments in Professional Activities (limited to 1000 words)
	List of primary professional activities at the current rank, along with any relevant details
	Peer observations: a minimum of one peer observation for each probationary year

SCHOLARLY and/or CREATIVE ACTIVITIES

	Narrative self-assessment highlighting accomplishments in Scholarly and/or Creative activities (limited to 1000 words).

PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

	Narrative self-assessment highlighting accomplishments in Service (limited to 1000 words)

CHECKLIST FOR PORTFOLIO APPENDIX

The appendix of the Portfolio shall include the following items:

	For teaching faculty, syllabi for all courses taught at the current rank. When teaching multiple sections of the same course, only one syllabus from each course is required, unless significant changes were implemented.
	Supporting materials directly relevant to the accomplishments described in the self-assessment narratives (e.g., copies of scholarly or creative work, external letters of support, evidence of faculty development activities, evidence of equity/anti-racist pedagogical effort, and any other specific documentation of accomplishments as required by the approved PPS or GPS). See Appendix B for further details and terminology to describe stages of the publication process.

The appendix of the Portfolio may include the following optional items:

	Evidence of teaching effectiveness (may include evidence of assessment of teaching practices and student learning outcomes). Some examples could include key assignments, supplemental teaching materials, service-learning projects, culturally relevant pedagogy, unsolicited student feedback, other evidence of student success beyond graduation, and successful IRA applications related to course SLOs.
	If applicable, evidence of cultural taxation, invisible labor, or other forms of hidden service load not readily visible in traditional categories of evaluation.

APPENDIX B: Documentation of Scholarly and/or Creative Activities

A. Documentation of scholarly and/or creative work presented for RTP purposes is required and shall be included in the appendix to the Portfolio. This documentation may include the following:

1. Complete citations, in the style customary to the faculty member's discipline, for each of their published scholarly and/or creative works.

2. Evidence of each of the faculty member's published scholarly and/or creative works. For works presented in a medium other than print, the evidence may be in a form suitable for review as appropriate to the discipline.

3. Copies of letters of acceptance for works that are "in press" or otherwise in the process of publication.

4. If citing work in progress as evidence of scholarly and/or creative activities, documentation shall be provided for said works. This documentation may include copies of intramural and extramural grant proposals; grant award letters; abstracts of papers presented at professional meetings; papers under review for publication; copies of manuscripts in preparation; being a discussant of presented papers; etc.

5. Care shall be taken to distinguish work in progress from that already completed by using terminology such as that listed below.

B. Terminology related to the publication process: Faculty shall use the following terminology to describe the publication status of their scholarly and/or creative works:

1. Published: The scholarly or creative work has appeared in print and/or electronically, or has been exhibited/performed.

2. In Press: The scholarly or creative work is currently in the production process, with an expected publication/exhibition/performance date.

3. Accepted: The publisher has accepted the work without further revisions, but it has not yet been assigned a publication/exhibition/performance date.

4. Revise and Resubmit: The work has been through initial peer review and has been returned to the author for revision prior to a decision on publication, exhibition, or performance.

5. Submitted: The publisher has provided written confirmation that the work has been received for initial review.

6. In Progress: A project is in development but has not yet been submitted to a publisher.

APPENDIX C: Guidelines for Rebuttal Statements by Faculty

A. Rebuttals to RTP Evaluations[3]

1. The CBA provision (Article 15.5) regarding rebuttal statements applies to all faculty undergoing any form of evaluation and is particularly relevant for faculty under review for retention, tenure, and/or promotion:

   "At all levels of review, before recommendations are forwarded to a subsequent review level, faculty unit employees shall be given a copy of the recommendation and the written reasons therefore. The faculty unit employee may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File and also be sent to all previous levels of review. This section shall not require that evaluation timelines be extended."

2. Faculty are encouraged to keep in mind the following guidelines when writing a rebuttal statement:
   a. Be brief and directly responsive to issues raised in the evaluation; match evaluation comments with your rebuttal or responsive statement.
   b. Rebuttals cannot be used to submit new evidence, but may be used to point out evidence that has been overlooked by reviewers.
   c. Focus on correcting facts that may have been misinterpreted by that level of review.
   d. While rebuttals may be addressed to the level of review immediately completed, the intended audience should be those who have yet to read the file.
   e. It can be helpful to have a colleague proofread your rebuttal before you submit it.
   f. Submit rebuttal statements to FASE for inclusion in your PAF.

[3] Adapted from CFA Faculty Rights Tip, Nov. 3, 2021.
https://www.calfac.org/faculty-rights-tip-peer-review-committees-for-tenure-line-hiring-2/

B. Rebuttals to Student Ratings of Teaching (SRTs)[4]

1. The CBA allows faculty undergoing RTP review to submit written rebuttal statements regarding SRTs when it is believed that more information is needed or in the case of student bias.
2. Faculty shall include in their rebuttals information needed to contextualize SRTs and/or a response to student bias in SRTs.
3. Faculty shall submit rebuttals to FASE for inclusion in their PAF.
4. Faculty are encouraged to submit their SRT rebuttals as soon as possible after receipt of the SRTs in question (to have details fresh in mind and to avoid rushing to meet deadlines for RTP portfolio submission).
5. Faculty are encouraged to review the following guidelines prior to drafting their rebuttal statement regarding SRTs:
    a. Be specific: If there are particular courses, sections, or terms that require additional contextualization, identify them and provide directly relevant contextual information.
    b. Be constructive: If there are data or documents in the WPAF or Portfolio that help to contextualize SRTs with respect to teaching effectiveness, refer to them and locate them in the file.
    c. Be professional: Avoid characterizing or speculating on which student(s) may have provided particular comments or scores.
    d. Candidates may also wish to include references to peer-reviewed research that documents known limitations of student course evaluations, such as the following:

Kreitzer, R.J., Sweet-Cushman, J. "Evaluating Student Evaluations of Teaching: A Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform." *Journal of Academic Ethics* 20, 73–84 (2022).

[4] Adapted from "Rebutting Student Evaluations." San Diego State University Office of Faculty Advancement & Student Success, June 1, 2022. https://fa.sdsu.edu/_resources/files/tenuretrack_evaluations/rebuttingstudentevaluations2022-2023.pdf