



CALIFORNIA STATE UNIVERSITY, CHICO

Department of Economics

Personnel Policies and Procedures

Table of Contents

1) COMMITTEE STRUCTURE	4
A. Membership Eligibility	4
B. Size of Committee.....	4
C. Committee Officers	4
D. Voting and Voting Rights	4
2) OPERATION OF THE PERSONNEL COMMITTEE	5
A. Confidentiality	5
B. Notification of Faculty	5
C. Meeting Procedures.....	5
3) PART-TIME LECTURERS	6
A. Eligibility Criteria for Hiring	6
B. Range Elevation Criteria.....	6
C. Assignment of Courses	8
D. Evaluation	8
4) FULL-TIME LECTURERS.....	10
A. Eligibility Criteria for Hiring	10
B. Range Elevation Criteria.....	10
C. Assignment of Courses	11
D. Evaluation	11
5) TENURE-TRACK FACULTY	14
A. Evaluation	14

B. Performance Reviews for Tenure-Track Faculty 15

C. Periodic Evaluation for Tenure-Track Faculty 20

D. Exceptional Merit for Accelerated Promotion and Early Tenure 23

E. Expectations for Promotion..... 23

6) POST-TENURED FACULTY 24

A. Periodic Evaluations 24

1) COMMITTEE STRUCTURE

A. Membership Eligibility

- Membership will be composed of tenured faculty members.
- Tenured faculty members of the Economics Department who are ineligible for the Personnel Committee include any:
 - Faculty member whose case is being reviewed that year.
 - Faculty member on the College RTP Committee.
 - Faculty member who is on full-time leave for all or any part of an academic year except in the case where otherwise fewer than (3) three members of the Department are eligible for the Personnel Committee. If otherwise fewer than (3) three are eligible, then a faculty on FERP may serve if he or she receives a majority of votes, has an AY appointment, and the President or designee approves.

B. Size of Committee

- The Committee must have at least three (3) voting members.
- All eligible tenured faculty of the Economics Department must stand for election to the Committee. Those receiving a majority of votes cast by tenured and probationary faculty will serve. In consideration of promotion cases, all elected faculty who hold an academic rank above that of the candidate being considered shall serve.
- The Department Chair may elect to serve as a member of the Department Personnel Committee. In such cases the written report shall be considered a Department report and the Department Chair will not be considered a subsequent separate level of evaluation or review.
- If the Department Chair elects to serve as a member of the Department Personnel Committee, he/she must do so for all candidates undergoing a Periodic Evaluation or Performance Review during that particular personnel cycle.

C. Committee Officers

- The Personnel Committee will elect a Chair, who will call and preside at meetings and carry out other appropriate duties.
- The Personnel Committee will elect a Secretary who will keep minutes, who shall indicate time, place, and date of meeting, members present, and any action taken. No minutes on Committee discussions will be taken. Minutes of interviews with candidates will be taken for inclusion in their personnel files.

D. Voting and Voting Rights

- Quorum shall be defined as a majority (more than 50%) of the Committee members.
- Only Committee members will be allowed to vote on personnel matters.
- Proxy voting is not permitted.

- Proxy attendance is not permitted.
- If a member abstains, the member shall provide a written reason for the abstention.
- Members of the Department Personnel Committee who disagree with the report of the majority must submit a minority report.
- Members of Personnel Committee who in general agree with the evaluations or recommendations of the majority on their respective committee, but who wish to offer an additional (or alternative) analysis and/or interpretation, may submit a concurring report.

2) OPERATION OF THE PERSONNEL COMMITTEE

A. Confidentiality

- All deliberations and decisions of the Committee will not be discussed outside of the Committee meeting.
- Information received by the Committee shall be treated confidentially.

B. Notification of Faculty

- New Faculty
 - The Department Chair shall inform new tenure track-faculty members of the need to maintain a dossier, also known as the Working Personal Action File (WPAF), and the kinds of materials to be included in it.

The new faculty member will then sign the following statement:

"I affirm that I have been informed about the retention, tenure and promotion policies and procedures of California State University, Chico. I understand that I am required to create and maintain a dossier, also known as the Working Personal Action File (WPAF), that contains evidence documenting my instructional and professional career and achievements. Its contents will be forwarded to the Department/Unit RTP Committee chair, upon request, and shall become a part of the permanent personnel file. I am aware that I am required to bring it up to date annually."

This signed statement will be placed in the PAF of the faculty member.

- Continuing Faculty
 - The Committee Chair shall inform continuing faculty of the need to update their dossiers annually.

C. Meeting Procedures

- All Committee members and the Department Chair will be notified of all Personnel Committee meetings.
- The first session with the Department Chair and the Personnel Committee will be called to review inputs.
- Additional inputs can be requested if upheld by a majority vote of the Committee members present. The Committee Chair will arrange a time and place for interview meetings with the

faculty member under consideration.

- Questions posed during the interview will be limited to the four review criteria, unless another issue raised by a written input is deemed pertinent by a majority of the Committee.
- Minutes of the interview must be approved by the Committee Chair and Department Chair and then be presented to the candidate before being placed in the candidate's personnel file. The candidate must also either approve the minutes or file a written response to clarify their meaning within five working days after they are placed in the file. Any response must be considered before the final Committee recommendation is submitted.
- A session will be called for deliberation and formulation of the review or evaluation. Any issues considered significant by the Personnel Committee or Department Chair must be raised with the interviewer in order for these issues to be incorporated in recommendations by the Committee or by the Department Chair.
- No Personnel Committee member shall discuss its report or take any action when people who are not members of the Committee are present.
- Personnel actions must be substantiated by evidence in the WPAF. In addition, the other requirements specified in the University's current Faculty Personnel Policies and Procedures document are applicable.

3) PART-TIME LECTURERS

A. Eligibility Criteria for Hiring

- For lower division courses minimum qualifications normally include a master's degree or Ph.D. in economics. Additionally, college level teaching in economics is preferred. Candidates from a closely related field may be considered. For upper division courses a Ph.D. or ABD in economics is strongly preferred, as is demonstrated expertise (through research, practice or college teaching experience). A master's degree in economics may be considered the minimum requirement, decided on a case-by-case basis, based on teaching assignment, training, and experience. Lecturers are required to consult with the department chair to discuss course content. In this consultation, the parties must come to an agreement regarding appropriate course content and compliance with general education pathway standards. In ECON 101, ECON 102, and ECON 103, all faculty must cover the topics approved by Department committees for each of the courses, and they must follow the syllabi guidelines for each course.
- The Economics Department will comply with Article 12 of the Collective Bargaining Agreement (CBA) and Article 6.2 of the Faculty Personnel Policies and Procedures (FPPP).

