

Appendix J: Section IX.B.

B. Assessment of the Areas of Performance for RTP

All faculty are expected to create inclusive learning environments and ensure that students are provided with equitable opportunities for success. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below, and should be identified in the appropriate section of the WPAF:

1. Effectiveness

a) Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.

(1) It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:

- Exposing students to a diverse ensemble of scholars
- Integrating diverse examples/voices into curriculum
- Developing/Implementing inclusive pedagogies
- Provide space for students to share their identities and common experiences
- Building inclusive community/cohorts
- Incorporate indigenous peoples & knowledge in curriculum where appropriate
- Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
- Providing a variety of ways in which students can demonstrate mastery of course material

(2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.

(3) Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:

- 1) Clearly defined student learning outcomes
- 2) Appropriate learning activities
- 3) Samples of student exams and essays

4) Designed course materials.

(4) Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:

1) Acquiring theoretical and empirical research-based knowledge about effective learning and teaching;

2) Reflecting upon and practicing such knowledge in the educational setting;

3) Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness; and

4) Reflecting on and understanding how positionality impacts the learning environment and teaching/learning experience.

5) Understanding *and* working toward equity-minded teaching practices.

(5) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

(6) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities.

(7) Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities and availability of the faculty member on a regular basis to assist the academic needs of students.

(8) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement of and supporting statements from former students.

(9) Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for

RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.

b) Effectiveness in Librarianship – is essential for retention, tenure, and promotion. Effective librarianship demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.

(1) Library faculty who teach will strive to teach culturally grounded information literacy.

(2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen librarianship skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students.

(3) It is expected that librarian faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed.

(3) The primary emphasis of this area is on the quality of librarianship. Evaluations of effectiveness in librarianship shall be based primarily on written statements from faculty members within the candidate's area of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways such as classroom visitations, team teaching, mutual service on department and library committees, etc. The library shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.

(4) Specific performance criteria for effectiveness in librarianship shall be developed as part of the Library Faculty Personnel Policies and Procedures and included in a candidate's WPAF.

(5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service and student evaluations.

c) Counseling Effectiveness – is essential for retention, tenure, and promotion. Effective counseling demands the clear communication of disciplinary/subject matter

knowledge and the transformation and extension of that knowledge to a diverse student population.

(1) It is expected that faculty will continually improve their understanding of counseling practices and strengthen counseling skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students of diverse backgrounds and experiences.

(2) It is expected that counseling faculty will continually strive to create welcoming and inclusive environments, where students from diverse backgrounds and cultures are treated equitably, and all students have access to the support they need.

(3) The primary emphasis of this area is on the quality of counseling. Evaluations of counseling effectiveness shall be based primarily on written statements from faculty members within the candidate's areas of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as videotapes of counseling, co-therapy, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes. The department shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.

(4) Specific performance criteria for effectiveness in counseling shall be developed as part of the Counseling Faculty Personnel Policies and Procedures and included in a candidate's WPAF.

(5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of improvement or achievement, and supporting statements from former students.

(6) Written student evaluations of both individual and group counseling are required. Such evaluations may include both quantitative and qualitative components and should be garnered from a significant proportion of students participating in counseling with the candidate. Student evaluations and letters will be used as one element in assessing the quality of counseling, but not as the sole indicator of such quality.

2. Scholarly/Creative Activities

Faculty are expected to engage in an ongoing program of scholarly/creative activities and be guided by their department/unit criteria and standards. Faculty may make

contributions toward equity and inclusion in their scholarly/creative activities. Examples of such activity *could* take the form of Scholarly/Creative Activities that:

- Utilize community-based methods
- Recognize diverse ways of knowing
- Use critical theories and methodologies
- Emphasize research *with* rather than *on* minoritized communities
- Give presentations to marginalized communities
- Provide opportunities for minoritized students, e.g. research, internship or student assistant opportunities.

