

# Supporting the Development of Department Standards for Lecturer Faculty

Aligning with UPS 210.070

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# Purpose of This Presentation

Why DSLF are needed (clarity, consistency, fairness)

Goals of today's presentation:

- Understand policy requirements
- Explore the template for standards
- Learn how the audit will be applied by FAR



# Overview of UPS 210.070

- University-wide requirements for lecturer evaluation
- Core principles: equity, transparency, consistency
- Applies to all lecturer faculty (instructional, counselor, librarian)



CALIFORNIA STATE UNIVERSITY, FULLERTON

**University Policy Statement**

**UPS 210.070**  
**EVALUATION OF LECTURERS**

**I. Overview**

Evaluations provide lecturers with an occasion for formal reflection on their performance and, if necessary, with constructive feedback for improvement or for guiding their professional development. Evaluations also inform the appointing authority of the lecturer's performance in order to facilitate decisions regarding reappointment and range elevation; in this way, the evaluation process ensures that lecturers meet University, College, and Department expectations of satisfactory performance of their assigned duties. This process, in turn, serves to further the University's mission and its commitment to student success.

In every case, the evaluation of a lecturer shall be appropriate to their work assignment and based on the lecturer's performance of the essential duties of the position. At the time of appointment or reappointment, lecturers shall receive from the appointing authority (i.e., the appropriate administrator, typically the Dean) a clear written statement of the work assignment upon which the lecturer will be evaluated under the policy articulated herein. A copy of this statement of the work assignment shall be appended to the offer of appointment, reissued each time the work assignment changes, and entered into the lecturer's Personnel Action File.

# Key Changes from Previous Policy



Only three overall ratings:  
Satisfactory, Needs  
Improvement,  
Unsatisfactory



Requirement of  
evaluation criteria with  
two required examples  
per evaluation criterion



Added abbreviated  
evaluations in certain  
years



Explicit attention to  
cultural taxation, equity,  
and inclusive teaching



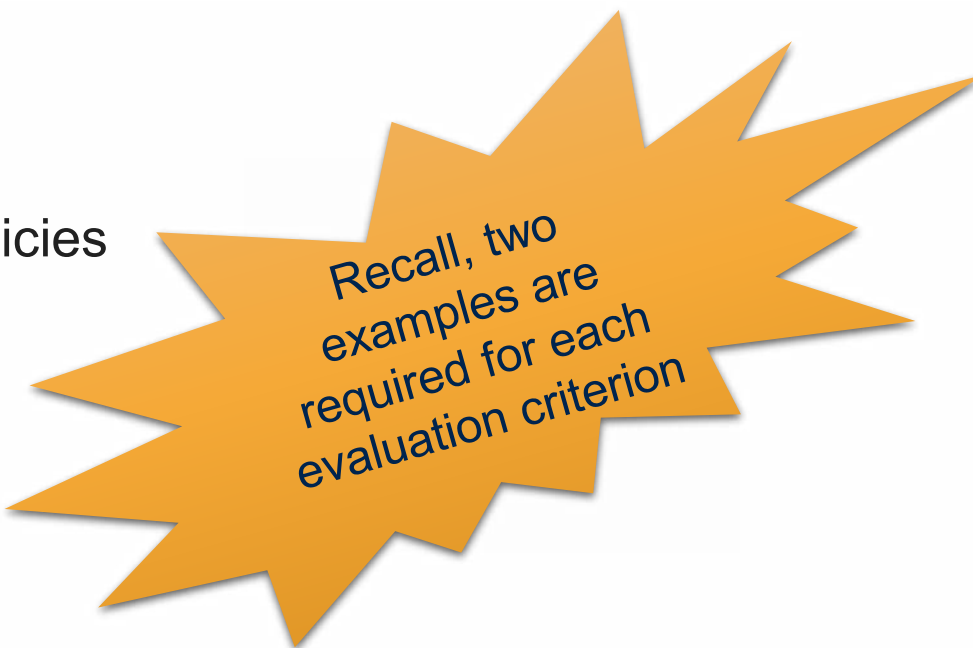
Student Opinion  
Questionnaires (SOQs):  
diminished weight;  
cannot stand alone



DSLFF shall mirror  
teaching benchmarks for  
tenure-track faculty and  
shall not be set higher

# Required Evaluation Criteria (Abbreviated) (UPS Section V.A.2)

1. Conducive learning environment for diverse students
2. Linking assessments to student learning outcomes
3. Variety of instructional methods and modalities
4. Academic standards and accountability
5. Disciplinary and pedagogical currency
6. Compliance with university, college, and department policies

An orange starburst graphic with multiple points, containing text.