B. Range Elevation Criteria

Professional development activities for lecturer Range Elevation are those activities that foster growth in the scholarship of teaching and learning. Lecturers seeking a range elevation will demonstrate a consistent commendable level of facilitating outcomes-based student learning by providing evidence of all of the following, as appropriate to the individual lecturer's work assignment:

- Continually refining and improving teaching practices based on self-reflection and feedback from student and faculty evaluation.

- Clearly aligning assignments and assessment with course outcomes;
- Development and applying innovative and effective ways of teaching subject matter to diverse student populations;
- Successfully developing and adapting best pedagogical practices while developing or revising outcomes-based course materials;
- Effectively developing and using course materials that reflect the current state of knowledge and practices in the field; and
- Successfully collaborating with faculty in teaching and learning activities, such as working with faculty to develop learning objectives and shared required course materials.

Below is a non-exhaustive list of professional growth and development activities that could be used to demonstrate consistent commendable competence in improving teaching and learning in the classroom. For non-instructional faculty, professional growth and development activities are those that are linked to student success in the context of their work assignments.

- Maintaining Currency in Subject Areas
 - Increased mastery of the discipline evidenced by additional relevant education or an additional degree.
 - Contributing to and planning professional development activities on campus.
 - Presenting original work at professional meetings and conference.
 - Collaborative research and creative activity involving the campus and the community.
 - Publications, exhibitions, and/or performances that advance knowledge.
 - Editing professional publications.
 - External fundraising and resource development related to the mission of the University.
 - Grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University.
- Development Learning Experiences and Resources
 - Participating in activities sponsored by Center for Excellence in Teaching (CELT).
 - Developing or leading activities sponsored by Center for Excellence in Teaching (CELT).
 - Developing and improving teaching and assessment methods.
 - Developing and revising outcomes-based curriculum and assessment.
 - Contributing to the achievement of department curriculum goals.
 - Successfully employing new technology to foster student learning objectives.
 - Curriculum and program development.
 - Collaborative teaching.
- Advising, Supervising, Guiding, and Mentoring Students
 - Advising and mentoring students.
 - Supervising teaching assistants and student assistants.
 - Advising and mentoring student associations.
 - Recruitment and retention of students.

- Involvement of students in the research and creative processes.

C. Assignment of Courses

- The Department of Economics follows the Order of Assignment of available work for temporary faculty outlined in Article 12.29 of the CBA and Section 7.0 of the FPPP, as well as policies governing workload and faculty responsibilities. (Article 20.2.b of the CBA).

D. Evaluation

- Support materials
 - Part-time lecturers are responsible for documenting the effectiveness of their teaching by submitting support materials for the dossier, as part of the Working Personal Action File (WPAF). They must submit a copy of the syllabus, all exams, and other classroom material that they use for each class. They must also submit a narrative, self-evaluation of teaching in the assigned course(s) that shall include, but not be limited to, the following areas: organization, scholarship in the field, effective communication and efforts to maintain currency. They may also submit letters written by their students and colleagues, awards they receive, and any other evidence of their teaching abilities. Part-time lecturers may also submit documentation of their professional development and other contributions to the University.
- Classroom Observations
 - Classroom observations will be conducted and evaluated every year for part-time temporary lecturers. They may be conducted in either the spring semester or in the fall semester. It is the joint responsibility of the part-time lecturer and the Personnel Committee to ensure that at least one class per year will be observed and evaluated. The Committee may exercise its discretion and require additional visitations if upheld by a majority vote. Lecturer requests for visitations will automatically be granted.
 - The Committee Chair will select three committee members (or the Department Chair) to observe the lecturer's classes.
 - The lecturer will select one observer from the list of three.
 - The observer will obtain clearance from the lecturer to attend a class during or after the third week of the semester.
 - The observer's role is confined to observation only.
 - He/she is admonished to be as unobtrusive as possible and to engage in no interaction with the lecturer under review or with class members during the class period.
 - Written evaluations of teaching effectiveness will be prepared by the reviewer and submitted to the PAF and the lecturer.
 - At a minimum, the written evaluation must include information on ability to communicate the material, style of presentation, ability to answer questions, pace of the lecture, level of the material, and overall effectiveness.
- Student Feedback of Teaching (SFOTs)
 - Written or electronic Student Feedback of Teaching (SFOT) shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with

six or more enrolled students shall have such student evaluations. When written evaluations are used, it is the responsibility of the faculty to ensure that these evaluations are conducted within the time period specified in the SFOT instructions and that all of the instructions are followed.

- Periodic Evaluations of Part-time Lecturers

- Frequency: Part-time lecturers are to be evaluated every year for the first two years and every other year thereafter unless they have new preparation; then they are reviewed every year for the first two years.

- Expectations:

Teaching: Teaching effectiveness is the first, minimum, and indispensable requirement for all faculty. Teaching is defined as classroom and related instructional activities. Teaching effectiveness will be based upon organization, scholarship, and effective communication.

- **Organization:** Course and instructional organization (e.g., syllabus, classroom technique, assignments, evaluation of students' work, use of technologies).
- **Scholarship: currency in the field:** The Department expects part-time lecturers to keep current in the field(s) in which they teach as demonstrated in their course syllabi, exams, and other classroom materials.
- **Effective communication:** The Department expects part-time lecturers to provide students clear directions on course content, expectations, assignments, and evaluations of student work.

Professional activity: In addition to the expectation that part-time lecturers keep current in the field(s) in which they teach as discussed above, they will be evaluated on other professional activities included in their dossier, such as scholarly articles and presentations.

Duties:

- Cooperate with coordinators of multi-section courses in which they teach.
- Prepare course syllabi according to department standards, campus policies and classroom materials.
- Be accessible via e-mail and office hours to colleagues and students.
- Serve on committees if requested by the department chair.

Professional Ethics and Conduct: Members of the faculty are expected to follow the guidelines set forth in the AAUP Statement of Professional Ethics and the Faculty Code of Ethics (FPPP Appendix III).

