California State University **Chico**
Construction Management Department

# **Faculty**
# Retention, Tenure, & Promotion
# Standards and Procedures

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**1.0 Introduction**

All retention, tenure, and promotion procedures and practices shall be governed and guided by university guidelines set forth in the:

**California State University, Chico**
**Current issue in effect of the Faculty Personnel Policies and Procedures**
**(FPPP)**

The following criteria and procedures will be followed as faculty members in the Construction Management Department (hereafter the "Department") are evaluated for purposes of retention, promotion and tenure.

**2.0 Overview**

Regular reviews and assessments are how the Department supports and helps develop faculty. Whether permanent, part-time, or tenure track, the Department highly values its faculty and seeks to provide comprehensive support to help them succeed.

Construction Management faculty are responsible for periodic development of a personal dossier which provides evidence that they provide high quality **Instruction**, perform continuous **Professional Growth and Achievement**, and provide **Service** to the department, college, university and community.

**Instruction** refers to the area of student and faculty interaction for educational purposes and curriculum development. This includes activities inside and outside the classroom that result in student development. Faculty are expected to continually improve their instruction through scholarship that enlists creativity, critical thinking, and self-reflection.

**Professional growth and achievement** may involve procurement of funding, professional activities, research, or professional development activities. Professional development activities should reinforce and/or expand a faculty member's understanding of a concept or process. Examples include, but are not limited to publications, presentations, trainings, conferences, certifications, and licenses.

**Service** is the application of professional knowledge by a faculty member in a responsible manner to students, the university, and community. Faculty should be consistently involved in service work inside the university to help achieve the strategic mission of the department, college, and university. Faculty should also engage in service activities to further their profession outside the university.

The evaluation of a candidate for retention, promotion, and/or tenure is based upon the candidate's performance and workload over the period under review. The relative proportion of time assigned to teaching, professional growth and achievement, and service varies among candidates, including those with release time and must be considered in all performance evaluations. In this regard, it is incumbent upon the department chair, department personnel committee, the college personnel committee, and the dean to trade-off the many factors involved in each retention and tenure case in making their recommendations.

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**3.0    Role of the Personnel Committee**

The Department Personnel Committee is invested in supporting and helping all faculty in the Department be successful, contributing members of the Department, college, and university.

In accordance with FPPP section 10.3.5, the Department Personnel Committee will periodically review each faculty member's dossier and meet with them to ask questions, clarify understanding, and assess the progress being made toward retention, tenure, and/or promotion. Feedback on strengths and areas for improvement will be given to evaluated faculty.

After meeting, a report will summarize the committee's evaluation of the candidate. Performance Review reports will include ratings of exceeds expectations, meets expectations, or does not meet expectations, and indicating whether progress toward retention, tenure, or promotion is satisfactory. If progress is not satisfactory, suggestions must be made for corrective action. Periodic Evaluations are developmental in nature and will provide feedback on a faculty member's strengths and areas for improvement so that they understand whether they are on a path to tenure and/or promotion or what changes are suggested to chart a course to tenure and/or promotion.

**4.0    Evaluation Ratings**

The following ratings of evaluation are defined by the FPPP:

Exceeds expectations
The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds expectations shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.

Meets expectations
The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, and valued contribution to the academic community in the area being evaluated. An evaluation of meets expectations performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Meets expectations shall be concluded for those whose performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining).

Does not meet expectations
The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making the minimum contributions with regard to the Department's criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction.

The tables in Section 5 of this document outline requirements for meeting and exceeding department expectations regarding instruction, professional growth and achievement and service.  Table organizational order should be followed by faculty when organizing dossier evidence for submission.

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**Table 1 - Standards for Retention, Tenure, and Promotion**

| Area | Retention* | Tenure | Accelerated Tenure | Promotion to Associate Professor | Promotion to Full Prof. | Accelerated Promotion to Assoc. or Full Prof. |
|---|---|---|---|---|---|---|
| Instruction | Meets Expectations | Meets Expectations | Exceeds Expectations | Meets Expectations | Meets Expectations | Exceeds Expectations |
| Professional Growth and Achievement | Meets Expectations | Meets Expectations | Exceeds Expectations | Meets Expectations | Meets Expectations | Exceeds Expectations |
| Service | Meets Expectations | Meets Expectations | Exceeds Expectations | Meets Expectations | Meets Expectations | Exceeds Expectations |

*Retention requires candidate ratings of "Meets Expectations" in all areas, except the Performance Review of Probationary Faculty Retention 1-2 Years, where two of the three areas require a "Meets Expectations" rating.

## 5.0 Evaluation Evidence

The policies and procedure pertaining to evidence required in faculty dossiers are outlined in Section 8.1.3 of the FPPP. From Section 8.1.3.e "As the purpose of the dossier is to provide evaluators with the information and material necessary to accurately judge the candidate's performance in the areas listed herein, the dossier shall contain the following material:

| | |
|---|---|
| 8.1.3.e.1 | A Copy of the Department Standards |
| 8.1.3.e.2 | Current Curriculum Vita (CV) |
| 8.1.3.e.3 | A Narrative |
| 8.1.3.e.4 | Support Materials |

Support and supplemental materials should include evidence supporting the faculty member's teaching effectiveness, professional growth and achievement, and service. An additional best practice includes creation of an executive summary document which outlines the faculty member's achievements during the review period.

### 5.1 Evidence of Instruction and Teaching Effectiveness

In evaluating teaching effectiveness, the following shall be the main criteria for evaluation:

1. Professional Development of Teaching
2. Peer Evaluations
3. Student Feedback on Teaching (SFOT)

In accordance with Section 10.2.5 of the FPPP, teaching effectiveness is the "first, minimum, and indispensable requirement for faculty with responsibility for instruction."

