APPENDIX A - TEACHING AND LEARNING

A.1 Definition

Contributions to Teaching and Learning involve facilitating student learning, critical thinking, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the Vision of CSUMB. The faculty member's contributions to Teaching and Learning shall be evaluated using the Performance Evaluation Standards for scholarly achievement (section A.3 below).

A.2 Examples of Activities in Teaching and Learning

Activities to consider in the evaluation of Teaching and Learning may include, but are not limited to, the following:

Instructing

- Instructing students in courses, laboratories, field instruction, clinics, studio classes;
- Instructing participants in workshops, retreats, seminars;
- Providing one on one instruction;
- Managing a course (student assessment, maintaining student records, planning learning experiences).

Advising, Supervising, Guiding, and Mentoring Students

- Advising and mentoring students (career, academics);
- Advising and mentoring capstone, service learning, and independent study students;
- Advising and mentoring graduate students;
- Performing independent student assessment;
- Supervising teaching assistants and student assistants.

Developing Learning Experiences and Resources

- Developing and revising outcomes-based curriculum and assessment;
- Developing teaching materials, manuals, software;
- Applying Discovery, Creation and Integration to Teaching and Learning;
- Contributing to the achievement of department curriculum goals;
- Developing resources and curriculum in support of distributed education and independent learning;
- Selecting, organizing, and providing access to information resources in support of curricular goals;
- Ensuring that instructional materials meet accessibility standards.

Professional Development of Teaching

- Evaluating teaching of colleagues;
- Reviewing current literature and research in teaching subject areas;
- Attending, contributing to and planning professional development activities;
- Developing and improving teaching and assessment methods;
- Conducting instructional and classroom research.

A.3 Examples of Performance Standards and Ratings for Teaching and Learning
Departments are expected to establish clear expectations for activities and achievements that meet tenure and promotion standards for Teaching and Learning, and for establishing clear requirements for documenting the quality and significance of faculty achievements. The following are examples, not an exhaustive list, of achievements that could provide evidence of performance at the different rating levels:

Table 1. Examples of Teaching and Learning Performance Standards and Ratings for Tenure or Promotion to Associate or Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
Demonstrates competent teaching practice by: - Developing appropriate outcomes-based course syllabi; incorporating the CSUMB Vision into Teaching and Learning; - Showing improvement in response to student and peer evaluations; - Participating in Teaching and Learning professional development workshops; - Serving as an effective academic advisor to students.	Contributes significantly to Teaching and Learning by: - Demonstrating excellence in facilitating student learning; - Successfully adapting new or innovative teaching practices while developing or revising outcomes-based courses; - Refining and improving teaching practices based on self-reflection and assessment; - Making substantial contributions to Teaching and Learning development workshops; - Effective mentoring and guiding of diverse students toward curricular goals; - Mentoring students in internship, or professional development, or research activities that enhance student learning; - Providing peer review of teaching, mentoring, and curricular activities; - Collaborating with faculty from other disciplines on Teaching and Learning activities.	Provides leadership and influences the Teaching and Learning practices of others by: - Demonstrating excellence in facilitating student learning; - Developing innovative ways of teaching subject matter to a variety of student populations; - Mentoring other faculty in Teaching and Learning activities; - Planning, organizing, and leading Teaching and Learning or curriculum development workshops; - Effective and compassionate mentoring of diverse students toward academic, professional, and personal goals; - Developing exemplary internship or professional development programs that are emulated by others; - Establishing frameworks for peer and student review of teaching, mentoring, and curricular activities; - Collaborating with faculty from other disciplines and institutions on the development of Teaching and Learning materials and activities; - Presenting at national Teaching and Learning conferences.

APPENDIX B - DISCOVERY, CREATION AND INTEGRATION

B.1 Definition

This scholarly activity constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work. The faculty member's contributions to Discovery, Creation and Integration shall be evaluated using the Performance Evaluation Standards for scholarly achievement (section B.3 below).

B.2 Examples of Activities in Discovery, Creation and Integration

Activities to consider in the evaluation of Discovery, Creation and Integration (DCI) may include, but are not limited to, the following:

Conducting and Disseminating Research

- Conducting research and inquiry;
- Writing books, monographs, textbooks;
- Writing book chapters;
- Editing books;
- Writing papers in refereed journals and conference proceedings;
- Presenting papers at professional meetings;
- Writing translations, abstracts, and reviews;
- Writing and submitting grant proposals;
- Receiving internal or extramural funding for DCI;
- Successfully involving students in ongoing research.

