

**CLASS Review Process and Dossier Materials for
Probationary or Reappointment of Lecturers & Professors of Practice**

Procedure based on CSU-AAUP agreement Article 12.2 and 12.3

6th year review - Dossiers are due September 1

4th, 9th, 12th, and 18th year reviews - Dossiers are due October 7th

College Lecturer and Professors of Practice shall be reviewed in the following years of service – 4th, 6th, 9th, 12th, and 18th (CSU-AAUP Article 12.2 E and 12.3 E). For all review years, both student evaluations and peer evaluations are expected to document competency in teaching.

4th and 6th Year Review Process

In the 4th and 6th year, reviews for reappointment “require an extensive teaching and professional service portfolio review” or dossier/edossier.

The standard to be met is fully competent teaching and full engagement in the life of the Department.

(1) Teaching. The standards are comprehensive knowledge of the field of study, thorough preparation, intense interest in students as well as sensitivity to student concerns, open-mindedness, independence and integrity, and above all, intellectual enthusiasm which is transmitted to students.

(2) Professional Service. A University faculty member is a "citizen, a member of a learned profession, and an officer of an educational institution," according to the 1940 joint AAUP/AAC Statement of Principles on Academic Freedom and Tenure. After a period of personal growth and development as a teacher, a faculty member may properly be expected to assume increased responsibility, in keeping with the faculty member's professional interests, for the governance of the University, the standards of the faculty member's discipline, and the welfare of the civic community. (CSU-AAUP 12.2 F and 12.3 G)

9th, 12th, and 18th Year Review Process

In the 9th, 12th and 18th year reviews for reappointment will be less comprehensive. CLASS has interpreted this to mean the candidates should submit the appropriate materials (listed below) for the period of time since the last review.

Dossiers should include supporting materials to demonstrate “fully competent teaching” and full engagement in the life of the department or school including current statements of teaching philosophy, teaching effectiveness, and service contributions as well as supporting materials (per the dossier list below) since the candidate’s last review.

The review of the dossiers/edossiers is streamlined in these subsequent years. Candidates who receive positive recommendations from the both their DPRC and chair/director will not need to be reviewed by the CLASS PRC. The Dean will review and send his/her recommendation to the Provost office.

Senior College Lecturer Review Process

Individuals seeking promotion to Senior College Lecturer or Professor of Practice will need to undergo a comprehensive review of their teaching and professional service portfolio or dossier/edossier. This review will follow the 6th year review process including reviews/letters from the DPRC, chair/director, CPRC, CLASS Dean, and Provost.

DOSSIER/EDOSSIER MATERIALS*

(Note: * = The dossier and edossier materials were adapted from the memorandum on “Dossiers and Related Issues for Tenure/Promotion and Reappointment Reviews” dated March 27, 2018 from the Office of the Provost and Senior Vice President).

Material supplied by candidate

1. Introductory Materials

- a. Current CV
- b. Signed Copy of Appointment Letter of Intent (LOI)
- c. Reappointment Guidelines of Department/School or College (usually these are in the bylaws)
- d. Other

2. Personal Summary Statement.

The personal statement should be a succinct (suggested ten pages maximum) overview and self-assessment of the significance of one's instructional, scholarly/creative, and other professional accomplishments and associated future plans, suitable for both one's internal and any external reviewers.

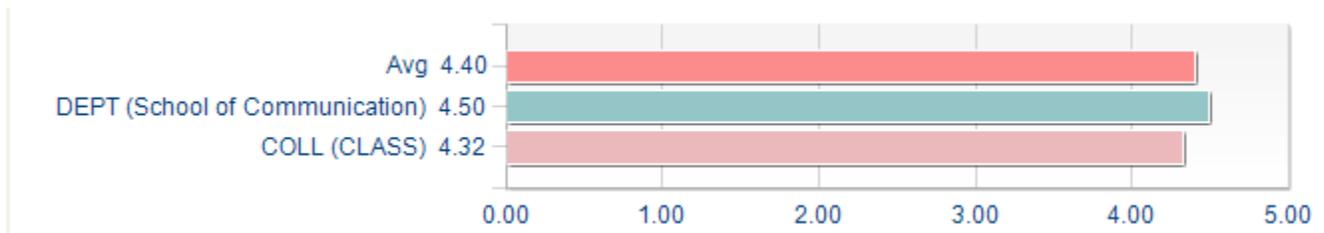
3. Teaching Report.

Candidates must be sure that the evidence they present is convincing. Student evaluations are important. Peer and department chair assessments based on classroom/laboratory visitations are essential to evaluate teaching effectiveness. It is preferred peer evaluations should be longitudinal, based on a number of classroom visitations, rather than impressions recorded of a single visit. In addition, candidates might present copies of particularly useful syllabi and essays that they may have written about teaching.

Candidates should also be sensitive to national accreditation standards regarding student outcome assessment. Contributions to departmental activities in this area should be highlighted. (See appendix A for recommendations on how to document full competence exceptional achievement, sustained excellence or long-term and outstanding record of distinguished teaching whichever is applicable).