With respect to instruction and teaching effectiveness, a faculty member should:

- Possess an in-depth knowledge of the course material, and maintain currency in their field

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- Be able to communicate effectively

- Provide evidence of an ability to deliver a well-organized learning experience

- Be able to determine the appropriate level of difficulty and range of instructional materials for the course(s) being taught

- Provide evidence of the creation and support of high-quality, student-centered learning environments

- Provide evidence of academic rigor and of high expectations for student performance

- Provide, when applicable, evidence of involvement with General Education or the enhancement of instructional technology

### 5.1.1 Instruction Evidence Examples

Documentary evidence which could be used to establish performance on the standards related to instruction and teaching effectiveness may include (but need not be limited to) the following:

**Professional Development of Teaching**
- A listing of all courses taught in the period of review

- Course syllabi, assessments, and supplementary instructional materials for each course taught

- Evidence of revision and updating course syllabi and materials

- Teaching portfolios, including examples of student performance and achievement, and examples of the faculty member's feedback to students

- Examples of current or relevant classroom materials such as presentation slides, lecture notes, or other course materials.

- Examples of course assessments including but not limited to examinations, quizzes, business case studies, assignments, papers, handouts and grading rubrics

- Video recordings of teaching sessions

- Written reports of colleagues based on team-teaching experience

- Written reports of guest appearances in an evaluator's class

- Evidence of the creative development of appropriate student outcomes and assessment measures

- Evidence of the candidate's role in course, curriculum, and program development

- Evidence of the enhancement of instructional technology (including measures indicating the quality and effectiveness of such enhancement)

- Alternative student evaluation

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- Special student projects, informal seminars, or internships overseen by the faculty member

- Honors, awards, or special recognition received for accomplishments in the classroom

- Results of standardized measures for examinations across multiple-section, multiple-faculty courses

- Lesson plans

- Inclusive pedagogy and diversity and equity development

- Extraordinary mentoring of students

- Contributions to improving graduation rates

- Hispanic Serving Institution (HSI) related priorities

- Accessible technology initiatives

- Peer Letters/Emails

- Evidence of mentoring other faculty in instruction

- Student Letters/Emails

**Peer Evaluations**
- Classroom visitation(s) by members of the Personnel Committee, faculty, and/or other qualified observers. See Attachment 1 – Peer Evaluation of Teaching (PET)

- Peer evaluations of significant independent study or research by students

- Peer Letters and emails

**Student Feedback on Teaching (SFOT)**
All faculty members will participate in the Student Feedback on Teaching (SFOT) process each semester.

- Analysis of written student feedback on teaching shall be included as evidence

- Analysis of SFOT Scores shall be included as evidence

- Scores should be generally be in accordance with the ranges identified in Table 2 below

  o Scores lower than those specified or lower than the faculty member's average should be seen as areas of focus and improvement

### 5.1.1.1 Additional Clarifications for Candidates
As Diversity, Equity, and Inclusion (DEI) is one of the University Strategic Priorities, the implementation of inclusive teaching practices and the creation of equitable learning environments may be used by a

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candidate as evidence of teaching effectiveness. Evidence may include:

- Efforts to reduce equity gaps in student performance or data showing reductions in equity gaps in the candidate's courses,
- The implementation of Universal Design for Learning to improve access and to diversify opportunities for learning,
- The use of diverse course materials that include BIPOC and/or queer authors,
- The incorporation of culturally relevant and/or culturally sustaining pedagogy,
- The creation of class assignments and activities that implement equitable and authentic methods of assessment,
- The completion of training and professional development opportunities that center around equity, diversity, and inclusion.

### 5.1.2 Notes for Evaluators and Rubric

Many faculty activities reflect on multiple areas of achievement. Evaluators should include consideration of material presented regarding teaching effectiveness which contributes to the evaluation of the faculty member's instructional effectiveness and currency in the field.

In evaluating a faculty member's instructional effectiveness, evaluators also should consider the faculty member's role in developing courses, curriculum, overall department program, and special forms of contact with students. In all cases, evidence of the quality of such activities must be presented.

Quantifiable criteria for evaluation of teaching effectiveness are outlined in Table 2 below.

## 5.2 Evidence of Professional Growth and Achievement

In evaluating Professional Growth and Achievement, the following shall be the main criteria for evaluation:

1. Professional Activities
2. Professional Development
3. Funding
4. Research Dissemination

### 5.2.1 Professional Growth and Achievement Examples

Professional Growth and Achievement may include (but not limited to) the following:

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### Table 2 - Teaching Effectiveness Rubric