Producing Creative Works

- Writing poems, plays, essays, musical scores;
- Producing radio and television productions, films, and videos;
- Engaging in competitions, commissions, exhibitions;
- Directing and choreographing creative works;
- Singing, dancing, acting;
- Designing, arranging creative works;
- Creating and preparing software and electronically published documents;
- Developing electronic and print information resources that support the curriculum.

Disseminating Curriculum and Pedagogical Innovations

- Disseminating creative approaches to teaching methods and techniques, including publication or presentation at professional meetings and the development of software and other technologies that advance student learning;
- Writing grant proposals and receiving grants for the development of curriculum or teaching methods and techniques;
- Participating in the supervision of student research or independent study, capstone projects, and the mentoring of students that leads to the presentation of research and other creative works.

B.3 Examples of Performance Standards and Ratings for Discovery, Creation and Integration

Departments are expected to establish clear expectations for activities and achievements that meet tenure and promotion standards for Discovery, Creation and Integration, and for establishing clear requirements for documenting the quality and significance of faculty achievements. It is expected that faculty activities and achievements will increase in scope, significance and leadership with increasing rank. Therefore, two sets of performance and rating standards were developed: one set that apply to candidates for tenure and promotion to the rank of Associate Professor, and a second set that apply to candidates for promotion to the rank of Full Professor or for tenure as a Full Professor. In all instances, the quality of the work performed is more important than the quantity of work identified. The following are examples, not an exhaustive list, of achievements that could provide evidence of performance at the different rating levels:

Table 2. Examples of Discovery, Creation, and Integration Performance Standards and Ratings for Tenure or Promotion to Associate Professor

Adequate Performance	Commendable Performance	Outstanding Performance
Initiates and participates in creative and scholarly work by: - Progressing towards completion of peer reviewed publications or presentation of original research or creative activity; - Presenting at local or regional conferences; - Submitting applications/proposals for externally or internally funded grants.	Shows an increasing level of involvement and achievement in creative and scholarly work by: - Disseminating original research or creative activity by peer reviewed publication or performance; - Presenting at regional or national conferences; - Receiving internal or extramural support for Discovery, Creation, and Integration;	Demonstrates a sustained record of significant creative and scholarly achievement by: - Disseminating significant original research or creative activity by peer-reviewed publications or performances; - Giving invited presentations at regional or national conferences; - Receiving significant extramural support for Discovery, Creation, and Integration; - Completing a significant scholarly endeavor such as a book or work of art.

Table 3. Examples of Discovery, Creation, and Integration Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
Demonstrates a sustained record of creative and scholarly achievement by: - Disseminating original research or creative activity by peer reviewed publication or performance; - Giving scholarly presentations at regional conferences; - Receiving internal or extramural support for Discovery, Creation, and Integration.	Demonstrates a sustained record of significant creative and scholarly achievement by: - Disseminating original research or creative activity by peer reviewed publication or performance that results in regional or national recognition; - Giving scholarly presentations at national conferences; - Receiving sustained awards of internal and external grants.	Demonstrates a continuous record of recognized leadership and significant achievement in creative or scholarly work by: - Receiving national or international recognition for sustained creative activity or for original and sustained research published in major peer-reviewed journals or books by recognized publishers; - Giving invited presentations at national or international conferences; - Receiving awards of major grants and carrying out sustained grant activity;

APPENDIX C - PROFESSIONAL APPLICATION

C.1 Definition

Faculty engaged in Professional Application use their academic training and experience to serve the profession and the public and contribute to the CSUMB Vision. The diversity of external needs, as well as faculty training and experience, leads to many different forms of Professional Application; however, Professional Application activities share all of the following distinguishing characteristics:

a. They contribute to the public welfare or the common good;
b. They call upon faculty members' academic and/or professional expertise;
c. They directly address or respond to real-world needs; and
d. They support the CSUMB Vision.

The faculty member's contributions to Professional Application shall be evaluated using the Performance Evaluation Standards for scholarly achievement (section C.3 below).