4) FULL-TIME LECTURERS

A. Eligibility Criteria for Hiring

- For lower division courses minimum qualifications normally include a master's degree or Ph.D. in economics. Additionally, college level teaching in economics is preferred.
- Candidates from a closely related field may be considered. For upper division courses a Ph.D. or ABD in economics is strongly preferred, as is demonstrated expertise (through research, practice or college teaching experience). A master's degree in economics may be considered the minimum requirement, decided on a case-by-case basis, based on teaching assignment, training, and experience. Lecturers are required to consult with the department chair to discuss course content. In this consultation, the parties must come to an agreement regarding appropriate course content. In ECON 101, ECON 102, and ECON 103, all faculty must cover the topics approved by Department committees for each of the courses, and they must follow the syllabi guidelines for each course.
- The Department of Economics will comply with Article 12 of the Collective Bargaining Agreement (CBA) and Article 6.2 of the Faculty Personnel Policies and Procedures (FPPP).

B. Range Elevation Criteria

Professional development activities for lecturer Range Elevation are those activities that foster growth in the scholarship of teaching and learning. Lecturers seeking a range elevation will demonstrate a consistent commendable level of facilitating outcomes-based student learning by providing evidence of all of the following, as appropriate to the individual lecturer's work assignment:

- Continually refining and improving teaching practices based on self-reflection and feedback from student and faculty evaluation;
- Clearly aligning assignments and assessment with course outcomes;
- Developing and applying innovative and effective ways of teaching subject matter to diverse student populations;
- Successfully developing and adapting best pedagogical practices while developing or revising outcomes-based course materials;
- Effectively developing and using course materials that reflect the current state of knowledge and practices in the field; and
- Successfully collaborating with faculty in teaching and learning activities, such as working with faculty to develop learning objectives and shared required course materials.

Below is a non-exhaustive list of professional growth and development activities that could be used to demonstrate consistent commendable competence in improving teaching and learning in the classroom. For non-instructional faculty, professional growth and development activities are those that are linked to student success in the context of their work assignments.

- Maintaining Currency in Subject Areas.
 - Increased mastery of the discipline evidenced by additional relevant education or an additional degree.
 - Contributing to and planning professional development activities on campus.

- Presenting original work at professional meetings and conference.
- Collaborative research and creative activity involving the campus and the community.
- Publications, exhibitions, and/or performances that advance knowledge.
- Editing professional publications.
- External fundraising and resource development related to the mission of the University.
- Grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University.
- Development Learning Experiences and Resources.
 - Participating in activities sponsored by Center for Excellence in Teaching (CELT).
 - Developing or leading activities sponsored by Center for Excellence in Teaching (CELT).
 - Developing and improving teaching and assessment methods.
 - Developing and revising outcomes-based curriculum and assessment.
 - Contributing to the achievement of department curriculum goals.
 - Successfully employing new technology to foster student learning objectives.
 - Curriculum and program development.
 - Collaborative teaching.
- Advising, Supervising, Guiding, and Mentoring Students.
 - Advising and mentoring students.
 - Supervising teaching assistants and student assistants.
 - Advising and mentoring student associations.
 - Recruitment and retention of students.
 - Involvement of students in the research and creative processes.

C. Assignment of Courses

- The Department of Economics follows the Order of Assignment of available work for temporary faculty outlined in Article 12.29 of the CBA and Section 7.0 of the FPPP, as well as policies governing workload and faculty responsibilities (Article 20.2.b of the CBA).

D. Evaluation

- Support Materials
 - Full-time lecturers are responsible for documenting the effectiveness of their teaching by submitting support materials for the dossier, as part of the Working Personal Action File (WPAF). They must submit a copy of the syllabus, all exams, and other classroom material that they use for each class. They must also submit a narrative self-evaluation of teaching in the assigned course(s) that shall include, but not be limited to, the following areas: organization, scholarship in the field, effective communication and efforts to maintain currency. They may also submit letters written by their students and colleagues, awards they receive, and any other evidence of their teaching abilities. Full-time lecturers may also submit documentation of their professional development and

other contributions to the University and community.

- Classroom Observations
 - Classroom observations will be conducted and evaluated every year for full-time temporary lecturers. They may be conducted in either the spring semester or in the fall semester. It is the joint responsibility of the full-time lecturer and the Personnel Committee to ensure that at least one class per year will be observed and evaluated. The Committee may exercise its discretion and require additional visitations if upheld by a majority vote. Lecturer requests for visitations will automatically be granted.
 - The Committee Chair will select three committee members (or the Department Chair) to observe the lecturer's classes.
 - The lecturer will select one observer from the list of three.
 - The observer will obtain clearance from the lecturer to attend a class during or after the third week of the semester.
 - The observer's role is confined to observation only.
 - He/she is admonished to be as unobtrusive as possible and to engage in no interaction with the lecturer under review or with class members during the class period.
 - Written evaluations of teaching effectiveness will be prepared by the reviewer and submitted to the PAF and the lecturer.
 - At a minimum, the written evaluation must include information on ability to communicate the material, style of presentation, ability to answer questions, pace of the lecture, level of the material, and overall effectiveness.
- Student Feedback of Teaching (SFOTs)
 - Written or electronic Student Feedback of Teaching (SFOT) shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with six or more enrolled students shall have such student evaluations. When written evaluations are used, it is the responsibility of the faculty to ensure that these evaluations are conducted within the time period specified in the SFOT instructions and that all of the instructions are followed.
- Periodic Evaluation of Full-Time Temporary Faculty
 - Frequency: Full-time lecturers are to be evaluated every year for the first two years and every other year thereafter unless they have new preparation; then they are reviewed every year for the first two years. Full-time lecturers will be evaluated following the same timeline as Periodic Evaluation of tenure-track faculty (please consult the current RTP calendar for specific dates) in the spring semester.
 - Expectations:
 - a. **Instruction:** Teaching effectiveness is the first, minimum, and indispensable requirement for all faculty. Teaching is defined as classroom and related instructional activities. Teaching effectiveness will be based upon organization, scholarship, and effective communication. The Department expects full-time temporary lecturers to (not in order of importance):
 - Cooperate with coordinators of multi-section courses in which they teach.

- Prepare course syllabi according to department standards.
- Be accessible via e-mail and office hours to colleagues and students.

