TABLE OF CONTENTS

I. DEFINITIONS
   A. Scope ........................................................................................................................................................... 2
   B. Appointment .................................................................................................................................................. 2
   C. Ranks ............................................................................................................................................................. 2
   D. Service Credit ................................................................................................................................................ 2
   E. Tenure ............................................................................................................................................................ 3
   F. Promotion To A Higher Rank ........................................................................................................................ 3
   G. Early Promotion and Early Tenure ................................................................................................................ 3

II. FACULTY PERSONNEL STANDARDS
   A. Requirements ............................................................................................................................................. 3-5
   B. Criteria for Evaluation of Teaching Faculty .............................................................................................. 5-8
   C. Criteria for Evaluation of Library Faculty ................................................................................................. 8-9
   D. Criteria for Evaluation of Counselor Faculty ........................................................................................... 9-10

III. DEPARTMENT RESPONSIBILITIES FOR THE PERSONNEL PROCESS OUTSIDE THE REVIEW CYCLE
   A. Departmental Personnel Standards for Personnel Actions .................................................................10-12
   B. Student Opinion Questionnaires ........................................................................................................12
I. DEFINITIONS

A. SCOPE

1. This document establishes the minimum standards that govern retention, promotion, and granting of tenure (RTP) for probationary faculty, and the promotion of tenured faculty in the absence of approved Departmental Personnel Standards.

2. The procedures in this document govern the process for developing, revising and approving Department Personnel Standards.

3. The standards in this document apply to teaching, library, and counselor faculty. Appropriate criteria for each group of faculty are specified in Section II below.

4. The content of this document is subject to Board of Trustees policies; the California Administrative Code, Title 5; California Education Code; the Unit 3 Collective Bargaining Agreement (CBA); and other applicable State and Federal laws.

5. Throughout this document, the word shall indicates mandatory action; the word may indicates permissive action.

B. APPOINTMENT

Appointments of faculty are of two kinds:

1. **Probationary Status**

   A probationary faculty member is normally given a two-year appointment.

   Tenure-track faculty members are considered probationary faculty until they are awarded tenure or terminated. Probationary faculty members may be terminated for performance by decision of the President at the end of their second probationary year without further employment at the University. Faculty members who receive a termination notice during their third to sixth probationary year shall have a final, additional year of employment, called a terminal year. The maximum probationary period is six years with either tenure or a final terminal year awarded before the end of the sixth year.

2. **Tenured**

   Tenured faculty members are subject to Full Performance Reviews when they apply for promotion to Professor.

C. RANKS

Probationary and tenured teaching faculty members are appointed as Assistant Professor, Associate Professor, or Professor. Probationary and tenured library faculty members are appointed as Senior Assistant Librarian, Associate Librarian, or Librarian, equivalent to the ranks of Assistant Professor, Associate Professor, and Professor, respectively. Probationary and tenured counselor faculty are appointed as Student Services Professional-Academically Related (SSP-AR) levels one, two, or three, equivalent to the ranks of Assistant Professor, Associate Professor, and Professor, respectively.

D. SERVICE CREDIT

1. When prior service credit has been granted in accordance with UPS 210.001 Recruitment of Tenure-Track Faculty, Full Performance Reviews for retention, tenure, and promotion shall include documentation of accomplishments during those specific years for which the service credit was granted.

2. In evaluations for retention, tenure, and promotion, accomplishments during service credit years shall be weighed in reasonable proportion to those achieved during probationary years at CSUF. However, accomplishments during service credit years shall never be sufficient in and of themselves for the granting of promotion and/or tenure.
E. TENURE
1. Tenure establishes the right to continued permanent employment except when such employment is voluntarily terminated or is terminated by the University pursuant to the CBA or law.
2. Faculty members shall normally be considered for tenure during the sixth probationary year, regardless of the rank at which they were appointed.
3. Probationary faculty members may be granted tenure at any time after their first year of appointment.
4. A written request for tenure that occurs in any year except the sixth probationary year shall be considered a request for early tenure. Probationary faculty who do not receive early tenure may be reappointed to probationary status.
5. The President may award tenure to any individual, including one whose appointment and assignment is in an administrative position, at the time of appointment. Appointments with tenure shall be awarded only after an evaluation and recommendation from the appropriate DPC, Department Chair, Dean or equivalent; Faculty Personnel Committee (FPC), and appropriate Vice President.