| MEETS EXPECTATIONS | Lecturer | Tenure Track Year 1-2 | Tenure Track Year 3-4 | Tenure Track Year 5-6 - Promotion to Associate | Associate Years 6+ | Tenured Professor |
|---|---|---|---|---|---|---|
| PROFESSIONAL DEVELOPMENT OF TEACHING | Faculty should demonstrate quality of instruction as it relates to course organization, delivery/engagement & assessment. Activities may include curricular development, revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. | Faculty should demonstrate quality of instruction as it relates to course organization, delivery/engagement & assessment. Activities may include curricular development, revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. | Faculty should demonstrate quality of instruction as it relates to course organization, delivery/engagement & assessment. Activities may include curricular development, revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. | Faculty should demonstrate quality of instruction as it relates to course organization, delivery/engagement & assessment. Activities may include curricular development, revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. | Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. Create new courses and/or modify existing courses for better student engagement. Review DFW rates and equity gap and develop strategies for improvement. | Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. Create new courses and/or modify existing courses for better student engagement. Review DFW rates and equity gap and develop strategies for improvement. |
| PEER EVALUATIONS | Peer Evaluations may be positive or negative. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and make plans for improvement. | Peer Evaluations may be positive or negative. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and make plans for improvement. | Peer Evaluations should be generally positive. Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and make plans for improvement. | Peer Evaluation "Overall Rating for This Session" assessment should "Meet" or "Exceeds Expectations". Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and detail plans for improvement. | Peer Evaluation "Overall Rating for This Session" assessment should "Meet" or "Exceeds Expectations". Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and detail plans for improvement. | Peer Evaluation "Overall Rating for This Session" assessment should "Meet" or "Exceeds Expectations". Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and detail plans for improvement. |
| SFOTs | SFOT comments may range from negative to positive and may or may not reflect a classroom environment that is conducive to learning. Faculty should address student concerns and make plans for improvement. SFOT Scores should generally be above 3.0 for the majority of questions. For questions below 3.0 a plan of corrective action or justification should be developed | SFOT comments may range from negative to positive and may or may not reflect a classroom environment that is conducive to learning. Faculty should address student concerns and make plans for improvement. SFOT Scores should generally be above 3.0 for the majority of questions. For questions below 3.0 a plan of corrective action or justification should be developed | SFOT comments should trend more positive than negative and should reflect a classroom environment that is conducive to learning. Negative comments are expected but should not occur in large numbers and convey serious instructional issues. Faculty should address student concerns and make plans for improvement. | SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement. | SFOT comments should be largely positive and should reflect a classroom environment and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement. | SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement. |

| EXCEEDS EXPECTATIONS | Lecturer | Tenure Track Year 1-2 | Tenure Track Year 3-4 | Tenure Track Year 5-6 - Promotion to Associate | Associate Years 6+ | Tenured Professor |
|---|---|---|---|---|---|---|
| PROFESSIONAL DEVELOPMENT OF TEACHING | Faculty should demonstrate an exceptionally high level of instruction as it relates to course organization, delivery/engagement & assessment. Activities may include curricular development, revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. | Faculty should demonstrate an exceptionally high level of instruction as it relates to course organization, delivery/engagement & assessment. Activities may include curricular development, revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. | Faculty should demonstrate a strong and growing record of activity related to instructional development. Activities may include curricular revisions to courses or programs, or dissemination of scholarly work related to instruction. | Faculty should demonstrate an exemplary record of activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. | Faculty should demonstrate an exemplary record of activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. Demonstrate and disseminate best practices that reduce the equity gap and improve DFW rates. | Faculty should continue activity related to instructional development. Activities may include curricular revisions to courses or programs, new course development, or dissemination of scholarly work related to instruction. Create new courses and/or modify existing courses for better student engagement. Review DFW rates and equity gap and develop strategies for improvement. |
| PEER EVALUATIONS | Peer Evaluations should be highly positive. The majority of areas of evaluation should exceed expectations | Peer Evaluations should be highly positive. The majority of areas of evaluation should exceed expectations | Peer Evaluations should be highly positive. The majority of areas of evaluation should exceed expectations. | Peer Evaluation "Overall Rating for This Session" assessments should "Exceed Expectations". Detailed feedback should be provided for any areas that do not exceed expectations. Faculty should address those areas and detail plans for improvement. | Peer Evaluation "Overall Rating for This Session" assessments should "Exceed Expectations". Detailed feedback should be provided for any areas that do not exceed expectations. Faculty should address those areas and detail plans for improvement. | Peer Evaluation "Overall Rating for This Session" assessment should "Meet" or "Exceeds Expectations". Detailed feedback should be provided for any areas that do not meet expectations. Faculty should address those areas and detail plans for improvement. |
| SFOTs | SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement. | SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement. | SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement. | SFOT comments should be uniformly positive and should reflect a classroom environment that is highly conducive to learning. | SFOT comments should be uniformly positive and should reflect a classroom environment that is highly conducive to learning. | SFOT comments should be largely positive and should reflect a classroom environment that is conducive to learning. Isolated negative comments are expected but should not convey serious instructional issues. Faculty should address student concerns and make plans for improvement. |

**Professional Activities**

- Construction management consulting activities

- Maintain active membership or participation with construction organizations

- Receipt of awards or other recognition for professional activities

- Editorial review of manuscripts for possible publication in academic/professional journals, or for presentation at academic/professional conferences

- Service as the editor, or as a member of the editorial board, of an academic/professional journal

**Professional Development**

- Attended conferences and trainings to maintain currency in the construction field

- Obtain and/or maintain professional licenses and/or certifications

- Pursue further education

**Funding**

- Submit/obtain funding requests for funding for CSU initiatives

- Submit/obtain funding requests for individual research

- Submit/obtain funding requests which support the objectives of the University or department

**Research Dissemination**

- Published and/or accepted articles in non-refereed academic, practitioner, or instructional development journals

  - Submitted, but not accepted, articles should be included to show candidate progress toward eventual acceptance

- Manuscripts prepared for presentation at conferences, or for submission to refereed and non-refereed journals

- Presentation of written research proposals

- Published and/or accepted articles in refereed academic, practitioner, or instructional development journals

- Authorship/editorship of books (including textbooks), or authorship of chapters in books

- Authorship of software that has been published or is generally in use

- Authorship or contributor to other generally circulated publications or alternate media sources

- Authorship of published case studies or reports

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- Authorship of case studies or reports for public or private entities

- Manuscripts published in a regional, national, or international conference proceedings

- Presentations made at regional, national, or international conferences

- Facilitate workshops and/or trainings at professional conferences or industry events

- Written reports or articles accepted and issued within industry publications

### 5.2.1.1 Additional Clarifications for Candidates

Copies of published articles as well as works in progress should be included in the dossier. Multiple-authored manuscripts should describe the candidate's contributions to the manuscript. Each example must be unique in order to count, i.e., a conference proceeding that is then published elsewhere without substantial modification counts as one contribution.

