POLICY ON RANGE ELEVATION FOR TEMPORARY FACULTY

This document spells out policies, organizational structures, and procedures for the range elevation of lecturers, both full-time and part-time. All procedures and actions at all levels shall conform to university policies and the Collective Bargaining Agreement. In particular, this policy assumes that the criteria to be employed in assessing the candidate’s fitness for a range elevation shall be appropriate to the candidate’s specific work assignment.[[1]](#footnote-1)

The term "range elevation" refers to the placement of a part-time or full-time temporary faculty member (hereafter, Lecturer)[[2]](#footnote-2) on a higher salary range. Range elevation shall be accompanied by advancement of at least five percent (5%). When a Lecturer receives a new appointment, the faculty member may be placed on higher salary range. Range Elevation is neither a right of a Lecturer nor solely a reward for past service and accumulation of employment.

I. ELIGIBILITY FOR RANGE ELEVATION

Faculty who are eligible for range elevation shall be limited to any Lecturer, full-time or part-time, who have no more SSI eligibility in their current range, and have served five (5) years in their current range.

II. CRITERIA FOR RANGE ELEVATION

A positive recommendation for range elevation shall be based upon a positive assessment of the overall quality of the faculty member’s performance commensurate with the specific work assignment, an established pattern of productive working relationships with peers and colleagues, and the proposed range and time base, as demonstrated through the evidence documented in the Personnel Action File (PAF). In assessing quality in range elevation requests (A to B, B to C, or C to D) committees should look for evidence that demonstrates a consistent commendable level of professional effectiveness in all of the following, as appropriate to the individual’s work assignment:

Instructional faculty should be assessed for

* Refining and successfully improving practices based on past professional evaluations (peer and other reviews) as well as self-reflection.
* Success in complying with program, departmental, and university teaching policies and standards for student ratings of instruction and peer review.
* Refining and successfully adapting best professional pedagogical practices to serve diverse populations.
* Effectively using and updating course materials and pedagogical practices that reflect the current state of knowledge and practices in the field.
* Responding to and successfully aligning course syllabi and assignments with program and university assessment and learning outcome requirements.

Non-Instructional Faculty:

* Refining and successfully improving practices based on past professional evaluations as well as self-reflection
* Successfully adapting and implementing current knowledge and best professional practices to serve diverse populations. (For example, attended training and/or shows application of (2) new approaches).
* Success in complying with program policies, goals and assessment.
* Effectively using and updating practices to reflect the current state of knowledge and practices in the field.
* Effective collaboration with colleagues in professional activities.

Applications for range elevation will be assessed for a consistent and commendable pattern in the above areas by examining evidence in the lecturer’s range elevation application letter, the lecturer’s appointment letter, the PAF and Curriculum Vita (CV).   (Note: the Appendix is an illustrative list of example activities that can be used to show meeting the above standards, and is non-exhaustive.)

III. PROCEDURES

Programs and program coordinators when so authorized by the Provost shall fulfill responsibilities of departments and department chairs.

1. General Provisions

The following are the general procedures that apply to the entire range elevation process:

1. The candidate, the chair of the department peer review committee, department chair, and the appropriate administrator are responsible to assure that the procedures and established timelines are followed.
2. All deliberations of consultative bodies on individual personnel cases shall be conducted in executive session and remain confidential as provided by law. **Violations of this confidentiality are considered to be unprofessional conduct and may be grounds for disciplinary action.**
3. All peer review committees designated to make recommendations in this process must be **ELECTED**. Vacancies can only be filled by election. Substitution of elected members by proxies is prohibited.
4. The candidate has the responsibility to place materials in the PAF, which provide documentation regarding individual achievement addressing the criteria (above) relevant to the candidate’s specific work assignment. In addition, the candidate is responsible for providing an updated CV and a letter of application.
5. At all levels of review, before recommendations are forwarded to a subsequent review level, the candidate shall be given a copy of the recommendation five (5) days prior to these materials being placed in the PAF. The candidate may, at his/her discretion, request a meeting with the person or group making the recommendation within five (5) days of this notification. Such a meeting must take place within ten (10) days of this request. However, a faculty member’s right to submit a written rebuttal must be executed within the ten (10) day period stipulated by the Unit 3 Collective Bargaining Agreement. A copy of the response or rebuttal statement shall accompany the PAF and also be sent to all previous levels of review. This provision shall not require that evaluation timelines be extended.
6. At any level of review, but prior to the final decision, applicants for range elevation may withdraw without prejudice from consideration.
7. The recommendation, and the reasons and all rebuttals and responses, if any, shall become part of the PAF.
8. An applicant for range elevation may have access only to his/her own Personnel Action File.
9. Timelines
10. At the beginning of each academic year, the Provost (or designee) shall announce deadlines for the submission of requests for consideration for range elevation.
11. If the departmental evaluation/recommendation process is not completed within the time specified in the administrative calendar, the file shall be automatically transferred to the dean and the faculty member shall be so notified. **In such cases, the department shall not make a recommendation.** Deadlines may be extended with the written authorization of the Provost.
12. No person shall be deemed to have been elevated to a higher range because notice was not given or received by the time prescribed. It is the responsibility of the faculty member concerned to make inquiry to determine the decision of the dean, who shall give notice without delay.