F. PROMOTION TO A HIGHER RANK
1. A probationary faculty member shall normally be considered for promotion at the same time as the tenure decision. Under exceptional circumstances, a faculty member may be considered for early promotion after completing at least one year of service in rank at CSUF. Promotion of a tenured faculty member to Professor shall normally be considered during their fifth year in rank, with promotion being effective at the beginning of the sixth year.
2. Promotion consideration prior to having completed four years in rank shall be defined as "early." A tenured faculty member may request that they not be considered for promotion during their fifth year in rank by submitting a written request to Faculty Affairs and Records (FAR) no later than the end of the second week of classes of the fall semester. After requesting that their file not be considered, tenured faculty may request promotion consideration in a future academic year by submitting a written request to Faculty Affairs and Records no later than the end of the second week of classes of the fall semester.

G. EARLY PROMOTION AND/OR EARLY TENURE
In order to be considered for early promotion or early tenure, the eligible faculty member shall apply in writing to Faculty Affairs and Records no later than the end of the second week of classes of the fall semester.

II. FACULTY PERSONNEL STANDARDS
A. REQUIREMENTS
1. General Requirements
  Advancement of learning is central to the mission of California State University, Fullerton. We therefore seek to develop and maintain a faculty actively engaged in furthering learning. A productive faculty member engages in three complementary aspects of professional life:
  • teaching, both in and out of the classroom, that advances student learning;
  • scholarly and creative activities that foster peer/discipline learning; and
  • service/professional work that supports the advancement of the learning community.
  a. Each faculty member is expected to make suitable contributions in all three of the above areas to become a contributing citizen in our community of learners. Retention, tenure, and promotion (RTP) require that increasing levels of achievement be demonstrated in these three areas of performance.
  b. For all RTP actions, performance shall meet approved Department Personnel Standards, or, in the absence of such standards, Section II of this document for a positive decision to be made.
c. CSUF recognizes that teaching is the most important activity of its faculty. Therefore, teaching shall be the most important criterion for retention, tenure, and/or promotion. CSUF further recognizes that faculty involvement in scholarly/creative activities is also essential. Therefore, scholarly/creative activities shall be the second most important criterion for retention, tenure, and promotion.

d. These standards state the necessary levels of performance for positive decisions. High quality performance in all three areas shall be required for retention, tenure, and/or promotion.

e. These standards shall serve as guidelines for development and interpretation of Departmental Personnel Standards. For departments without approved Departmental Personnel Standards, the standards in this document shall be the basis to evaluate faculty performance.

2. Requirements for Retention

The goal of the RTP process is to produce faculty members who qualify for tenure after their probationary employment. To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of review. When weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure appear likely to be met.

3. Requirements for Tenure

a. The granting of tenure is the most significant personnel action that the University takes, because it represents an affirmation that the probationary faculty member will be an asset to the University over the faculty member’s entire career. Therefore, a positive tenure decision requires that the probationary faculty member has displayed accomplishments, growth, and future potential that meet the expectations stated in the approved Department Personnel Standards, or, in the absence of such standards, Section II of this document.

b. The decision to grant tenure shall be based solely on an evaluation of the faculty member's performance as documented by the evidence contained in the Portfolio and Appendices. Tenure is expected if the faculty member's accomplishments are of sufficient quality and meet expectations stated in the approved Department Personnel Standards, or, in the absence of such standards, Section II of this document. When concerns have been expressed in earlier review cycles, a candidate for tenure is expected to have addressed these concerns specifically in the narrative.

c. Early tenure requires that all expectations for the entire probationary period have been met and that performance in Teaching and Scholarly and Creative Activity exceed the expectations for tenure stated in the approved Department Personnel Standards, or, in the absence of such standards, Section II of this document. In order to be considered for early tenure, the eligible faculty member shall apply in writing to Faculty Affairs and Records on or before the end of the second week of classes of the fall semester.