C. 2 Examples of Activities in Professional Application

Activities to consider in the evaluation of Professional Application may include, but are not limited to, the following:

Practical Applications

- Making research understandable and usable in specific professional and applied settings such as in technology transfer activities;
- Developing and offering training workshops and other forums for the dissemination of teaching techniques or demonstration of novel teaching methods;
- Giving presentations or performances for the public;
- Providing services directly to the community;
- Testifying before legislative or congressional committees;
- Writing for popular and non-academic publications, including newsletters and magazines directed to agencies, professionals, or other specialized audiences;
- Writing peer reviews for scholarly publications and funding organizations.

Participating in Partnerships with Other Organizations

- Participating in collaborative endeavors with schools, industry, or civic agencies;
- Consulting with town, city, or county governments; schools, libraries, museums parks and other public institutions; groups; or individuals.

Developing New Products, Practices, Procedures and Services

- Providing public policy analysis, program evaluation, technical briefings for local, state, national, or international governmental agencies;
- Testing concepts and processes in real-world applications;
- Contributing to University development through corporate grants, donations of equipment, and other entrepreneurial activities;
- Creating working relationships with business and other community partners for the purpose of generating revenue for the University;
- Participating in entrepreneurial activities;

- Assisting the University and its partners in identifying future business opportunities for the University;
- Evaluating programs, policies, or personnel for agencies.

Contributing to the Profession

- Fulfilling editorial assignments with scholarly and professional publications, including journals, newsletters, or electronic media;
- Participating in scholarly conferences as panel organizer and/or discussant;
- Organizing and directing scholarly conferences, symposia, etc.
- Providing service to professional organizations.

C.3 Examples of Performance Standards and Ratings for Professional Application

Departments are expected to establish clear expectations for activities and achievements that meet tenure and promotion standards for Professional Application, and for establishing clear requirements for documenting the quality and significance of faculty achievements. It is expected that faculty activities and achievements will increase in scope, significance and leadership with increasing rank. Therefore, two sets of performance and rating standards where developed: one set that apply to candidates for tenure and promotion to the rank of Associate Professor, and a second set that apply to candidates for promotion to the rank of Full Professor or tenure as a Full Professor. In all instances, the quality of the work performed is more important than the quantity of work identified. The following are examples, not an exhaustive list, of achievements that could provide evidence of performance at the different rating levels:

Table 4. Examples of Professional Application Performance Standards and Ratings for Tenure or Promotion to Associate Professor

Adequate Performance	Commendable Performance	Outstanding Performance
Becomes active in community and professional service by:	Contributes to community and professional service by:	Demonstrates leadership in community and professional service by:
- Providing assistance to local or regional communities, agencies, or organizations;	- Participating in planning or development of community programs and services;	- Taking a leadership role in development of public services or policies based on the faculty member's expertise;
- Participating in programs or activities that show promise of enriching the professional, artistic or cultural life of the community;	- Participating in programs or activities that enrich the professional, artistic or cultural life of the community;	- Developing and participating in programs or activities that substantially enrich the professional, artistic or cultural life of the community;
- Identifying potential collaborative partnerships with schools, industry, or other community agencies;	- Initiating collaborative partnerships with schools, industry, or other community agencies;	- Establishing and maintaining successful collaborative partnerships with schools, industry,
- Participating in entrepreneurial or applied research activities that	- Planning or developing entrepreneurial or applied research	

show promise of benefiting the University and community. - Providing service to professional associations;	activities that show promise of benefiting the University and community. - Contributing as an officer or other additional role with professional associations; - Serving as peer reviewer for journals, granting agencies, etc.	or other community agencies; - Developing and conducting entrepreneurial or applied research activities that benefit the University and community. - Providing leadership as an officer or other capacity with professional associations; - Fulfilling an editorial role with scholarly or professional publications;

Table 5. Examples of Professional Application Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
Contributes to community and professional service by: - Participating in planning or development of community programs and services; - Participating in programs or activities that enrich the professional, artistic or cultural life of the community; - Initiating collaborative partnerships with schools, industry, or other community agencies; - Planning or developing entrepreneurial or applied research activities that show promise of benefiting the University and community. - Participating in professional associations at the national level; - Serving as peer reviewer for journals, granting agencies, performances, etc.;	Receives recognition for substantial contributions to community and professional service through: - Planning and developing significant public services or policies based on the faculty member's expertise; - Planning, developing and participating in programs or activities that enrich the professional, artistic or cultural life of the community; - Establishing and maintaining successful collaborative partnerships with schools, industry, or other community agencies; - Developing and conducting entrepreneurial or applied research activities that benefit the University and community. - Serving as an officer of a regional professional association; - Fulfilling editorial assignments;	Receives recognition for substantial and sustained leadership in community and professional service through: - Leading the development of significant public services or policies based on the faculty member's expertise; - Developing and leading programs or activities that substantially enrich the professional, artistic or cultural life of the community; - Creating and sustaining successful major collaborative partnerships with schools, industry, or other community agencies; - Developing and conducting major entrepreneurial or applied research activities that substantially benefit the University and community. - Serving as an officer of a national professional association or as president/chairman of a regional association; - Serving as editor or associate editor of a scholarly or professional journal; - Providing leadership and guidance to faculty colleagues in research and creative activity endeavors.