C) Application for Range Elevation

1. A Lecturer who wishes to be considered for range elevation shall provide to the department and the dean the following:
2. letter of application, not to exceed five (5) single spaced typewritten pages, clearly stating the request and why the applicant believes that he/she meets the criteria for range elevation stated above,

and

1. complete and up-to-date CV.
2. The application and the CV shall be placed in the PAF of the applicant. This material will be deemed to have been placed in the PAF at the request of the Lecturer and will not require a five (5) day notice prior to placement in the file.
3. It is the responsibility of the lecturer applicant to see that any appropriate documentation in support of his/her application has been placed in the Personnel Action File.

D) Department Level

1. Departments have the primary responsibility to state, in writing, and in detail, the reasons for their recommendations. Recommendations on range elevation shall be based solely upon the contents of the faculty member’s PAF. The department is responsible for preparing a complete description and analysis of the factors significant in the departmental evaluation consistent with the criteria previously described.
2. The probationary and tenured faculty of the department shall **ELECT** a department peer review committee (or a separate committee for each applicant) of tenured full-time faculty members. The department, if so desired, may function as an elected committee of the whole; that is, the department peer review committee may consist of all eligible probationary and tenured faculty in the department. In either event, the recommendations of the peer review committee(s) are the recommendations of the department.
3. The meeting(s) of the peer review committee shall include confidential, careful and thorough deliberations leading to a vote. Each peer review committee’s independent recommendation shall be approved by a simple majority of the membership of that committee and shall be based solely on information and documentation in the PAF.
4. The department chair may decide to submit an independent recommendation or to participate as a member of the department peer review committee.[[3]](#footnote-3) The department chair shall make known his/her decision, in writing to all department faculty, after consultation with the probationary and tenured faculty of the department and prior to the date beginning the campus process. A copy of the notification shall be attached to the recommendation.

The chair shall apply this decision to all applicants in that academic year. If the department chair makes an independent recommendation, s/he shall not participate in deliberations or attend meetings of the departmental peer review committee. If the chair does not make an independent recommendation, s/he shall participate as a member of the department peer review committee.

1. The department peer review committee or the department chair (if making a separate recommendation) may ask the candidate to provide clarification, including documentation, for material in the PAF. The faculty member shall have ten (10) days to respond.
2. The department peer review committee and the department chair (if making independent recommendations) shall attach their written recommendations, including the reasons for the recommendations. If the chair is making a separate recommendation, then there shall be no meetings between the department peer review committee and the department chair.
3. At the conclusion of the department level review, the applicant shall be given a copy of the recommendation. The applicant shall have ten (10) days to respond before the recommendation is forwarded to the dean.
4. The department chair shall forward the recommendations of the department and the chair (if separate) and the PAF to the dean.

E) Dean’s Decision

* 1. In the event that an applicant is not recommended for range elevation by the department peer review committee, and/or the department chair (if the chair is making a separate recommendation), the applicant shall have the right to make an appearance before the dean to present his/her case. The dean must allow a presentation of at least thirty (30) minutes. **Discussions must be limited to information and documentation in the PAF.**
  2. The dean shall review and consider the recommendation(s) for range elevation, relevant material, and information contained in the PAF.
  3. The dean may request clarification of either the recommendation(s) or evidence in the PAF. In such circumstances, the dean may meet with appropriate parties to discuss clarification of the information and documentation in the PAF prior to making the final decision.
  4. The dean shall make a final, independent decision on each range elevation recommendation and shall notify each applicant, in writing, of that decision and of the reasons for the decision.[[4]](#footnote-4) Should the dean make a decision on any basis not directly related to the professional qualifications, work performance, or personal attributes of the person in question, those reasons shall be stated in writing and entered into the PAF and shall be immediately provided to the applicant.