4. Requirements for Promotion

a. Promotion to Associate Professor is automatic with the granting of tenure.

b. Early promotion to Associate Professor requires that the probationary faculty member has displayed accomplishments, growth, and potential that strongly indicate that, by the completion of the probationary period, the expectations for tenure stated in the approved Department Personnel Standards, or, in the absence of such standards, Section II of this document will be met. In addition, performance in Teaching and Scholarly and Creative Activities shall have exceeded these expectations. To be considered for early promotion, the eligible faculty member shall apply
in writing to Faculty Affairs and Records on or before the end of the second week of classes of the fall semester.

c. Because the professoriate entails growth and reassessment, the University expects that the tenured faculty will continue to strive for excellence in teaching, scholarly and creative activity, and service. Promotion to Professor requires that the tenured faculty member has displayed accomplishments and growth that meet the expectations for promotion stated in the approved Department Personnel Standards, or, in the absence of such standards, Section II of this document. The decision to grant promotion to the rank of Professor shall be based on a record that indicates sustained vitality and commitment to the standards described herein.

Accomplishments documented for the promotion to Associate Professor shall not count again for promotion to Professor.

In cases where there have been more than six years since the most recent performance review (granting of tenure, promotion, or tenure and promotion), the most recent five years of evidence should normally be emphasized in evaluating a record of continuing performance, but shall not exclude consideration of total productivity over the entire period.

d. Early promotion to Professor requires that the faculty member has displayed excellence and sustained vitality in teaching, scholarly and creative activity, and service that promise future potential growth. Performance in all three areas of review shall be at the level of Excellent.

e. A candidate for promotion may withdraw his or her promotion request without prejudice at any level of review prior to the final decision.

B. CRITERIA for EVALUATION OF TEACHING FACULTY

Each level of review shall evaluate the Portfolio and Appendices according to the criteria that follow. Rather than relying largely on a single measure, written evaluations at all levels of review shall be based on and include commentary on multiple indicators of teaching performance. These shall include qualitative and quantitative data from student opinions of instruction, academic grading standards, and at least two other specific criteria listed in Section II.B.1.b. Specific Criteria for Teaching.

1. Teaching
   a. General Criteria for Teaching

   Each faculty member shall establish a teaching environment where student learning is central, expectations for learning and student attainment are clearly reflected in the organization, content, and review of their curricula and academic degree programs, and students are provided opportunities to develop the learning abilities, competencies, and skills to contribute to society.

   A successful faculty member demonstrates mastery and currency in the discipline, teaches effectively, and helps students to learn both within and outside the classroom.

   Approved Departmental Personnel Standards shall address peer evaluation of pedagogical approach and methods, student response to instruction, ongoing professional development as a teacher, and other such evidence as the department deems important.

   All evidence shall be included in the Portfolio and Appendices (see Part III.B.).
b. Specific Criteria for Teaching

1. Pedagogical Approach and Methods
   The primary objective of pedagogy is to help students to learn. Peer evaluation of teaching performance shall address those factors that contribute to effective pedagogy including the following: the appropriateness of the breadth and depth of course content to the level of each course taught; the currency of the topics and relevancy of the assignments; and the effectiveness and fairness of testing, other assessment, and grading procedures. Faculty members may contribute to student learning by such activities as academic advising, development of new courses, use of innovative approaches to teaching and fostering student learning, organization of pedagogical workshops, supervision of student research or performance, mentoring, and other similar activities.

2. Student Opinions of Instruction
   Student Opinion Questionnaires contribute significantly to the evaluation of a faculty member's teaching effectiveness. However, they shall not be used by any level of evaluation as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments.

   Evaluations of teaching performance shall address student opinions of instruction contained in responses to objective questions on student opinion questionnaires and contained in written comments on these forms. The evaluations may take into consideration factors such as the number of different courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, level, required or elective, experimental or traditional pedagogy, etc.). The evaluation also shall take into account any efforts to improve teaching performance.

3. Expectations Regarding Student Achievement
   Faculty members are expected to maintain high standards regarding student achievement in all courses taught. The peer evaluation of teaching performance shall address the evidence in the Portfolio relating to academic standards including summaries of grades awarded in each class taught.

4. Ongoing Professional Development as a Teacher
   Each faculty member is expected to show evidence of an ongoing program to maintain and improve teaching effectiveness. This program should include self-assessment of teaching objectives and methods and student achievement, participation in pedagogical seminars and workshops, and familiarity with the pedagogical literature in the faculty member's discipline. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses.