All published scholarship listed must be presented in a bibliographical format that clearly identifies the order of authorship as it appears or will appear in the published work. The judgment of the candidate's overall scholarship record should be based not only on the quantity of publications, but also on the quality of those publications and the consistency of their performance over time, with due consideration that publication schedules are beyond the control of the candidate.

### 5.2.2 Notes for Evaluators and Rubric

All forms of scholarship - teaching and learning, discovery, integration of knowledge, and application - should be considered when evaluating professional growth and achievement. Faculty members must provide evidence of active and on-going scholarly inquiry, a record of published research, and/or significant consulting activities and the dissemination of the results of the consulting among peers. In addition, since tenure is a forward-looking decision, candidates for tenure should include a plan for future growth in this area.

When reviewing evidence of professional growth and achievement, evaluators should consider the scale, reach, and attendance/readership of academic/industry involvement and collaboration.

Quantifiable criteria for evaluation of professional growth and achievement are outlined in Table 3 below.

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## Table 3 - Professional Growth and Achievement Rubric

| MEETS EXPECTATIONS | Lecturer | Tenure Track Year 1-2 | Tenure Track Year 3-4 | Tenure Track Year 5-6 - Promotion to Associate | Associate Years 6+ | Tenured Professor |
|---|---|---|---|---|---|---|
| Professional Activities | Not required | Become an active member and/or participate with a construction association/organization or perform consulting or professional services related to the construction industry. | Serve in an official capacity (board or committee member) and/or participate with a construction association/organization or perform significant consulting or professional services related to the construction industry or review of journal/manuscript for possible publication. | Serve in an official capacity (board or committee member) and/or participate with a construction association/organization or perform significant consulting or professional services related to the construction industry or review of journal/manuscript for possible publication. | Serve in a leadership role of a construction association/organization or perform significant consulting or professional services related to the construction industry. | Serve in a leadership role of a construction association/organization or perform significant consulting or professional services related to the construction industry. |
| Professional Development | Participate annually in workshops, trainings, and/or conferences to maintain currency in the field. Pursuing further education or certifications is also acceptable. | Participate in at least 4-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Pursuing further education or certifications is also acceptable. | Participate in at least 8-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Pursuing further education or certifications is also acceptable. | Participate in at least 8-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Pursuing further education or certifications is also acceptable. | Participate in at least 8-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Pursuing further education or certifications is also acceptable. | Participate in at least 8-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Pursuing further education or certifications is also acceptable. |
| Funding | Not required | Submit at least one (1) request for funding for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (by the end of year 2). | Pursue and obtain funding for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (during years 3 and 4). | Pursue and obtain funding for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (during years 5 and 6). | Obtain funding from at least four (4) requests for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (after promotion to associate and before promotion to full) | Obtain funding from at least four (4) requests for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (after promotion to associate and before promotion to full) |
| Research Dissemination | Not required | Explore a research opportunity and identify a topic of expertise or interest in preparation to produce a publication during this review period. | Complete at least one (1) listed 'Research Dissemination' item by the end of year 4 (between years 0 and 4). | Complete at least two (2) listed 'Research Dissemination' items by the end of year 6 (between years 0 and 6). | Complete at least three (3) listed 'Research Dissemination' items after promotion to associate and before promotion to full. | Complete at least three (3) listed 'Research Dissemination' items after promotion to associate and before promotion to full. |

| EXCEEDS EXPECTATIONS | Lecturer | Tenure Track Year 1-2 | Tenure Track Year 3-4 | Tenure Track Year 5-6 - Promotion to Associate | Associate Years 6+ | Tenured Professor |
|---|---|---|---|---|---|---|
| Professional Activities | Become an active member and/or participate with a construction association/organization or perform consulting or professional services related to the construction industry. | Serve in an official capacity (board or committee member) of a construction association/organization or perform significant consulting or professional services related to the construction industry. | Serve in an official capacity (board or committee member) of a construction association/organization or perform significant consulting or professional services related to the construction industry or review of journal/manuscript for possible publication. | Serve in a leadership role of a construction association/organization or perform significant consulting or professional services related to the construction industry and review of journal/manuscript for possible publication. | Serve in a leadership role of a construction association/organization or perform significant consulting or professional services related to the construction industry. | Serve in a leadership role of a construction association/organization or perform significant consulting or professional services related to the construction industry. |
| Professional Development | Participate in at least 4-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Pursuing further education or certifications is also acceptable. | Participate in at least 8-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Includes pursuing further education or maintaining certifications or licenses. | Participate in at least 12-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Includes pursuing further education or maintaining certifications or licenses. | Participate in at least 16-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Includes pursuing further education or maintaining certifications or licenses. | Participate in at least 16-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Includes pursuing further education or maintaining certifications or licenses. | Participate in at least 16-hours annually of workshops, trainings, and/or conferences to maintain currency in the field. Includes pursuing further education or maintaining certifications or licenses. |
| Funding | Not required | Obtain funding from at least one (1) requests for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (by the end of year 2). | Obtain funding from at least two (2) requests for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (during years 3 and 4). | Obtain funding from at least two (2) requests for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (during years 5 and 6). (Total of 5 before promotion). | Obtain funding from at least five (5) requests for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (after promotion to associate and before promotion to full) | Obtain funding from at least five (5) requests for CSU initiatives, individual research, or to support the objectives of the University or CMGT Dept. (after promotion to associate and before promotion to full) |
| Research Dissemination | Not required | Complete at least one (1) listed 'Research Dissemination' item by the end of year 2 (between years 0 and 2). | Complete at least two (2) listed 'Research Dissemination' items (including one peer reviewed) by the end of year 4 (between years 0 and 4). | Complete at least three (3) listed 'Research Dissemination' items (including one peer reviewed) by the end of year 6 (between years 0 and 6). | Complete at least three (3) listed 'Research Dissemination' items (including one peer reviewed) after promotion to associate and before promotion to full. | Complete at least three (3) listed 'Research Dissemination' items (including one peer reviewed) after promotion to associate and before promotion to full. |