Effectiveness in instruction does not require activity in all areas listed, however, the Personnel Committee must recognize the value of the faculty member's contributions if those activities can be included in one or more of the categories listed below (not in order of importance):

- High-quality, student-centered learning environments.
- Contributions to the department's and university's general education program. This includes participation and teaching in the university's upper division thematic program.
- Curriculum development for the economics major. This includes the development of new courses and/or the restructuring of existing courses.
- Teaching in the department's or university's honor program.
- The development and implementation of new instructional technologies, materials, and/or the innovative applications of existing technologies.
- The development and implementation of new and innovative teaching methodologies and strategies.
- Assessment tools should reflect the current state of assessment methodologies for those teaching undergraduate economics.
- All faculty will be evaluated on the formal and informal advising provided to those taking economic courses.
- Contribution to instruction and education at the K-12 level.

Teaching will be evaluated based upon the numerical evaluation from the SFOTs, course syllabi, writing assignments, homework, samples of student work, and the written reports from the classroom observations.

- b. **Professional Growth & Achievement:** The Department expects full-time lecturers to keep current in the field(s) in which they teach as demonstrated in their course syllabi, exams, and other classroom materials. They will also be evaluated on other professional activities included in their dossier.
- c. **Other Contributions to the University and Community:** The Department expects full-time lecturers to participate in department governance and community involvement as requested by the Department Chair.
- d. **Contributions to the Strategic Plans and Goals of the Department, College, and University:** The Department expects full-time lecturers to be willing and able to contribute skills which enable the department, college and University to achieve the goals of the Strategic Plans.

5) TENURE-TRACK FACULTY

A. Evaluation

- Support Materials for Tenure-Track Faculty
 - Tenure-track faculty are responsible for documenting the effectiveness of their teaching, their professional development, and their other contributions to the University and the community by submitting support materials for the dossier, as part of the Working Personal Action File (WPAF).
 - They must submit a copy of the syllabus, all exams, and other classroom material that they use for each class. Tenure-track faculty must also submit a narrative, self-evaluation of teaching that shall include, but not be limited to, the following areas: teaching philosophy, the integration of teaching and scholarship, research.
 - They may also include in their dossier evidence of publications and conference papers, letters from officers of professional organizations, letters of recognition and support from those knowing the faculty member's work, letters from their colleagues and students, awards they receive, and any other evidence of their professional development and teaching abilities.

- Classroom Observations
 - Classroom observations will be conducted and evaluated every year for tenure-track faculty. They may be conducted in either the spring semester or in the fall semester. It is the joint responsibility of the faculty and the Personnel Committee to ensure that at least one class per year will be observed and evaluated. The Committee may exercise its discretion and require additional visitations if upheld by a majority vote. Tenure-track faculty requests for visitations will automatically be granted.
 - The Committee Chair will select three committee members (or the Department Chair) to observe the candidate's classes.
 - The candidate will select one observer from the list of three.
 - The candidate shall be given the observation criteria no fewer than five (5) days before the scheduled observation. The notice shall be provided in writing.
 - The effectiveness of instruction in courses (in-person and virtual) will be evaluated with the classroom visitation evaluation forms developed by the Economics department which are developed using the standards stated in the University's Rubric for Online Course Instruction.
 - The evaluation of an online course shall be comparable to the evaluation of a face-to-face lesson. Therefore, the evaluation of an online course shall not encompass a full review of an entire course, but an evaluation of a specific Lesson or Learning Module/Unit. It is recommended that the candidate does not grant access to their Learning Management System's course shell to the observer, in any role.
 - It is recommended that the evaluation of an online course happen via a live tour of approximately 50 minutes in which the candidate will guide the evaluator through a Lesson or Learning Module/Unit (including learning materials, assignments, class activities, etc.), the welcome page of the course, and/or the course syllabus. For online courses that have synchronous components, the observer has the option to also attend a live session to evaluate

the instructor's interaction with the students. For asynchronous courses, the candidate may provide alternative evidence of student-instructor (within the bounds of FERPA) and student-student interaction (such as discussion boards or forum, google docs, wikis, etc.).

- The observer will obtain clearance from the faculty to attend a class during or after the third week of the semester.
 - The observer's role is confined to observation only.
 - He/she is admonished to be as unobtrusive as possible and to engage in no interaction with the faculty under review or with class members during the class period.
 - Written evaluations of teaching effectiveness will be prepared by the reviewer and submitted to the PAF and the candidate.
 - At a minimum, the written evaluation must include information on ability to communicate the material, style of presentation, ability to answer questions, pace of the lecture, level of the material, and overall effectiveness.
- Student Feedback on Teaching (SFOTs)
 - Written or electronic Student Feedback on Teaching (SFOT) shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with six or more enrolled students shall have such student evaluations. When written evaluations are used, it is the responsibility of the faculty to ensure that these evaluations are conducted within the time period specified in the SFOT instructions and that all of the instructions are followed.

B. Performance Reviews for Tenure-Track Faculty

- Expectations:

a. Instruction

Teaching effectiveness is the first, minimum, and indispensable requirement of teaching faculty. Teaching is defined as classroom and related instructional activities. Teaching effectiveness will be based upon organization, scholarship, and effective communication. The Department expects tenure-track faculty to (not in order of importance):

- Cooperate with coordinators of multi-section courses in which they teach.
- Prepare course syllabi according to department standards.
- Be accessible via e-mail and office hours to colleagues and students.

Effectiveness in instruction does not require activity in all areas listed, however, the Personnel Committee must recognize the value of the faculty member's contributions if those activities can be included in one or more of the categories listed below (not in order of importance):

- High-quality, student-centered learning environments which are more expansive than the traditional classroom and may include inclusive pedagogy, modern technologies and/or the innovative applications of existing technologies, techniques, modalities, and materials.
- Contributions to the departments and university's general education

program. This includes participation and teaching in the university's upper division thematic program.

- Curriculum development for the economics' major. This includes the development of new courses and/or the restructuring of existing courses.
- Teaching in the department or university honors program.
- The development and/or implementation of new and innovative teaching methodologies and strategies.
- Participation in FDEV activities.
- Contributions to Equity, Diversity, and Inclusion. This includes examples of how the candidate has considered diverse student needs to improve success in the classroom (e.g., addressing DFW rates, equity gaps, and systemic racism).
- Assessment tools should reflect the current state of assessment methodologies for those teaching undergraduate economics.
- Formal and informal advising provided to those taking economic courses.
- Contribution to instruction and education at the K-12 level.