- a. Teaching Statement. Concisely describe one's teaching activities referencing and explaining the evidence in the sections b-e.
- b. Peer Observation Reports
- c. Student Evaluations. Be sure to include evaluations for all course sections you have taught. Student evaluations should be summarized, and raw data should be not sent out of the department/school. Instead, include a **summary table with Blue/SEI Scores** – be sure to include the score reported for the question “What is your overall evaluation of your instructor?” PLEASE NOTE: This question is not numbered in the Blu output. It can found directly before Assessment of Course questions and contains the comparison means for your department/school and college). For example,

What is your overall evaluation of this instructor?



- d. Syllabi
- e. Other

4. Service Report

- a. Service Statement. A short narrative with evidence that documents being an effective university citizen, professional community outreach, and/or significant professional association activity.
- b. Other. This may include letters acknowledging a significant external service activity.

5. Awards/Recognitions

6. eFAAR Information Record (STARTING FALL 2019)

For edossiers, this information will be prepopulated for the relevant review period (e.g., first two years for third year reviews) but can be edited or deleted as desired by the candidate. For paper

dossiers, it is suggested this information also be presented, perhaps using printed copies of the eFAARs and any relevant uploaded materials from the eFAAR.

- a. Teaching: Courses Taught. Including credit hour and enrollment information.
- b. Scholarly Contributions and Creative Productions
- c. Advising Load
- d. Grants
- e. Professional Development
- f. Institutional Committees
- g. Other Institutional Service
- h. Community Service/Engagement Activity
- i. Outside Service to the Profession

7. *Prior Probationary Review Letters*

- a. Reports from 4th Year Review- assistant college lecturers/professors of practice only

Material inserted during the review process

8. *Reviewer Inserted Material, if any*

- a. Materials
- b. Candidate Response (Optional)

9. *Internal Review Letters.*

These recommendations should first present the decision or vote (for-against-abstained-recused) outcome and then proceed to document this conclusion. The most useful recommendations are well-thought-out assessments of the strengths and weaknesses of the candidate in teaching, research (*this is optional for lecturers and professors of practice*), service, and if appropriate, intellectual leadership. A good recommendation, in short, will not only comment on the quantity of a candidate's work but will also offer a considered judgment of its quality. For paper dossiers, these letters are usually placed in the front jacket of the dossier.

- a. DPRC Recommendation, if applicable
- b. Chair's Recommendation
- c. CPRC Recommendation
- d. Dean's Recommendation
- e. UPRC Recommendation, if applicable
- f. Additional UPRC Material Submitted, if applicable
- g. Provost's Recommendation, if applicable

Appendix A

SOME RECOMMENDATIONS CONCERNING DEMONSTRATION OF "FULL COMPETENCE" IN THE AREA OF TEACHING (adapted from the Recommended by the University Peer Review Committee, spring 2008)

Teaching portfolios have been recommended as one way of documenting competence/exceptional achievement in teaching. You may want to review *the following text*:

Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions* New York: Jossey-Bass

To demonstrate “competence in teaching” as a college lecturer or professor of practice consider the following list which indicates various types of information that might help you do so. It is meant to suggest some of the means by which a case for high performance in the area of teaching might be documented and argued. It is not meant to be a rigid inventory of prescriptions, and no single candidate would be expected to document effectiveness in every area.

1. A complete list of all courses taught at CSU (and elsewhere, if they are part of the information for your probationary period). Indicate whether each course is at the undergraduate or graduate level (or both).
2. Copies of syllabi for the latest offering of each course. (Include older syllabi only if you are making a case for course improvement in one or more courses).
3. Summaries of student evaluations for all courses taught. These evaluations should be presented in summary form--the raw unstructured student responses should not be in the dossier--and be discussed on a comparative basis (e.g., comparison with your departmental colleagues and/or the College and/or the University). One would normally expect scores at or above the department mean, and one would also normally expect to see improvement over time. Scores in new or innovative courses may not be high, and thus the type, of course, being evaluated should be taken into account- it is your responsibility to provide such an explanation if you feel it to be appropriate.
4. Longitudinal peer evaluations of your teaching in more than one course. These evaluations should be based on direct observation by colleagues at multiple meetings of each class. Furthermore, these evaluations should be longitudinal (extending over several years, not just the year in which you apply for promotion).
5. Demonstrated evidence of teaching large introductory-level sections in an effective manner.
6. Evidence of development of new courses or workshops and/or the substantial redesign of existing courses.
7. Evidence of effectively advising students on an extensive basis on academic matters and career possibilities.

8. Highly effective non-classroom instructional/supervisory activities (dissertations, theses, clinical supervision, independent study, tutorials, training and supervision of teaching assistants).

9. Accounts of innovations in curriculum and/or delivery systems (e.g., eLearning).

10. Demonstrated evidence of the incorporation of student outcome assessment measures into course syllabi.

Additionally, you may have one or more of the following to support your competency in teaching:

- Descriptions of co-teaching activities, including statements from one's co-teachers regarding course design and division of labor.
- Requests for teaching assistance from others (e.g., teaching consultations, teaching demonstrations).
- Examples of students who have excelled in your field in advanced courses or after graduation due to your influence.
- Demonstration of significant course redesign that has resulted in excellent student learning outcomes.
- Awards for excellence in teaching by the College, University, or professional organizations.
- Significant innovations and applications of technology and eLearning (beyond the routine level).
- Statements about your teaching achievements from administrators and peers at CSU and elsewhere.

Approved by CLASS Faculty Affairs – October 1, 2018