**5.3** **Evidence of Service Which Contributes to the Strategic Plan and Goals of the Department, College, University and Community**

In evaluating service, the following shall be the main criteria for evaluation:

1. University, college, and department activities
2. Advising and mentoring
3. Community engagement

**5.3.1** **Service Examples**

There are many ways by which a faculty member can contribute to the success of the Department, College, University, and the community. Several examples of valuable contributions include:

**University, College, and Department Activities**
- Service on Department Committees
- Service on College Committees
- Service on University Committees
- Service as the Department Chair
- Pursue/obtain funded grant proposals and contracts
- Special projects for the Department, College, and University

**Advising and Mentoring**
- Student advising and involvement with student organizations
- Advisor for student competition
- Student academic advising
- Mentoring of a student or colleague

**Community Engagement**
- Community service projects
- Outreach and Recruiting
- Other community engagement

**5.3.1.1** **Additional Clarifications for Candidates**

Faculty members should find appropriate means of documenting any such contributions. The faculty member should include in their dossier information regarding how their instructional, professional, and service activities have contributed to the implementation of the University, College, and Department strategic goals.

Faculty members must provide evidence regarding their service on committees, task forces, and other service-related activities. For each committee, task force, or other group activity, the faculty member should identify:

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1. The group/committee's name,

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2. The faculty member's role (e.g., Chair, member),
3. The duration of service,
4. A contact person for verification of the faculty member's contributions, and
5. The ways in which the faculty member effectively contributed to the group's tasks and outcomes.

In all cases, evidence of the quality of such activities should be presented.

### 5.3.2 Notes for Evaluators and Rubric

While the Department does not particularly value any one form of contribution over another, evaluators should consider the impact and quality of these efforts/outcomes as they related to facilitating the achievement of University/College/Department strategic plans and goals and the impact they impart on students and the community.

Quantifiable criteria for evaluation of service which contributes to the strategic plan and goals of the Department, University, and Community are outlined in Table 4 below.

### 5.4 Failure to Submit a Dossier

Failure to submit a dossier as part of the Working Personnel Action File (WPAF) or failing to submit a dossier in a timely manner according to the published deadline, will create an incomplete WPAF, and will lead to evaluations of does not meet expectations in applicable evaluation areas.

## 6.0 Evaluation of Lecturer Faculty

### 6.1 Definition and Purpose

Evaluations of lecturer faculty will focus on their teaching effectiveness for appointment, reappointment, and range elevation (FPPP Section 9.1.2.a).

"Lecturer faculty will be evaluated according to the professional standards of the disciplines in which they are appointed and as defined by the Department/Unit as appropriate to their work assignments" (FPPP Section 9.1.2.b).

### 6.2 Composition of the Evaluation Committee

The evaluation committee for lecturer faculty will consist of current members of the Department Personnel Committee.

### 6.3 Data Gathering

Lecturer faculty shall document in their dossier their professional growth and achievement and teaching effectiveness; which is the primary criterion for evaluating lecturer faculty (see Section 5 above and Section 8.1.3. of the FPPP for examples of evidence).

Provisional Standard approved 8-21-23 for AY 23/24 contingent upon receipt of revision per the 8-23 memo and attachments.

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## Table 4 - Service Rubric

| MEETS EXPECTATIONS | Lecturer | Tenure Track Year 1-2 | Tenure Track Year 3-4 | Tenure Track Year 5-6 - Promotion to Associate | Associate Years 6+ | Tenured Professor |
|---|---|---|---|---|---|---|
| University, College and Department Activities | Not required | Serve as an active member for a university, college, department level, or ad hoc committee, or university center for each academic year. | Serve as an active member on two (2) or more university, college, department level or ad hoc committees, or university centers for each academic year. Service shall be at a minimum of two different levels. | Serve as an active member on three (3) or more university, college, department level or ad hoc committees, or university centers for each academic year. Service shall be at a minimum of two different levels. | Serve as an active member on three (3) or more university, college, department level or ad hoc committees, or university centers for each academic year and chair/director of one or more committees or centers. Engage in mentoring, formally or informally, other faculty in the department and/or college | Serve as an active member on three (3) or more university, college, department level or ad hoc committees, or university centers for each academic year and chair/director of one or more committees or centers. Engage in mentoring, formally or informally, other faculty in the department and/or college |
| Advising and Mentoring | Not required | Advisor for a student chapter of a national association or university recognized student organization or advisor of a student competition for each academic year. Actively provides academic advising. | Advisor for a student chapter of a national association or university recognized student organization or advisor of a student competition for each academic year. Actively provides academic advising. | Advisor for a student chapter of a national association or university recognized student organization or advisor of a student competition for each academic year. Actively provides academic advising. | Advisor for a student chapter of a national association or university recognized student organization or advisor of a student competition for each academic year. Actively provides academic advising. | Advisor for a student chapter of a national association or university recognized student organization or advisor of a student competition for each academic year. Actively provides academic advising. |
| Community Engagement | Not required | Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department. | Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department. | Support unit or college outreach for two (2) or more recruiting activities (per academic year) or participate in volunteer opportunities that align with the objectives of the University or Department. | Support unit or college outreach for two (2) or more recruiting activities (per academic year) or participate in two or more volunteer opportunities that align with the objectives of the University or Department. | Support unit or college outreach for two (2) or more recruiting activities (per academic year) or participate in two or more volunteer opportunities that align with the objectives of the University or Department. |