IV. APPEALS

1. A denial of range elevation shall be subject to the peer review process as described in Article 10.11 of the CBA except that the peer panel’s decision shall be final.
2. All appeals relating to denials of range elevation shall be heard by a single peer panel.

**References:** CBA Articles 10, 11, 12, 31

**Approved by Academic Senate**

April 2013

February 26, 2013**Approved by President**

May 2013

July 18, 2013

May 5, 2015

**Addendum**

**Evaluation Criteria Range Elevation for Lecturers at Fresno State**

To be recommended for range elevation, a lecturer must show professional growth and development appropriate to the lecturer's work appointment and the mission of the university during the period between the date of initial appointment or, where applicable, the date of the last range elevation and the time of the current request.

This section lists examples of activities that may be used to demonstrate appropriate professional growth and development. It is neither exhaustive nor minimal, but simply a listing of the typical professional activities engaged in by Lecturers in a wide range of disciplines. In all cases quality of performance and appropriateness of the activity to the candidate’s specific work assignmentshall be the primary consideration when evaluating the merit of a specific activity. **Activities are listed alphabetically**, and no weighting shall be inferred from the order.

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| * Acquisition of additional licenses, certifications, and/or professional credentials to practice in professions relevant to the discipline. |
| * Activities enhancing the effective teaching of the discipline. |
| * Activities that support student/patron/community success (e.g., advising student associations; serving on community boards; |
| * Advancement in current external employment and/or experience if in professions relevant to the discipline. |
| * Composition and submission of grant proposals to conduct research in the relevant discipline, to support pedagogy and/or student/patron/community access, or to advance the educational mission of the University. |
| * Creative activities in support of effective teaching. |
| * Development of effective instructional materials. |
| * Fostering collegiality. |
| * High quality teaching and instructionally related activities. |
| * Increased mastery of the discipline by obtaining one or more formal graduate degrees. |
| * Leadership in faculty governance and campus life at the department, college, university or CSU system. |
| * Maintenance and technical support of university labs, equipment, materials, supplies, safety standards and any other support environments that require advanced professional attention. |
| * Meaningful mentoring and inclusion of students in the research and/or creative processes. |
| * Organizing and/or participating in public exhibitions, performances, events, or other creative activities demonstrating mastery of the relevant discipline and currency in subject matter (including professional efforts which bring the community and the campus together). |
| * Other activities that demonstrate peer recognition of professional currency and/or mastery (e.g., editing a disciplinary journal, contributing to an advisory committee, serving as a consultant, adjudicator, or external reviewer). |
| * Participating well in assessment related activities. |
| * Participation in professional development activities related to scholarship and/or pedagogy of the discipline. Attendance at, and participation in, workshops, presentations of scholarship, continuing education courses, professional seminars, and similar activities sponsored by the profession’s organizations. |
| * Peer-reviewed publication of original research/scholarship in recognized journals of the profession or relevant disciplines (for lecturers with instructional appointments). |
| * Positive, productive, relationships with students. |
| * Presentation of original research/scholarship at professional meetings or conferences of the discipline or profession. |
| * Publication of original research/scholarship in recognized journals of the profession or relevant disciplines (for lecturers with non-instructional appointments). |
| * Recruitment and retention of students. |
| * Service to the profession (e.g., service on professional boards, holding office in one or more professional organizations, or service to public agencies). |
| * Service to the university meant to improve the campus climate (e.g., participating in a committee and/or task force at the college or university level; actively working to engage historically underrepresented students/patrons/community members in the lecturer’s relevant area). |
| * Supervising students’ project and thesis research. * Instructionally-related activities beyond contractual teaching. |
| * Teaching and peer evaluations that meet or exceed departmental standards. |

1. See Article 12.19 of the Unit 3 Collective Bargaining Agreement. [↑](#footnote-ref-1)
2. Hereafter, the term “Lecturer” as used in this policy also refers to equivalent temporary employees who are Librarians or SSP-ARs. [↑](#footnote-ref-2)
3. The decision of the chair shall be the same as that for faculty in the RTP process during that same academic year. [↑](#footnote-ref-3)
4. Prior to making the final decision, the dean may consult with the Provost. [↑](#footnote-ref-4)