5. On-going Professional Development in the Discipline
   All faculty members are expected to maintain currency in their disciplines by conference participation and/or other interaction with their colleagues. Scholarly and creative activities are expected to be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings.

6. Classroom Visitations
   Classroom visitations by department colleagues may provide additional information regarding teaching effectiveness and interaction with students. Written reports of such visits shall address clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessment shall be in the context of the level and objectives of the course. Assessments by external evaluators may be included.
2. **Scholarly and Creative Accomplishments**

   a. **General Criteria**

      Each faculty member shall establish a record of scholarly/creative endeavor that generates, integrates and/or disseminates knowledge. When appropriate, these endeavors shall be integrated with teaching, actively involve students, and attract external support. A successful faculty member has a well-defined and focused scholarly/creative agenda, is committed to continued growth and accomplishment, and has produced peer-reviewed publications, exhibitions, performances, and/or other high quality accomplishments. Each department shall state in its standards those scholarly and creative activities, consistent with this document that are appropriate indicators of professional growth for its faculty.

   b. **Specific Criteria**

      1. **Accomplishments**

         Faculty shall demonstrate continuing, regular activities that result (or are judged likely to result, in the case of second- and third-year probationary faculty) in high quality peer-reviewed (when appropriate) scholarly publications, or creative performances or exhibits. Quantity does not substitute for quality. Evaluation shall consider the importance of each achievement (e.g., the status of a journal, press or venue, whether a publication is an article or a note and whether a performance or exhibition is regional, national, or international in scope) and the faculty member's contribution in the case of co-authored or other collaborative work.

         Documentation of all accomplishments shall include a complete citation, in the style customary to the faculty member's discipline, for each scholarly and creative work; a copy of each scholarly or creative work published since the faculty member's appointment; and copies of letters of acceptance for those completed works that are "in press" or otherwise in the process of publication. For works presented in a medium other than print, the copy may be in a form suitable for evaluation as appropriate to the discipline (e.g., photographs, audiotape, video tape, CD-ROM, computer disks, etc.). Work that has been accepted for publication or presentation after a peer-review or jury process shall be distinguished from work that was not subject to a peer-review or jury process. Documentation of the peer-review or jury process may be required by any level of review if it has not been included as documentation in the Appendices. Scholarly or creative works are considered to have been completed when they have been accepted for publication or presentation without further revision.

      2. **On-Going Activities**

         Faculty may further demonstrate their contributions with evidence of professional recognition of their contributions to the discipline. Evidence may include book or article prizes; non-refereed invited papers, exhibits, and performances; comments and replies; book reviews; and citations of the faculty member's published work (from the Social Science, Science, or Humanities and Arts Citation Index). Documentation should be provided for scholarly and creative work in progress. This documentation may include copies of intramural and extramural grant proposals, grant award letters, abstracts of papers presented at professional meetings, papers currently being reviewed for publication, copies of manuscripts in preparation, etc.

      3. **Professional, University, and Community Service**

         a. **General Criteria**

            Each faculty member shall contribute to the profession, to the University, and to the community through appropriate professional and service activities. Such activities may develop mutually beneficial working partnerships, serve the needs of the profession and/or external community, enhance the campus' role as a regional center, and/or strengthen institutional effectiveness and collegial governance.
A successful faculty member is collegial and actively involved in professional, University, and/or community activities with clearly defined objectives for that involvement.

Maintaining and improving the quality of the learning environment, the profession, the University, and the community depends upon active participation of faculty in various organizations and governance tasks. All faculty members are expected to take a continuous and active role in addressing the needs of the profession, University, and community through good citizenship and through application of their professional expertise.

Approved Departmental Personnel Standards shall address those professional, University, and community service activities that are appropriate indicators of service contribution for its faculty. Documentation shall be provided for all significant accomplishments.

b. **Service Activities**

All faculty members shall contribute to faculty governance and participate in professional or academic organizations. Contributions may include serving as a member or leader of department, college, or University committees; organizing conference sessions; serving on organization boards or committees; being a discussant of presented papers; and participating in other related activities. Evaluation shall assess the quality and significance of service. Faculty may demonstrate further service contributions by engaging in such activities as serving on system-wide committees, serving the faculty bargaining unit, serving the community through application of knowledge in the discipline, sponsoring student organizations, participating in educational equity and outreach efforts, being interviewed by the media, and authoring publications pertinent to the University's objectives.