| EXCEEDS EXPECTATIONS | Lecturer | Tenure Track Year 1-2 | Tenure Track Year 3-4 | Tenure Track Year 5-6 - Promotion to Associate | Associate Years 6+ | Tenured Professor |
|---|---|---|---|---|---|---|
| University, College and Department Activities | Not required | Serve as an active member on three (3) or more university, college, department level or ad hoc committees, or university centers, or FLC for each academic year. Service shall be at a minimum of two different levels. | Serve as an active member on three (3) or more university, college, department level or ad hoc committees, or university centers, or FLC for each academic year. Service shall be at a minimum of two different levels. Serve as an active chair on one or more of those committees. | Serve as an active member on three (3) or more university, college, department level or ad hoc committees, university centers, or FLC for each academic year. Service shall be at a minimum of two different levels. Serve as a chair/director on one or more of those committees or centers, or serve in a leadership role within ECC. | Serve as an active member on four (4) or more university, college, department level or ad hoc committees, university centers, or FLC for each academic year. Service shall be at a minimum of two different levels. Serve as a chair/director on one or more of those committees or centers, or serve in a leadership role within ECC. | Serve as an active member on four (4) or more university, college, department level or ad hoc committees, university centers, or FLC for each academic year. Service shall be at a minimum of two different levels. Serve as a chair/director on one or more of those committees or centers, or serve in a leadership role within ECC. |
| Advising and Mentoring | Advisor for a student chapter of a national association or university recognized student organization or advisor of a student competition for each academic year. Actively provides academic advising. | Advisor for student chapter of a national association or university recognized student organization and advisor for student competition for each academic year. Actively provides academic advising. | Advisor for student chapter of a national association or university recognized student organization and advisor for student competition for each academic year. Actively provides academic advising. | Advisor for student chapter of a national association or university recognized student organization and advisor for student competition for each academic year. Actively provides academic advising. Mentor students on scholarly activities or professional development. | Advisor for student chapter of a national association or university recognized student organization and advisor for student competition for each academic year. Actively provides academic advising. Mentor early career faculty and students on scholarly activities or professional development. | Advisor for student chapter of a national association or university recognized student organization and advisor for student competition for each academic year. Actively provides academic advising. Mentor early career faculty and students on scholarly activities or professional development. |
| Community Engagement | Support unit or college outreach and recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department. | Support unit or college outreach for two (2) or more recruiting activities or participate in volunteer opportunities that align with the objectives of the University or Department. | Support unit or college outreach for two (2) or more recruiting activities (per academic year) and participate in volunteer opportunities that align with the objectives of the University or Department. | Act in a leadership role for at least one (1) unit or college outreach/recruiting activity and at least one (1) volunteering opportunity (per academic year), which aligns with the objectives of the University or Department. Involved in outreach service learning projects that bring recognition to Chico State. | Act in a leadership role for at least one (1) unit or college outreach/recruiting activity and at least one (1) volunteering opportunity which aligns with the objectives of the University or Department. Develop or lead an outreach service learning project which brings recognition to Chico State. | Act in a leadership role for at least one (1) unit or college outreach/recruiting activity and at least one (1) volunteering opportunity which aligns with the objectives of the University or Department. Develop or lead an outreach service learning project which brings recognition to Chico State. |

**6.4    The Evaluation Process**

Evaluations of lecturer faculty will be in accordance with FPPP Section 9.1.1.

All lecturer faculty not on three-year appointments are to be "reviewed annually for the initial two personnel cycles of their appointment, followed by biennial rather than annual reviews" as outlined in Section 9.1.4 of the FPPP.

At least one classroom visit is conducted each academic year. Classroom visitations may be conducted by members of the Personnel Committee, the Department Chair, the Department Chair's designee, and/or other qualified observers.

The Personnel Committee meets with and interviews lecturer faculty members when individual faculty members request a meeting with the Personnel Committee, or when the Personnel Committee decides that such a meeting is needed.  Lecturer faculty members should be advised in writing by the Personnel Committee that they may request a meeting with the Personnel Committee should individual faculty members so desire. Lecturer faculty members are expected to earn an evaluation of meets expectations or exceeds expectations as to teaching effectiveness.

Full-time lecturer faculty members are also expected to earn an evaluation of at least meets expectations as to professional growth and achievement (see Section 8.1.3.e.4 of the FPPP). In the event the faculty member does not meet expectations, the faculty member must provide a corrective plan outlining how they will improve their performance to meet expectations for their next evaluation.

**6.5    Criteria for Range Elevation**

It is encouraged that the faculty member demonstrates and documents activities that contribute to their currency of instructional fields. Suitable activities may include, but are not limited to:

- Increasing mastery of the fields of instruction evidenced by additional relevant education or an additional degree
- Publications that show advanced knowledge at professional meetings
- Editing professional publications
- Collaborative research and creative activity involving the campus and colleagues
- Grant proposals, external fundraising, and resource development related to fields of instruction
- Industry experience in a specialized field that can provide educational value to students

For more information see FPPP Section 12.2.

**6.6    Department Evaluation Criteria**

Examples of evidence and quantifiable criteria for evaluation of faculty are outlined in Section 5 of this document.

Provisional Standard approved 8-21-23 for AY 23/24 contingent upon receipt of revision
per the 8-23 memo and attachments.

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### 7.0 Evaluation of Tenure Track (Probationary) Faculty

#### 7.1 Definition and Purpose

For the purpose of making recommendations on retention, tenure, and promotion, tenure track faculty members shall be subject to periodic evaluations and performance reviews in accordance with FPPP Section 10.1.5.

Tenure track faculty includes Assistant and Associate Professors who have not yet obtained tenure.