APPENDIX D - UNIVERSITY SERVICE

D.1 Definition

University Service includes service to the California State University, CSUMB, college and department. Faculty engaged in University Service contribute to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs. The faculty member's contributions to University Service shall be evaluated using the Performance Evaluation Standards for scholarly achievement (section D.3 below).

D.2 Examples of Activities in University Service

Activities to consider in the evaluation of University Service may include, but are not limited to, the following:

Governance

- Fulfilling administrative responsibilities at the California State University, CSUMB, college, and/or department level;
- Contributing to California State University, CSUMB, college, and/or department policy development and governance.

Academic and Faculty Development

- Mentoring other faculty members;
- Participating in faculty search committees;
- Organizing, directing and/or implementing faculty development activities;
- Establishing and maintaining effective, collaborative working relationships with colleagues and other University personnel;
- Participating in academic program development.

Student Support and Curriculum Development

- Advising student organizations;
- Contributing individually and collaboratively to the development and improvement of the CSUMB outcomes-based academic program;
- Developing outreach activities and programs that enhance the University's ability to serve the needs of a diverse and non-traditional student body;
- Developing and maintaining services and programs that support the curriculum.

University-wide Services

- Facilitating presentations and/or performances that integrate residential living and learning on campus;
- Collaborating throughout the campus community on projects, workshops, presentations, and other campus activities.

Departments are expected to establish clear expectations for activities and achievements that meet tenure and promotion standards for University Service, and for establishing clear requirements for documenting the quality and significance of faculty achievements. It is expected that faculty activities and achievements will increase in scope, significance and leadership with increasing rank. Therefore, two sets of performance and rating standards where developed: one set that applies to candidates for tenure and promotion to the rank of Associate Professor, and a second set that applies to candidates for promotion to the rank of Full Professor or tenure as a Full Professor. In all instances, the quality of the work performed is more important than the quantity of work identified. The following are examples, not an exhaustive list, of achievements that could provide evidence of performance at the different rating levels:

Table 6. Examples of University Service Performance Standards and Ratings for Tenure or Promotion to the Rank of Associate Professor

Adequate Performance	Commendable Performance	Outstanding Performance
Becomes involved in University Service by:	Contributes actively to the University by:	Provides campus leadership by:
- Participating in the University's shared governance, including membership on University-wide committees, task forces or advisory bodies;	- Effectively participating in the University's system of shared governance, including contributions to University-wide committees, task forces or advisory bodies;	- Taking a leadership role in the University's system of shared governance, including University-wide committees, task forces or advisory bodies;
- Participating in the University's service of the needs of a diverse and non-traditional student body;	- Helping to advance the University's ability to serve the needs of a diverse and non-traditional student body;	- Advancing the University's ability to serve the needs of a diverse and non-traditional student body;
- Collaborating with colleagues within the department and across campus;	- Successfully collaborating on at least one project with colleagues from other learning communities;	- Developing and sustaining effective collaborative projects with colleagues across campus;
- Performing expected duties at the department and college levels.	- Effectively carrying out faculty responsibilities at the department and/or college levels;	- Developing and implementing effective department and college programs and policies;
	-Supporting student organizations.	- Sponsoring successful student organizations;
		- Effective mentoring of other faculty;
		- Creating and managing successful campus programs.