C. **CRITERIA FOR EVALUATION OF LIBRARY FACULTY**

1. **Performance as Librarian**

   Evidence shall be included of achievement and competence in each of the following areas in which the library faculty member has participated:
   
   a. Instruction and Reference,
   
   b. Collection Development and Bibliographic Access, and
   
   c. Administration and Management.

   Documentation shall include, but is not limited to, the following materials: Student opinion data, statistical summaries, and other evidence of teaching quality as outlined in II.B.2. above; assessment provided by members of the University and professional community; honors, awards, or media reporting of achievements; relevant statistical or narrative data from University records; and self-assessment of performance.

2. **Professional Growth and Scholarly/Creative Activities**

   The faculty member is expected to engage in an appropriate program of professional development and scholarly/creative activities with the two-fold purpose of

   a. strengthening and updating professional expertise, and
   
   b. contributing to the advancement of knowledge and abilities within the information community.

   Included in such activities are scholarly research, publications, exhibits, reviews, and presentations; activities leading to the improvement of specific skills, such as innovative applications of instructional/informational technology; grant and contract activity, participation in professional organizations; formal post-MLS studies; attendance at professional conferences, workshops, or seminars; receipt of professional honors or awards; and other scholarly/creative activities. The department, Library, and University shall assess the rigor, academic value, and relevance of these activities to the individual's position.
3. **University and Community Service**

The faculty member is expected to act in a collegial manner and participate fully, productively, and collaboratively in the collective efforts and functions of the department, Library, and University.

Committee and individual activities to enhance the goals of the University, Library, and department, as well as contributions to the community are among the responsibilities of all faculty members. These activities include committee participation at department, Library, and University levels; individual and group projects directed toward department, Library, and University goals; mentoring of colleagues; and contributions to the community at large such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Those public service contributions that relate directly to one's position shall be given greater consideration.

D. **CRITERIA FOR EVALUATION OF COUNSELOR FACULTY**

The criteria on which reappointment, tenure, and promotion of counselor faculty are based shall reflect the unique characteristics of counseling and the responsibilities inherent in the academic support role counselors perform. Primary emphasis will be given to assuring a high level of competence in their primary responsibility as defined in their job description. Counseling is an essential part of the University. Counselors, in providing counseling and psychological services to students, foster the learning experience inside and outside of the classroom, and these responsibilities are analogous to those of the teaching faculty. The work of counselors requires continuing acquisition and application of knowledge and abilities unique to the profession of counseling. Therefore, both the professional environment and the work of counselors differ in some important ways from those of the teaching faculty. Criteria for evaluating counselors shall emphasize the responsibilities inherent in their academic appointments while reflecting the unique characteristics and standards of the counseling profession. The criteria on which retention, tenure, and promotion shall be based require that increasing levels of achievement be demonstrated in three areas of performance: professional counseling performance and learning; professional and scholarly activities and development; and service to the department, division, University, and community.

The first criterion, “professional counseling performance,” shall be the primary and essential criterion. Hence, primary emphasis will be given to assuring that, in the area of counseling related activity, counselor faculty members demonstrate a high level of competence. For all personnel decisions, performance in counseling-related activity shall outweigh performance in the other two areas. It is expected that individual counselor faculty members will vary in the amount of effort invested and the quality of performance achieved within the other two areas. In the end, it is the overall contribution of each counselor faculty member in meeting the educational objectives of their respective department, division, and the University that shall be assessed.

1. **Professional Counseling Performance**

A successful counselor faculty member shall demonstrate mastery and continuing currency; employ a variety of counseling modes and assessment methods; and be academically involved with and communicate effectively with students, both inside and outside the office.

The counselor shall be able to counsel effectively individual clients in the full range of psychological issues that may include but not be limited to anxiety, depression, eating disorders, substance abuse, interpersonal conflict, self-esteem, family problems, sleep disorders, stress overload, sexual problems, learning disability, crisis intervention, and suicidal threats. The counselor shall be competent in the use and/or understanding of psychological assessment and research. In addition, the counselor shall be competent in small group counseling techniques that may address the personal issues listed above. The counselor shall be proficient at teaching classes as appropriate and required.