#### 7.2 Composition of the Evaluation Committee

The evaluation committee for tenure track faculty will be formed in accordance with Section 10.1.7 of the FPPP.

#### 7.3 Data Gathering

Tenure track faculty members shall maintain a dossier with evidence of:

1. Teaching Effectiveness
2. Professional Growth and Achievement
3. Service that contributes to the strategic plan and goals of The Department, College, University and Community

Examples of evidence and quantifiable criteria for evaluation of faculty are outlined in Section 5 of this document.

#### 7.4 The Evaluation Process

The tenure track faculty evaluation process will be performed in accordance with Section 10.2 of the FPPP.

- Periodic evaluations are performed in faculty members' first, third, and fifth years
- Performance reviews are conducted in faculty members' second, fourth, and sixth years

Tenure track faculty should note, from FPPP Section 10.2.1 the

- "performance review will necessarily contain both developmental and judgmental components,
- the periodic evaluation should be primarily developmental in nature."

As such, performance reviews "must also contain developmental feedback for each candidate. Developmental feedback helps the candidate improve performance in each area reviewed, focusing on the candidate's eventual success at the University and in the professional field . . . If a report makes it clear that specific goals are to be met, the developmental feedback may be used as a basis for evaluation in future years' reports." - FPPP Section 10.3.2.

In accordance with FPPP Section 10.3.3, the performance review report must include a summary evaluation ranking the tenure track faculty member as meets expectations, exceeds expectations, or does not meet expectations in each of the three areas of performance – instruction, professional growth and achievement, and service.

Provisional Standard approved 8-21-23 for AY 23/24 contingent upon receipt of revision
per the 8-23 memo and attachments.

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Evaluated faculty should have a reasonable idea of the possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining) following the fourth-year performance review.

Tenure track faculty hired with service credit should review the Office of Academic Personnel's (OAPL's) evaluation calendars for their individual evaluation timeline.

### 7.5 Outcomes: Granting of Retention, Tenure, or Promotion of Tenure Track Faculty

As outlined in Section 4 of this document, the Department shall adhere to the definitions of exceeds expectations, meets expectations, and does not meet expectations as specified in FPPP. The purpose of these Department Standards is to establish specific criteria to be used by the Department Personnel Committee and subsequent evaluators for the different personnel evaluation decisions.

Evaluators should reference the tables found in Section 5 of this document to aid in the evaluation of whether individual faculty exceeds expectations, meets expectations, or does not meet expectations during each review period.

#### 7.5.1 Department Standard for Retention
For retention after year two, a tenure track faculty member must be evaluated as at least meets expectations in two of three categories and document and implement an improvement plan for the category which did not meet expectations.

For retention after year four, a tenure track faculty member must be evaluated as at least meets expectations in all categories. Reference the tables found in Section 5 of this document; each of which outline the specific requirements to meet expectations.

#### 7.5.2 Department Standard for Tenure
Award of tenure is a forward-looking decision which demonstrates that the University believes the tenure track faculty member has provided evidence they have earned a permanent position.

To be tenured, a faculty member must be evaluated as at least meets expectations with respect to Instruction, Professional Growth and Achievement, and Service. Reference the tables found in Section 5 of this document; each of which outline the specific requirements to meet expectations.

#### 7.5.3 Department Standard for Promotion from Assistant Professor to Associate Professor
Promotion from Assistant Professor to Associate Profession is backward looking (reflective) decision which demonstrates that the University believes the tenure track faculty member has provided evidence that they have met the requirements outlined in this document for Assistant Professors.

To be promoted from Assistant Professor to Associate Professor, a faculty member must be evaluated as at least meets expectations with respect to Instruction, Professional Growth and Achievement, and Service. Reference the

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tables found in Section 5 of this document; each of which outline the specific requirements to meet expectations.

**7.5.4  Department Standard for Promotion from Associate Professor to Professor**

To be promoted from Associate Professor to Professor a faculty member must be evaluated as at least meets expectations with respect to Instruction, Professional Growth and Achievement, and Service. Reference the tables found in Section 5 of this document; each of which outline the specific requirements to meet expectations.

**7.5.5  Department Standard for Granting "Accelerated" Tenure or Promotion**

For a candidate to be granted accelerated promotion or tenure, the faculty member's Instruction evidence must exceed expectations, Professional Growth and Achievement evidence must exceed expectations, and Service evidence must exceed expectations.

In addition, it is the responsibility of the faculty member requesting accelerated tenure or promotion to persuasively justify and demonstrate why the granting of accelerated tenure or promotion is warranted and deserved under the requirements of the FPPP, as follows:

FPPP Section 11.1.2: "Candidates for promotion to professor must also clearly demonstrate substantial professional recognition at and/or beyond the University itself"

FPPP Section 11.1.4: "A tenured faculty member wishing to apply for accelerated promotion to full professor must make a request in writing to the Department Chair and the Dean. In the request, the candidate shall offer a brief description of how they meet the criteria for eligibility for accelerated promotion".

**7.6  Department Evaluation Criteria**

Examples of evidence and quantifiable criteria for evaluation of faculty are outlined in Section 5 of this document.

**8.0  Evaluation of Tenured Faculty**

**8.1  Definition and Purpose**

For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to Periodic Evaluation at intervals no greater than five years.

The periodic evaluation of tenured faculty will be in accordance with Section 11.2 of the FPPP.

Tenured faculty includes Associate and Full Professors who have obtained tenure.

To be promoted from Tenured Associate Professor to Tenured Professor a faculty member must be evaluated as at least meets expectations with respect to Instruction, Professional Growth and Achievement, and Service. Reference the tables found in

Provisional Standard approved 8-21-23 for AY 23/24 contingent upon receipt of revision
per the 8-23 memo and attachments.

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Section 5 of this document; each of which outline the specific requirements to meet expectations.