Teaching will be evaluated based upon the numerical evaluation from the SFOTs, course syllabi, writing assignments, homework, samples of student work, and the written reports from the classroom observations.

Exceeds expectations: The evidentiary record **unambiguously demonstrates** the candidate's professionalism and **exceptional skill** as an educator with respect to materials, activities, and teaching. Faculty member **frequently connects** theory to application and/or to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of knowledge of theory and application in economics.

Meets expectations: The evidentiary record **demonstrates** the candidate's professionalism and **skill** as an educator with respect to materials, activities, and teaching. Faculty member **connects theory** to application and/or to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of knowledge of theory and application in economics.

Does not meet expectations: The evidentiary record (or lack of documentation) demonstrates that the candidate has an **unacceptable level** of performance as an educator with respect to materials, activities, and teaching. Faculty member makes **inadequate attempt to connect theory** to application and/or to content in other courses where appropriate, demonstrates lack of currency and clarity in courses taught, and does not maintain adequate interactions with students that support their acquisition of knowledge of theory and application in economics.

b. Professional Growth and Achievement

There are also essential considerations for retention, tenure, or promotion for teaching faculty as they are directly or indirectly related to effective instruction. Continued first-hand knowledge of his or her field is required of all teaching faculty. Evidence of professional growth and achievement may include, but is not limited to, the following (not in order of importance):

- Publications.
- Presentations and participation at professional conferences.
- Research work.
- Consultancies, grants and contracts and other professionally-related activities.
- Activities which demonstrate leadership and innovation in developing new ideas, knowledge, or methods of conveying those ideas in an instructional setting.

Publication in the field of Economics has become an increasingly time-consuming process, even after a manuscript has been submitted to a journal.^{1,2,3} In order to acknowledge this fact, the Department of Economics believes the following may also be considered evidence of professional growth and achievement (not in order of importance):

- Working Papers.
- Communication between candidate Journal Editor(s) and/or referees including requests for revision, referee reports.
- Presentations outside of professional conferences.

Evidence of effective professional growth and achievement may also include activities which are applicable to instructional practices. This may include the following (not in order of importance):

- Activities which contribute to the development or refinement of useful instructional methodologies and materials, curriculum development, or strategies and tools which foster lifetime learning as it applies to economics.
- Activities which promote deep approaches to learning through activities that encourage students to process information in ways that help them make qualitative distinctions about the merits of data-based claims or the persuasiveness of logic-based arguments.
- Participation in short courses to update research skills and tools.
- Activities or awards which result in regional or national recognition.
- Activities which contribute to the discipline or society in general.

¹ Ellison, Glenn. 2002. "The Slowdown of the Economics Publishing Process". *Journal of Political Economy*. Vol. 110, No. 5, pp 947-993.

² Ellison, Glenn. 2002. "Evolving Standards for Academic Publishing: A q-r Theory". *Journal of Political Economy*. Vol. 110, No. 5, pp. 994-1034.

³ Leslie, Derek. 2005. "Are Delays in Academic Publishing Necessary?" *The American Economic Review*. Vol. 95, No. 1, pp. 407-413.

Exceeds expectations: Makes **substantial contributions** to the discovery of new knowledge, theory building and/or practice, or develops new understandings regarding pedagogy in higher education, including economics education; or **engages significantly** in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to application.

Meets expectations: Makes **contributions** to the discovery of new knowledge, theory building and/or practice, or develops new understanding regarding pedagogy in higher education, including economics education; or **engages** in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and /or application; or engages in the scholarship of application of theory and new knowledge to application. Contributions of faculty members judged to be meeting expectations are more limited in scope and influence than those judged exceeding expectations.

Does not meet expectations: Makes **no adequate contributions** in any of the above criteria and provides **inadequate evidence** for professional growth in the area of scholarship.

The Department may refer to independent assessments of journal quality to assess the quality of a publication. The following rankings (not comprehensive) are some suggestions. Further, the Department may choose a list based on the candidate's field of specialty, if such a list is available.

- IDEAS/RePec.
- Australian Business Deans Council (ABDC) Journal Quality List.
- Academic Journal Guide by Chartered Association of Business Schools.
- Journal: Impact Factors, 5-Year Impact Factors, CiteScore.
- Kalaitzidakis, Mamuneas, and Stengos (2011).
- Engemann and Wall (2009).
- Combes and Linnemer (2010).

If the candidate chooses to report any measure of quality, he/she should remain consistent and transparent.

c. Strategic Plans and Goals of the Department/Unit, College, University, and to the Community

Each tenure-track faculty member's other contributions are essential considerations for retention, tenure, or promotion, for upon them rests the total academic environment which contributes to effective instruction. Each tenure track professor is expected to assume his/her share of committee work, advising, and other assignments that are a normal part of the life of the University. Evidence of effectiveness in the category of other contributions shall include involvement in activities that (not in order of importance):

- Contribute to the discipline, department, college, University, the CSU system.
- Contribute to the local, regional, or state communities or make contributions which are national or international in scope.

The Department expects each tenure-track faculty member to relate contributions to instruction, professional growth and achievement, and other contributions to the

university and community in terms of the current strategic goals of the University, the college, and the department. The Department encourages faculty to show evidence of their contributions to the University and Community and communicate in their narrative, the nature of the activity/activities, the degree of their involvement and the extent of its contribution to the Department, University or the Community.

Examples of Contributions (not in order of importance):

- Membership on university or college committees.
- Leadership and membership on department committees.
- Providing leadership in general education for the Department.
- Substantial effort in assessment of programs.
- Innovations to the department (i.e., new programs, development of new classes, continuing education, use of technology, distance education, etc.).
- Community or regional involvement relating to the economics discipline that reflects positively on the University as well as the department.
- Demonstrated willingness to work collaboratively and productively with colleagues.
- Contributions to the student outcomes assessment document.
- Administrative position within the Department, College or University.
- Holding membership on boards and organizations in the discipline.
- Speaking at community meetings/organizations relating to the economic discipline.
- Being a committee member for advanced degree students in other departments.
- Giving guest/public lectures relating to the discipline.
- Being an adviser for a student organization within the discipline.
- Working with students, staff, and faculty to gain recognition for their exceptional work, achievements, honors, and contributions.
- Providing economic expertise to organizations, agencies, clients and/or groups.
- Publishing essays or articles in newspapers or magazines on relevant economic issues.
- Providing training for community, public, or private organizations or agencies which meet community needs.
- Conducting development and fund-raising activities.
- Holding an appointment in an economics education or other professional organization.
- Holding state, national or international office in relevant professional organizations.
- Holding professionally related administrative appointments outside the university.