Emphasis shall be given both to student opinions of counseling and colleagues' evaluations of case presentations as a means of assessing counseling performance. In addition to collecting student opinion forms of counseling, probationary counselor faculty are required to make annually a formal
case presentation for peer review. Competent counseling includes maintaining current knowledge of counseling research and theory.

A high level of competence shall be demonstrated by favorable student opinion data, positive peer evaluations, and other supporting documentation of competent counseling. Counselors are expected to assist their departments in meeting all of their goals for providing service to students individually and in small groups or classes. Any individual may have more to contribute in one of these areas than another.

2. **Professional and Scholarly Activities and Development**

A successful counselor faculty member has a well-defined and focused professional/scholarly/creative agenda, is committed to continued growth and accomplishment, and has produced counseling-related accomplishments that have been judged of high quality by other members of the counseling profession.

The standards listed below shall determine those professional and/or scholarly activities and development that are appropriate indicators of professional growth for the counselor faculty.

The counselor is expected to provide a summary of evidence of continuing professional development and updating of knowledge and skills, particularly in areas of primary responsibility within the division. This development and updating may be demonstrated by evidence of such activities as formal education at the graduate or undergraduate level appropriate to areas of responsibilities; research; publishing of books or articles in professional or scholarly journals or databases; creative activities which do not lead to formal publication (e.g. intake or survey protocols); attendance at workshops and seminars for the purpose of continuing education (both formal and informal); presenting papers at professional or scholarly meetings; leadership in or organization of workshops, seminars, and professional organizations; participation in the professional development of colleagues; observation and evaluation of other counseling programs and appropriate educational institutions; membership in professional organizations or on professional committees; critiques of manuscripts, articles, and other works for journals and publishers; and other activities deemed appropriate indicators of continuing professional development and updating of knowledge and skills.

3. **Service to the Department, Division, University and Community**

A successful counselor faculty member shall be actively involved in professional, University, and/or community activities with clearly defined objectives for that involvement.

Each counselor faculty member shall summarize and list evidence of the following: service on University committees and offices held in such committees; other service to the University such as lectures delivered to University audiences or service in connection with other University functions and activities; department and division committee membership; service to faculty; service to the community, such as honorary or active positions in community organizations; lectures, seminars or workshops delivered to community groups; special services rendered to community groups or organizations; or participation in special community activities. The community is not to be geographically limited to Orange County.

III. DEPARTMENT RESPONSIBILITES FOR THE PERSONNEL PROCESS OUTSIDE THE REVIEW CYCLE

A. DEPARTMENTAL PERSONNEL STANDARDS FOR PERSONNEL ACTIONS

1. Each department shall develop standards for the evaluation of faculty members of that department. These standards shall be consistent with Section II of this document and shall indicate the specific range of activities and levels of performance necessary to meet requirements for positive retention, promotion, and tenure decisions. Methods used by the department in evaluating performance shall be clear, objective, and reasonable. Methods used for quantifying any information shall be as straightforward as possible.
2. Approved Departmental Personnel Standards are controlling documents in all personnel decisions. If agreement on standards has not been reached, or there are no approved Departmental Personnel Standards, or Department Personnel Standards are not in compliance with this document or the CBA, personnel decisions in the department shall be controlled by the standards in Section II of this document. FAR shall notify departments and colleges (the Department Chair or Program Coordinator and the College Dean) when the Department Personnel Standards are out of compliance.

3. An essential component of the initial approval and subsequent review of Department Personnel Standards is the College Personnel Standards Review Committee (CPSRC). Each college shall elect its own CPSRC. The CPSRC is not a peer-review committee and all tenured faculty are eligible to serve. The CPSRC should comprise no fewer than five and no more than seven members. The CPSRC is charged solely with the review of Department Personnel Standards and does not review the files of faculty undergoing evaluation of any kind whether within the RTP process or in a Post Tenure Review. The Faculty Affairs Committee shall serve as the CPSRC for the library faculty.