Table 7. Examples of University Service Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Commendable Performance	Outstanding Performance
Contributes actively to the University by: - Participating in the University's system of shared governance through effective service on University-wide committees, task forces or advisory bodies; - Helping to advance the University's ability to serve the needs of a diverse and non-traditional student body; - Successfully collaborating on at least one project with colleagues from other learning communities; - Effectively carrying out faculty responsibilities at the department and/or college levels.	Provides substantial, sustained contributions to the University by: - Participating actively and effectively in the University's system of shared governance through sustained, increasingly significant service on faculty committees and in other roles; - Advancing the University's ability to serve the needs of a diverse and non-traditional student body; - Successfully collaborating on more than one project with colleagues from other learning communities; - Effectively participating in planning and development of programs or services at the department and/or college levels; - Providing sponsorship or support of student organizations.	Provides sustained leadership and significant contributions to the University by: - Taking a substantial leadership role in the University's system of shared governance, by serving as an officer of the faculty senate, chair of a senate committee, or chair of an important special committee; - Developing programs and outreach activities that significantly enhance the University's ability to serve the needs of a diverse and non-traditional student body; - Organizing and promoting collaborative efforts with colleagues across learning communities; - Developing and implementing effective programs or services at the department, college, and/or University wide levels; - Serving effectively in a leadership role with student organizations; - Serving as a role model for faculty and providing effective mentoring.

APPENDIX E – GLOSSARY OF TERMS

Abbreviated Portfolio for Periodic Evaluation
Developed and submitted by the candidate for Periodic Evaluations. Part of the WPAF. Includes current curriculum vitae, self-appraisal, and all formal course evaluations since hiring or the last Full Retention Review. See section 4.2.1.

Annual Faculty Workload Plan
Developed by each tenure-track faculty member in consultation with the Chair. Includes individual workload responsibilities for upcoming academic year. See section 5.20.

California Faculty Association (CFA)
Exclusive collective bargaining representative of CSU faculty, including tenured faculty, probationary faculty, lecturers, librarians, counselors, and coaches.

CFA/CSU Collective Bargaining Agreement
Document which sets forth the current terms and conditions of employment for the CSU faculty. Includes contractual definitions not found in this Glossary.

Department
Academic units in which faculty participate as their main assignment. In most cases, refers to a degree-granting academic unit, but in certain cases a more flexible definition may be necessary. See section 1.00.

Department Level RTP Committee
Committee of three tenured faculty elected annually by all probationary and tenured faculty in each department. Charge includes review of the WPAFs of all candidates in the department seeking periodic evaluation, retention, tenure or promotion. See sections 7.00 and 7.20.

External Evaluation
Optional review by local, regional, national or international colleagues of selected recent achievements of the candidate, especially in the areas of Professional Application and Discovery, Creation, and Integration. May be requested by the candidate. See section 4.40.

Faculty Affairs Committee
Standing committee of the Academic Senate. Charge includes defining, reviewing, and recommending policies and procedures regarding RTP, faculty workload, and faculty merit awards.

Faculty Development Plan
Developed by each tenure-track faculty member in consultation with the Chair. Describes a three to five year program of professional development in the four areas of scholarship. See section 5.10.

Four Areas of Scholarship
Teaching and Learning. Discovery, Creation and Integration. Professional Application. University Service. See sections 2.00, 2.10, 2.20, 2.30, 2.40 and Appendices A, B, C, and D.

Integrative Narrative
Developed and submitted by the candidate for Full RTP Reviews. Three to five page preface to the Scholarly Portfolio. Synthesizes and interconnects the candidate's achievements in the four areas of scholarship. See section 4.2.4.

Periodic Evaluation
Provides feedback and suggestions for improvement before the next year's Full RTP Review. Requires less documentation than a full review and does not involve any Retention, Tenure or Promotion decisions. Scheduled for the Spring Semester of the first, third, and fifth years of service. See section 8.00.

Personnel Action File (PAF)
The official personnel file containing information that may be relevant to personnel recommendations or personnel actions regarding a faculty member. Housed in the office of Academic Personnel. See section 4.50.

Scholarly Portfolio for Retention, Tenure and Promotion
Developed and submitted by the candidate for Full RTP Reviews. Part of the WPAF. Includes integrative narrative and sections providing documentation of relevant achievements in the four areas of scholarship. See section 4.2.2 and Appendices A, B, C, and D.

University RTP Committee
Standing committee of the Academic Senate. Charge includes review of the WPAFs of all candidates for retention, tenure, and promotion. See sections 7.00 and 7.10.

Working Personnel Action File (WPAF)
File specifically developed for use in a given Periodic Evaluation or RTP review cycle. Includes the faculty member's Scholarly Portfolio or Abbreviated Portfolio plus all written evaluations and recommendations and rebuttals submitted by the faculty member. See section 4.00.