



## University Policy Statement

### UPS 210.020

## PERIODIC EVALUATION OF TENURED FACULTY

### I. PURPOSE

The purpose of the periodic evaluation of tenured faculty shall be to encourage and maintain excellent performance in university assignments. It is intended to be an occasion for consultation with colleagues, whose aim should be the encouragement and maintenance of excellence; an acknowledgment of positive contributions made by tenured faculty; and, a time to reflect upon opportunities for growth and professional development.

### II. PROCEDURES

- A. Each tenured faculty member shall be subject to a periodic evaluation under these procedures at least once every five years. A Performance Review for promotion shall be considered to be such a periodic evaluation in calculating the five-year intervals. At the beginning of the academic year, Faculty Affairs and Records shall inform the Department Chair and faculty members whose post-tenure review files are due on October 1<sup>st</sup>. Faculty in the Faculty Early Retirement Program (FERP) shall not be required to submit a post-tenure review file unless the faculty member requests to be reviewed or the appropriate administrator requests that the faculty member be reviewed. Tenured faculty members shall not be subject to a periodic evaluation if on sabbatical or approved leave-of-absence during that academic year. These files will be evaluated in the next academic year.
- B. The review cycles shall be specified annually by the President or designee, in consultation with the Faculty Personnel Committee.
- C. The post-tenure review file shall be submitted electronically as defined by current Faculty Affairs and Records procedures.
- D. The post-tenure review committee shall be the Department Chair and at least one member of the Department Personnel Committee. The Department Personnel Committee and Department Chair shall mutually agree on the member(s) to serve on the post-tenure review committee. Individuals participating in this process may not be undergoing post-tenure review. Should the Department Chair be unavailable the Department Personnel Committee should elect the other member of the post-tenure review committee.
- E. The post-tenure review committee and the appropriate administrator shall carry out the periodic evaluation process and each shall write a brief written statement commenting on the candidate's strengths and weaknesses in teaching, scholarly/creative activities, and service (or the appropriate areas of evaluation for Library or Counselor faculty).

- F. The appropriate administrator shall give copies of their and the department summary statement to the faculty member once completed.
- G. The Department Chair and the appropriate administrator, together or separately, shall meet with the tenured faculty member to discuss the faculty member's strengths, weaknesses, and opportunities for improvement.
- H. The faculty member shall have 10 calendar days following the meeting with the Department Chair and appropriate administrator to submit a response or rebuttal to the appropriate administrator.
- I. At the end of the periodic evaluation process, the appropriate administrator shall forward to Faculty Affairs and Records all summary statements and responses or rebuttals for placement in the Personnel Action File of the faculty member.
- J. Periodic Evaluation File: A faculty member undergoing post-tenure periodic evaluation shall submit a file by October 1<sup>st</sup> including:
  - 1. Current CV that includes information about teaching or the equivalent area of evaluation for Librarians and Counselors, scholarly/creative activities, and service, and indicates activities completed during the periodic evaluation period.
  - 2. Summaries of student opinion questionnaires (SOQs) including the quantitative data and comments for all courses taught during the periodic evaluation period.
 

While use of standardized Student Opinion Questionnaires is required as part of the evaluation process, any data gathered from SOQs must be considered within a broader constellation of artifacts and should follow evidence-based guidelines and best practices.

Student Opinion Questionnaires are designed to solicit student feedback regarding instructors and course content. While they may reveal valuable trends in student perception, research indicates they are neither valid nor reliable measures of teaching effectiveness. Moreover, both qualitative and quantitative data gathered on SOQs can be impacted by racial, gender, and linguistic bias, suggesting that individual students' comments – as well as trends within SOQs themselves – must be interpreted cautiously and contextually. Additionally, CSUF recognizes that impactful teaching may create discomfort for students, affecting trends in course evaluations, and that not all students will respond to learning in the same way. Importantly, any single item on the SOQ – or the entire form, by itself and in isolation from other information – does not provide sufficient evidence of teaching effectiveness. Overall, patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments.
  - 3. A summary (1000 words maximum) that outlines the faculty member's most significant achievements during the period of review and the faculty member's goals regarding teaching, scholarly/creative activities, and service for the next 5 years.

Source: Faculty Affairs Committee

**EFFECTIVE DATE: January 25, 2023**

Supersedes: UPS 210.020 dated 7-1-2019  
and ASD 19-50