4. The process for developing and approving Departmental Personnel Standards shall be as follows:
   a. Proposed Departmental Personnel Standards or revisions to previously approved standards shall be drafted by the Department Personnel Committee, in consultation with the Department Chair. Copies of the draft document shall be distributed by the Department Chair to all members of the department. Department members shall have the opportunity to suggest, in writing, amendments to the draft. The members of the department shall vote on this document. No later than September 20 of the academic year prior to the academic year in which they are to go into effect, these departmentally approved standards or revisions shall be forwarded by the Department Chair to the CPSRC.
   b. The primary purpose of review by the CPSRC is to ensure that the standards conform to the standards of the college, this document, and to the provisions of the CBA and to check for coherence and precision. If the CPSRC does not approve the standards, the CPSRC shall meet with the chair of the DPC to suggest revisions. Upon approval by the CPSRC the Department Personnel Standards shall be forwarded to the appropriate Dean for review and approval.
   c. The primary purpose of the Dean’s review of the standards is to check them for conformity to the standards and practices of the University as specified in this document and in the body of previously approved standards. No later than December 1, the Dean or appropriate administrator shall recommend to the appropriate Vice President either (1) approval, without modification; (2) approval, with modifications or concerns as specified; or (3) disapproval, with reasons specified. The Dean shall forward their recommendation to Faculty Affairs and Records for transmission to the appropriate Vice President.
   d. Should the Dean recommend disapproval or should the Vice President be considering disapproval of proposed standards, a conference shall be held, no later than February 10, among the DPC, the Department Chair, the Dean, the CPSRC, and the appropriate Vice President to discuss revision of the standards. Following this conference, the department shall consider revisions, which shall be approved by vote of the department faculty. No later than March 1, the department shall submit suitably revised standards to the Vice President with a memorandum indicating any modifications and rationale for them.
   e. All Departmental Personnel Standards require the approval of the Vice President for Academic Affairs (Vice President for Student Affairs for counselor faculty). The Vice President shall issue such approval or disapproval in writing stating the reasons for disapproval, no later than March 30. Should the Vice President disapprove, the department shall have the opportunity to submit suitably revised standards no later than April 30. The Vice President shall approve or disapprove such revised standards no later than May 15.
   f. Upon approval by the Vice President, Departmental Personnel Standards shall be in effect without further review until the department revises them or until the Vice President withdraws approval of them. Approval shall be withdrawn after consultation with the appropriate Dean and the CPSRC and only on the grounds that the standards do not conform to University policy.
g. Approved Departmental Personnel Standards shall be reviewed by the department as part of each program performance review. The outcome of this discussion may be proposed revisions or reaffirmation of the existing standards. In either event a summary of the discussion shall be forwarded to the CPSRC.

h. Departmental Personnel Standards shall not conflict with law or University policy. In no case may Departmental Personnel Standards require lower substantive levels of performance than those required by law, University policy, or Section II of this document.

i. Student Opinion Questionnaire forms must be included as an attachment to Departmental Personnel Standards.

j. Departments shall not change their standards without going through the approval process described herein.

B. STUDENT OPINION QUESTIONNAIRES

1. All departments shall adopt one or more forms to ascertain student opinions of instruction. The same form shall be used in all classes of the same kind: e.g., undergraduate course sections, lab course sections, internships, seminars, etc.

2. All forms utilized for personnel actions shall include adequate space for written student comments. Students shall be informed at the time of evaluation that they have the right to include written comments.

3. The following are guidelines that departments shall follow in the administration and use of Student Opinion Questionnaires:
   a. Anonymity of student responses shall be assured.
   b. Student Opinion Questionnaires shall be administered toward the end of the semester.
   c. Student Opinion Questionnaires shall be administered in the absence of the instructor by someone other than the instructor and shown to the instructor only after the final grades have been turned in.
   d. These forms are the property of the University.

4. Each department shall develop department guidelines for the evaluation of teaching performance so that Student Opinion Questionnaires (or summaries) submitted in the Portfolio can be interpreted.

5. The CPSRC recommends approval of department Student Opinion Questionnaire forms and methods of data presentation. If that committee determines that forms in use or methods of data presentation do not meet the requirements of this document, it shall recommend modifications to the department.

6. Any changes in Student Opinion Questionnaire forms must be reviewed by the CPSRC which then advises the Vice President for Academic Affairs.

Source: Faculty Affairs Committee

EFFECTIVE DATE: March 5, 2019
New UPS and ASD 19-08