Recall, two examples are required for each evaluation criterion

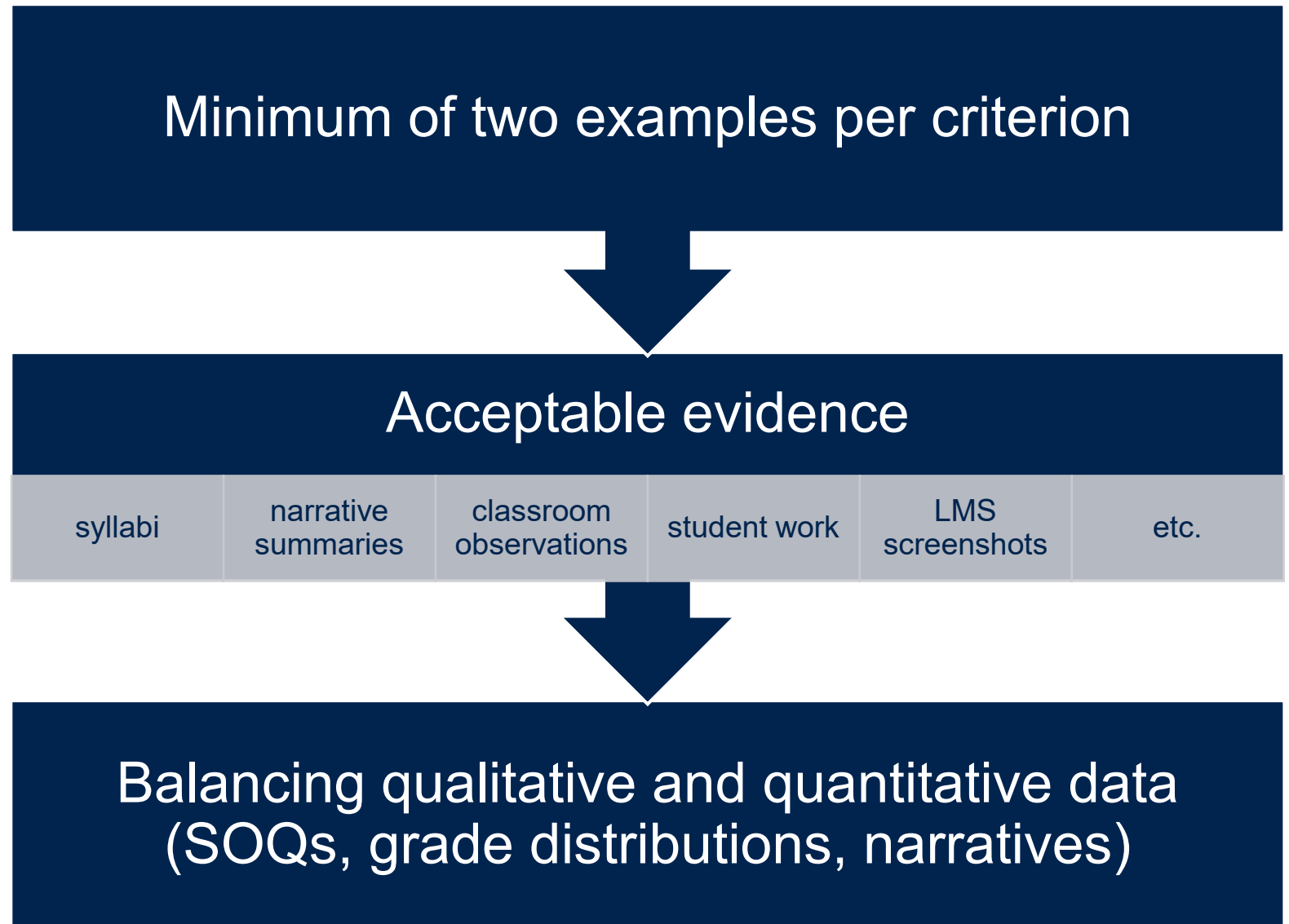
# Optional & Department-Specific Criteria

Departments may add criteria tailored to their context (e.g., interdisciplinarity, service-learning)

Should not duplicate UPS requirements

Note if lecturers are exclusively assigned to teaching, they shall only be assessed on teaching

## Examples and Evidence



# Using the FAR Template

FAR created a template to assist you with developing your DSLF

Walkthrough of the template structure:

- Department preamble
- Evaluation criteria & charts
- SOQ policies
- Optional sections (classroom visitation, non-teaching duties, range elevation, etc.)

Clarification: Template is a guide; departments tailor content

## Template for Department Standards for Lecturer Faculty

Date: September 2025

Why department standards:

1. For specifying department-specific expectations
2. Shape behavior and level of performance that will benefit the university and students
3. Functional for disputes with evaluations
4. For DPRC evaluators
5. For lecturers to understand their evaluations

Why this document:

1. To provide a template for your department to use when creating department standards.
2. To provide language and charts you may copy and use.

Note: This is a living document serving as a template for crafting/authoring/drafting DSLF. FAR welcomes feedback for continuous improvement. Document authors were:

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List of terms:

For consistency across documents, we request the use of the following terms:

# Abbreviated Evaluations



## Streamlined evaluation in certain years:

- 1 AY Lecturers years: 2, 4 and 5
- 3 AY Lecturers years: normally undergo abbreviated evaluations every three years.

## File contents:

- Updated C.V.
- Summary of assigned duties
- Self-assessment narrative
- A supplemental narrative
- SOQs
- Grade distribution data

# Department DSLF Process



# Best Practices for Departments

|        |                                                                                                   |
|--------|---------------------------------------------------------------------------------------------------|
| Use    | Use inclusive and equity-minded language                                                          |
| Avoid  | Avoid tying standards to specific hiring/reappointment decisions                                  |
| Ensure | Ensure accessibility, transparency, and clarity for the benefit of lecturers and evaluators alike |

## Q&A / Discussion

What questions can we answer about developing/modifying your DSLF?



**Thank you!**

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