Scholarly/creative activities may be defined using the five interrelated dimensions of scholarship proposed by Ernest Boyer in *Scholarship Reconsidered*: Discovery, Integration, Application, Teaching, and Engagement. Scholarly/creative activity shall be characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. (See Figure 2) Collegial/peer review appropriate to the discipline is required and shall be defined in the department/unit RTP criteria and standards

There is no expectation that faculty would have contributions in each of the five dimensions of scholarship. Faculty members should engage in scholarly/creative activities appropriate to their discipline and described in their PDP.

a) The scholarship of discovery refers to the pursuit of inquiry and investigation in search of new knowledge. It is documented through critically evaluated and professionally recognized activities such as but not limited to:

- 1) Journal articles
- 2) Monographs
- 3) Proceedings
- 4) Poems
- 5) Stories
- 6) Artistic creations
- 7) Awarded grants and evidence of subsequent work
- 8) Public performances
- 9) Published books
- 10) Professional presentations.

b) The scholarship of integration consists of making connections across disciplines and/or advancing knowledge through synthesis as demonstrated by activities such as but not limited to:

- 1) Writing textbooks
- 2) Developing educational media

- 3) Writing for non-specialists
- 4) Sponsoring colloquia and forums
- 5) Shaping a core curriculum
- 6) Preparing computer software
- 7) Integration of professional experiences in classrooms
- 8) Critical review articles
- 9) Editing books.

c) The scholarship of application asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge. It is documented by using knowledge to address demanding, substantive human problems. It is demonstrated in activities such as but not limited to:

- 1) Conducting applied research and evaluation
- 2) Consultation with and/or providing technical assistance for community/organizations
- 3) Developing new products, practices, clinical procedures, new artistic works,
- 4) Performing clinical service
- 5) Promoting experiential learning and professional development.

d) The scholarship of teaching includes not only transmitting knowledge, but also transforming and extending it through activities such as but not limited to:

- 1) Designing new courses
- 2) Writing textbooks
- 3) Published research in teaching and learning
- 4) Creation of course software
- 5) Creation of technology-mediated instruction
- 6) Shaping a core curriculum
- 7) Developing innovative and/or inclusive pedagogy.

e) The scholarship of community engagement connects any of the above dimensions of scholarship to the understanding and solving of pressing societal, environmental, civic, and ethical problems. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community. It can be trans-disciplinary and often integrates some combination of multiple forms of scholarship. For example, service learning can integrate the scholarship of teaching, application, and engagement while community-based participatory research can integrate the scholarship of discovery integration, application and engagement.

f) A list of activities evaluated by the candidate's colleagues is preferable to a list alone. Departments are encouraged to develop additional discipline oriented criteria within the

framework of this definition. Scholarly and creative activities in progress shall weigh less heavily than work completed.

3. Service

All faculty shall offer reasonable contributions to the university, the profession and/or the community as defined by department/unit RTP criteria and standards. In the area of participation in professional organizations, documented evidence of participation and leadership roles shall be considered more significant than mere membership. It is expected that the faculty member will demonstrate service through activities such as but not limited to:

- a) Service to the university, profession and community
- b) Participation on department/school, college and university committees, including shared governance activities
- c) Working collaboratively and productively with colleagues
- d) Mentoring colleagues
- [e\) Non-Academic and/or academic mentoring of minoritized students](#)
- f) Participation in traditional academic functions such as convocation and commencement; student outreach activities, etc.
- g) Participation in group projects directed toward accomplishing department/school, college and university goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc.
- h) Contributions to the community-at-large such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one's discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular importance.
- [i\) Giving presentations at the Campus & Community Dialogue on Race \(CDOR\)](#)
- [j\) Serving as the equity advocate on search committees](#)
- [k\) Serving on committees and programs to close opportunity and equity gaps](#)
- [l\) Leadership in professional organizations whose goal is to increase the representation of minoritized students or faculty in their discipline/profession](#)
- [m\) Serve on working groups in order to improve community engagement \(e.g. Equity Arcata, etc.\)](#)

[The above list of university and community service activity examples is derived from faculty professional responsibilities described in "Article 20—Workload" of the Collective Bargaining Agreement.](#)

4. Candidates' contributions to their departments or programs other than teaching/ librarianship/ counseling, their participation in department programs, advising, college and university committees, and their extra departmental work in the university at large will be considered as to extent and quality. Activities which can be identified in a

candidate's area of service within the university shall weigh more heavily than activities which cannot be so defined.

5. Any activity, including participation in faculty development, which the candidate feels should be considered by personnel committees but which does not conveniently fit one of the above categories (Effectiveness, Scholarly/Creative Activities, or Service), should be listed separately in the candidate's file and so identified. 15.12a