- Providing major organizational responsibilities for a state, national or international conference, workshop or training.
- Interdisciplinary collaborations that contribute to scholarship and/or pedagogical benefits to students.
- Serving the profession as a peer-reviewer of grant proposals or papers for journals or workshops/conferences.
- Contributions to updating the Economics Department Personnel and Procedures Document.
- Other contributions to the overall management or operations of the Economics Department not specifically the responsibility of formal Department committees.

Exceeds expectations: The evidence demonstrates the candidate's consistently high level of involvement in activities listed in the Department/Unit standards, other sections of the FPPP, and the CBA. Where this area of evaluation refers to participation on committees and/or in the community, “exceeds expectations” performance is evidenced by the candidate's assumption of key roles on significant committees and/or in the community, as well as the demonstration of consistent, on-going contributions to such activities.

Meets expectations: The evidence demonstrates the candidate's consistent, on-going involvement in activities listed in the Department/Unit standards, other sections of this FPPP, and the CBA. Where this area of evaluation refers to participation on committees and/or in the community, “meets expectations” performance is evidenced by the candidate's occasional assumption of key roles on significant committees and/or in the community, as well as the demonstration of consistent, on-going contributions to such activities.

Does not meet expectations: The evidence does not demonstrate an adequate level of involvement in activities listed in the Department/Unit standards, other sections of this FPPP, and the CBA. Where this area of evaluation refers to participation on committees and/or in the community, “does not meet expectations” performance is evidenced by the candidate's lack of assumption of key roles on committees and/or in the community and only limited participation in activities at these levels.

C. Periodic Evaluations for Tenure Track Faculty

- Expectations:

- a. **Instruction**

- Teaching effectiveness is the first, minimum, and indispensable requirement of teaching faculty. Teaching is defined as classroom and related instructional activities. Teaching effectiveness will be based upon organization, scholarship, and effective communication. The Department expects tenure-track faculty to (not in order of importance):

- Cooperate with coordinators of multi-section courses in which they teach.

- Prepare course syllabi according to department standards.
- Be accessible via e-mail and office hours to colleagues and students.

Effectiveness in instruction does not require activity in all areas listed, however, the Personnel Committee must recognize the value of the faculty member's contributions if those activities can be included in one or more of the categories listed below (not in order of importance):

- High-quality, student-centered learning environments.
- Contributions to the department and university's general education program. This includes participation and teaching in the university's upper division thematic program.
- Curriculum development for the economics' major. This includes the development of new courses and/or the restructuring of existing courses.
- Teaching in the department or university's honors program.
- The development and implementation of new instructional technologies, materials, and/or the innovative applications of existing technologies.
- The development and implementation of new and innovative teaching methodologies and strategies.
- Assessment tools should reflect the current state of assessment methodologies for those teaching undergraduate economics.
- Probationary faculty will be evaluated on the formal and informal advising provided to those taking economic courses.
- Contribution to instruction and education at the K-12 level.

Teaching will be evaluated based upon the numerical evaluation from the SFOTs, coursesyllabi, writing assignments, homework, samples of student work, and the written reports from the classroom observations.

b. Professional Growth and Achievement

There are also essential considerations for retention, tenure, or promotion for teaching faculty as they are directly or indirectly related to effective instruction. Continued first-hand knowledge of his or her field is required of all teaching faculty. Evidence of professional growth may include publications, presentations and participations at professional conferences, research work, consultancies, grants and contracts and other professionally related activities, as well as activities which demonstrate leadership and innovation in developing new ideas, knowledge, or methods of conveying those ideas in an instructional setting. Evidence of effective professional growth and achievements shall include activities which are applicable to instructional practices. This may include the following (not in order of importance):

- Activities which contribute to the development or refinement of useful instructional methodologies and materials, curriculum development, or strategies and tools which foster lifetime learning as it applies to economics.
- Activities that promote information literacy, meaning learning to evaluate

the merits of data-based claims or logic-based arguments.

- Activities or awards which result in regional or national recognition.
- Activities which contribute to the discipline or society in general.

c. Strategic Plans and Goals of the Department/Unit, College, University, and to the Community

Each tenure-track faculty member's other contributions are essential considerations for retention, tenure, or promotion, for upon them rests the total academic environment which contributes to effective instruction. Each tenure track professor is expected to assume his/her share of committee work, advising, and other assignments that are a normal part of the life of the University. Evidence of effectiveness in the category of other contributions shall include involvement in activities that (not in order of importance):

- Contribute to the discipline, department, college, University, the CSU system.
- Contribute to the local, regional, or state communities or make contributions which are national or international in scope.

The Department expects each tenure-track faculty member to relate contributions to instruction, professional growth and achievement, and other contributions to the university and community in terms of the current strategic goals of the University, the college, and the department.

Examples of Contributions (not in order of importance):

- Membership on university or college committees.
- Leadership and membership on department committees.
- Providing leadership in general education for the Department.
- Substantial effort in assessment of programs.
- Innovations to the department (i.e., new programs, continuing education, use of technology, distance education, etc.).
- Community or regional involvement relating to the economics discipline that reflects positively on the University as well as the department.
- Demonstrated willingness to work collaboratively and productively with colleagues.
- Contributions to the student outcomes assessment document.
- Administrative position within the Department, College or University.
- Holding membership on boards and organizations in the discipline.
- Speaking at community meetings/organizations relating to the economic discipline.
- Being a committee member for advanced degree students in other departments.
- Giving guest/public lectures relating to the discipline.

- Being an adviser for a student organization within the discipline.
- Working with students, staff, and faculty to gain recognition for their exceptional work, achievements, honors, and contributions.
- Providing economic expertise to organizations, agencies, clients and/or groups.
- Publishing essays or articles in newspapers or magazines on relevant economic issues.
- Providing training for community, public, or private organizations or agencies which meet community needs.
- Conducting development and fund-raising activities.
- Holding an appointment in an economics education or other professional organization.
- Holding state, national or international office in relevant professional organizations.
- Holding professionally related administrative appointments outside the university.
- Providing major organizational responsibilities for a state, national or international conference, workshop or training.