**8.2    Composition of the Evaluation Committee**

The evaluation committee for tenured faculty will be formed in accordance with Section 11.2.2 of the FPPP.

**8.3    Data Gathering**

The tenured faculty member shall provide:

- Course syllabi
- Course examinations and assessments
- Copies or abstracts of publications
- Evidence of participation in scholarly meetings
- Copies of papers presented at scholarly meetings
- Letters of commendation
- Evidence of committee service
- Additional information as they may wish to have considered
- The tenured faculty member shall also provide a copy of their most current vita, if this is not already available in the WPAF

For guidance on data gathering reference FPPP Section 11.2.3.

**8.4    The Periodic Evaluation Process**

The tenured faculty evaluation process will be performed in accordance with Section 11.2.4 of the FPPP.

**8.5    Additional Evaluations of Tenured Faculty**

Additional evaluations of Tenured Faculty may be performed in accordance with Section 11.3 of the FPPP but shall not occur more frequently than once per year.

**8.6    Department Evaluation Criteria**

Examples of evidence and quantifiable criteria for evaluation of faculty are outlined in Section 5 of this document.

**9.0    Review Templates**

**Attachment 1 –** Peer Evaluation Teaching Report (PET)

Current Periodic and Performance review templates are provided by the office of Academic Personnel (OAPL) and can be found using the link below or on OAPL's website.

https://www.csuchico.edu/oapl/faculty-evaluation/box-rtp.shtml

**10.0  Effective Date**

Upon approval by the faculty and ratification by the Dean and the Provost, these policies and procedures are effective for the **2023-2024** academic year.

Provisional Standard approved 8-21-23 for AY 23/24 contingent upon receipt of revision per the 8-23 memo and attachments.

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**Attachment 1 - Peer Evaluation of Teaching (PET)**

## PEER EVALUATION OF TEACHING - PET
### REPORT OF CLASSROOM VISITATION AND TEACHING ASSESSMENT

Instructor: _____    Assessed By: _____

Course: _____    Instruction Date: _____

Lesson Topic: _____

| Assessment of: | Exceeds Expectation | Meets Expectations | Does Not Meet Expectation | Not Applicable | |
|---|---|---|---|---|---|
| **TECHNICAL EXPERTISE** | | | | | |
| Command of the Subject Matter | | | | | |
| **LESSON ORGANIZATION** | | | | | |
| Lesson objectives defined / reviewed | | | | | |
| Lesson activity organized | | | | | |
| Class time management | | | | | |
| **DELIVERY OF COURSE CONTENT** | | | | | |
| Enthusiasm, energy, confidence | | | | | |
| Voice (volume, speed, variation) | | | | | |
| Body language (status, roaming, etc.) | | | | | |
| Speed of content delivery | | | | | |
| Complete explanation of content | | | | | |
| Use of whiteboard | | | | | |
| Use of visual aids (.PPTX, etc.) | | | | | |
| Use of examples for clarity of concepts | | | | | |
| Other observations (specify) | | | | | |
| **STUDENT ENGAGEMENT / INTERACTION** | | | | | |
| Students taking notes | | | | | |
| Instructor asking questions | | | | | |
| Student's asking questions | | | | | |
| Complete responses to students | | | | | |
| Other observations (specify) | | | | | |
| **INSTRUCTOR ASSESSMENT** | | | | | |
| Overall rating for this session | | | | | |

Evaluators Signature: _____    Candidates Signature: _____

## PEER EVALUATION OF TEACHING - PET
### REPORT OF CLASSROOM VISITATION AND TEACHING ASSESSMENT

**NOTED STRENGTHS**

**NOTED AREAS FOR IMPROVEMENT**

**PEER RECOMMENDATIONS**

Provisional Standard approved 8-21-23 for AY 23/24 contingent upon receipt of revision
per the 8-23 memo and attachments.

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# Department/Program Standards Approval Sheet

Process:

a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.

b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to OAPL via email for review.

c) OAPL reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;

d) Provost reviews and approves, recommending changes if necessary, then returns document to OAPL.

e) If not approved, OAPL forwards requested changes for revision and re-submission to Dean and Department Chair/Director.

f) If approved, OAPL adds *Provost Approved Date* footer to the document and:

   a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,

   b. Uploads document to OAPL Department Standards website, and

   c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

-------------------------------------------------------------------------------------------------

Chair/Director Approval: _____ Date: Aug 31, 2023 _____

Dean Review: _____ Date: Sep 13, 2023 _____

OAPL Review: _____ Date: Sep 14, 2023 _____

Provost Approval: Terence Lau (Sep 14, 2023 14:19 PDT) _____ Date: Sep 14, 2023 _____

Revised October 2022

# M E M O R A N D U M

DATE:       August 21, 2023

TO:         Marie Patterson, Department Chair

CC:         Greg Watkins, Interim Dean

FROM:       Mahalley Allen, Vice Provost for Faculty Affairs and Success

SUBJECT:    Provisional Approval of Department RTP Standards

Thank you for submitting revised department RTP standards incorporating the [three new evaluation ratings](#) in each area of faculty performance.

Interim Provost Lau has provisionally approved the attached department standards for the 2023-2024 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

1. Clean up lecturer evaluation criteria and procedures.
2. Specify criteria for accelerated tenure or promotion to associate professor and accelerated promotion to full professor.
3. Address additional comments in document.
4. Please re-submit as a Word document, not pdf.

Based on our review of recently reviewed department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.

2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.

3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.

4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Friday, December 1, 2023, so that the Office of Academic Personnel and the Provost have adequate time to review the revisions prior to the start of the 2024-2025 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](). You may now provide these provisionally approved standards to faculty in your department. Our office is happy to meet with your Department or Personnel Committee to help answer any questions you may have.