D. Exceptional Merit for Accelerated Promotion and Early Tenure

- Persons not holding normal time in rank may be considered for tenure and/or promotion if they make a written request for consideration to the Department Personnel Committee and Dean. However, this early tenure and/or accelerated promotion will require clear evidence of exceeding expectations in Instruction, Professional Growth and Achievement and Other Contributions to the University and Community.

E. Expectations for Promotion

- Assistant to Associate: For promotion to associate professor “meets expectations” rating in all evaluation areas is required. The terminal degree is also required for promotion to associate professor.
- Associate to Full: For promotion to full professor clear evidence of meeting expectations in all areas of assessment is required. The terminal degree is also required for promotion to full professor.

6) POST-TENURED FACULTY

A. Periodic Evaluations

- Frequency
 - Post-tenured professors will be evaluated following the same timeline as Periodic Evaluation of tenure-track faculty (please consult the current RTP calendar for specific dates) in the Spring Semester during the fifth year following their last review. The Department Personnel Committee will conduct the evaluation. Faculty participating in

the Faculty Early Retirement Program (FERP) are not required to undergo post tenure evaluation unless an evaluation is requested by the FERP participant or the appropriate administrator.

- **Support Materials**

- Post-tenured faculty are responsible for documenting the effectiveness of their teaching, their professional development, and their other contributions to the University and the community by submitting support materials for the dossier, as part of the Working Personal Action File (WPAF). They must submit a copy of the syllabus, all exams, and other classroom material that they use for each class. They must also submit a narrative, a self-evaluation of teaching in the assigned course(s). They may also submit letters written by their students and colleagues, awards they receive, and any other evidence of their teaching abilities.

Post-tenured faculty must also submit documentation of their professional development and other contributions to the University and community. Faculty may document their contribution by including evidence of publications and conference papers in their dossier, reports from journal editors and referees in their file, letters from officers of economic professional organizations, letters of recognition and support from those knowing the faculty member's work, and letters reflecting awards granted locally, regionally, state, nationally, or internationally.

- **Expectations:**

- a. Instruction**

Teaching effectiveness is the first, minimum, and indispensable requirement for all faculty. Teaching is defined as classroom and related instructional activities. Teaching effectiveness will be based upon organization, scholarship, and effective communication. The Department expects post-tenured faculty to (not in order of importance):

- Prepare course syllabi according to department standards.
- Be accessible via e-mail and office hours to colleagues and students.
- Maintain currency in discipline.
- Take on leadership roles. Examples include (but not limited to):
 - Serve as a role model for early career faculty and others (mentoring, developing low-cost, shareable materials, and coordinating sections).
 - Run an FDEV session.
- If needed, cooperate with coordinators of multi-section courses in which they teach.

Effectiveness in instruction does not require activity in all areas listed, however, the Personnel Committee must recognize the value of the faculty member's contributions if those activities can be included in one or more of the categories listed below (not in order of importance):

- High-quality, student-centered learning environments which are more expansive than traditional classroom and include inclusive pedagogy, modern technologies and/or the innovative applications of existing technologies, techniques, modalities, and

materials.

- Contributions to the department and university's general education program. This includes participation and teaching in the university's upper division thematic program.
- Curriculum development for the economics' major. This includes the development of new courses and/or the restructuring of existing courses.
- Teaching in the department or university's honors program.
- The development and/or implementation of new and innovative teaching methodologies and strategies.
- Participation in FDEV activities.
- Contributions to Equity, Diversity, and Inclusion. This includes examples of how the candidate has considered the diverse student needs to improve success in the classroom (e.g., addressing DFW rates, equity gaps, and systemic racism).
- Assessment tools should reflect the current state of assessment methodologies for those teaching undergraduate economics.
- Formal and informal advising provided to those taking economic courses.
- Contribution to instruction and education at the K-12 level.
- Integration of the faculty member's research agenda into course curriculum

Teaching will be evaluated based upon the numerical evaluation from the SFOTs, course syllabi, writing assignments, homework, samples of student work, and the written reports from the classroom observations.

Exceeds expectations: The evidentiary record **unambiguously demonstrates** the candidate's professionalism and **exceptional skill** as an educator with respect to materials, activities, and teaching. Faculty member demonstrates currency and clarity of knowledge in courses taught, maintains effective interactions with students that support their acquisition of knowledge of theory and application in economics, and frequently connects theory to application and/or to content in other courses where appropriate.

Meets expectations: The evidentiary record **demonstrates** the candidate's professionalism and **skill** as an educator with respect to materials, activities, and for teaching. Faculty member demonstrates currency and clarity of knowledge in courses taught, maintains adequate interactions with students that support their acquisition of knowledge of theory and application in economics, and connects theory to application and/or to content in other courses where appropriate.

Does not meet expectations: The evidentiary record (or lack of documentation) demonstrates that the candidate has an **unacceptable level** of performance as an educator with respect to materials, activities, and for teaching. Faculty member demonstrates lack of currency and clarity in courses taught, and does not maintain interactions with students that support their acquisition of knowledge of theory and application in economics, and makes inadequate attempt to connect theory to application and/or to content in other courses where appropriate.

b. Professional Growth and Achievement

Continued first-hand knowledge of his or her field is required of all teaching faculty. Evidence of professional growth may include, but is not limited to the following (not in order of importance):

- Publications, presentations and participations at professional conferences, research work.
- Building the reputation of self, department, and/or university.
- Consultancies, grants and contracts and other professionally-related activities.
- Activities which demonstrate leadership and innovation in developing new ideas, knowledge, or methods of conveying those ideas in an instructional setting.

Publication in the field of Economics has become an increasingly time-consuming process, even after a manuscript has been submitted to a journal.^{4,5,6} In order to acknowledge this fact, the Department of Economics believes the following may also be considered evidence of professional growth and achievement (not in order of importance):

- Working Papers.
- Communication between candidate Journal Editor(s) and/or referees including requests for revision, referee reports, etc.
- Presentations outside of professional conferences.

Evidence of effective professional growth and achievements may also include activities which are applicable to instructional practices. This may include the following (not in order of importance):

- Activities which contribute to the development or refinement of useful instructional methodologies and materials, curriculum development, or strategies and tools which foster lifetime learning as it applies to economics.
- Activities that promote information literacy, meaning learning to evaluate the merits of data-based claims or logic-based arguments.
- Participation in short courses/schools to update research skills and tools.
- Activities or awards which result in regional or national recognition.
- Activities which contribute to the discipline or society in general.

Exceeds expectations: Makes **substantial contributions** to the discovery of new knowledge, theory building and/or practice, or develops new understandings regarding pedagogy in higher education, including economics education; or **engages significantly** in interdisciplinary scholarship and makes connections across disciplines that lead to

⁴ Ellison, Glenn. 2002. "The Slowdown of the Economics Publishing Process". *Journal of Political Economy*. Vol. 110, No. 5, pp 947-993.

⁵ Ellison, Glenn. 2002. "Evolving Standards for Academic Publishing: A q-r Theory". *Journal of Political Economy*. Vol. 110, No. 5, pp. 994-1034.

⁶ Leslie, Derek. 2005. "Are Delays in Academic Publishing Necessary?" *The American Economic Review*. Vol. 95, No. 1, pp. 407-413.

integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to application.

Meets expectations: Makes **contributions** to the discovery of new knowledge, theory building and/or practice, or develops new understanding regarding pedagogy in higher education, including economics education; or **engages** in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and /or application; or engages in the scholarship of application of theory and new knowledge to application. Contributions of faculty members judged to be meeting expectations are more limited in scope and influence than those judged exceeding expectations.

Does not meet expectations: Makes **inadequate contributions** in any of the above criteria and provides **inadequate evidence** for professional growth in the area of scholarship.

The Department may refer to independent assessments of journal quality to assess the quality of a publication. The following rankings (not comprehensive) are some suggestions. Further, the Department may choose a list based on the candidate's field of specialty, if such a list is available.

- IDEAS/RePec.
- Australian Business Deans Council (ABDC) Journal Quality List.
- Academic Journal Guide by Chartered Association of Business Schools.
- Journal: Impact Factors, 5-Year Impact Factors, CiteScore.
- Kalaitzidakis, Mamuneas, and Stengos (2011).
- Engemann and Wall (2009).
- Combes and Linnemer (2010).

If the candidate chooses to report any measure of quality, he/she should remain consistent and transparent.

c. Strategic Plans and Goals of the Department/Unit, College, University, and to the Community

Each tenured faculty member's other contributions are essential considerations for promotion, for upon them rests the total academic environment which contributes to effective instruction. Each tenured professor is expected to assume his/her share of committee work, advising, and other assignments that are a normal part of the life of the University. Evidence of meeting expectations in the category of Strategic Plans and Goals of the Department/Unit, College, University, and to the Community shall include involvement in activities that (not in order of importance):

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- Contribute to the local, regional, or state communities or make contributions which are national or international in scope.

The Department expects each tenured faculty member to relate contributions to instruction, professional growth and achievement, and other contributions to the university and community in terms of the current strategic goals of the University, the college, and the department. The Department encourages faculty to show evidence of their contributions to the University and Community and communicate in their

narrative, the nature of the activity/activities, the degree of their involvement and the extent of its contribution to the Department, University or the Community.

Examples of Contributions (not in order of importance):

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- Community or regional involvement relating to the economics discipline that reflects positively on the University as well as the department.
- Demonstrated willingness to work collaboratively and productively with colleagues
- Contributions to the student outcomes assessment document.
- Administrative position within the Department, College or University.
- Holding membership on boards and organizations in the discipline.
- Speaking at community meetings/organizations relating to the economic discipline.
- Being a committee member for advanced degree students in other departments.
- Giving guest/public lectures relating to the discipline.
- Being an adviser for a student organization within the discipline.
- Working with students, staff, and faculty to gain recognition for their exceptional work, achievements, honors, and contributions.
- Providing economic expertise to organizations, agencies, clients and/or groups.
- Publishing essays or articles in newspapers or magazines on relevant economic issues.
- Providing training for community, public, or private organizations or agencies which meet community needs.
- Conducting development and fund-raising activities.
- Holding an appointment in an economics education or other professional organization.
- Holding state, national or international office in relevant professional organizations
- Holding professionally related administrative appointments outside the university.
- Providing major organizational responsibilities for a state, national or international conference, workshop or training.

- Interdisciplinary collaborations that contribute to scholarship and/or pedagogical benefits to students.
- Serving the profession as a peer-reviewer of grant proposals or papers for journals or workshops/conferences.
- Contributions to updating the Economics Department Personnel and Procedures Document.
- Other contributions to the overall management or operations of the Economics Department not specifically the responsibility of formal Department committees.

Exceeds expectations: The evidence demonstrates the candidate's consistently high level of involvement in activities listed in the Department/Unit standards, other sections of the FPPP, and the CBA. Where this area of evaluation refers to participation on committees and/or in the community, “exceeds expectations” performance is evidenced by the candidate's assumption of key roles on significant committees and/or in the community, as well as the demonstration of consistent, on-going contributions to such activities.

Meets expectations: The evidence demonstrates the candidate's consistent, on-going involvement in activities listed in the Department/Unit standards, other sections of the FPPP, and the CBA. Where this area of evaluation refers to participation on committees and/or in the community, “meets expectations” performance is evidenced by the candidate's occasional assumption of key roles on significant committees and/or in the community, as well as the demonstration of consistent, on-going contributions to such activities.

Does not meet expectations: The evidence does not demonstrate an adequate level of involvement in activities listed in the Department/Unit standards, other sections of this FPPP, and the CBA. Where this area of evaluation refers to participation on committees and/or in the community, “does not meet expectations” performance is evidenced by the candidate's lack of assumption of key roles on committees and/or in the community and only limited participation in activities at these levels.



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: *Pete Tsournos* Date: May 24, 2023
[Pete Tsournos \(May 24, 2023 11:03 PDT\)](#)

Dean Review: *Eddie Vela* Date: May 24, 2023

OAPL Review: *Mahalley D. Allen* Date: May 24, 2023

Provost Approval: *[Signature]* Date: May 25, 2023



MEMORANDUM

DATE: May 24, 2023
TO: Pete Tsournos, Department Chair
CC: Eddie Vela, Dean
FROM: Mahalley Allen, Associate Vice President for Academic Personnel
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 Perez 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. Provide clear delineation of “meets expectations” and “exceeds expectations” for all three categories of evaluation.
2. Provide complete requirements for accelerated tenure and promotion to associate and accelerated promotion to full – see relevant sections of FPPP.
3. Address additional comments in document.

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.