



California State University, Chico  
Office of Academic Personnel  
Campus Zip 024

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**M E M O R A N D U M**

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DATE: September 20, 2021

TO: The Academic Campus Community

FROM: Brian Oppy,  
Associate Vice President for Academic Personnel

SUBJECT: Changes to the FPPP 2021-2022

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After a careful review of the 2020-2021 FPPP by the FASP Committee, the recommendation of the Academic Senate, and the approval of the President, the following revisions have been made to the FPPP for 2021-2022. Items removed are ~~struck out~~, items added are in **color**. The document can be found in its entirety at <https://www.csuchico.edu/oapl/fppp.shtml>.

FPPP Section	Revision	Affected Parties
	<b>TABLE OF CONTENTS</b>	
	<del>STUDENT EVALUATION OF TEACHING</del> <b>FEEDBACK ON TEACHING AND LEARNING – UNIVERSITY COMMITTEE AND GENERAL PROCEDURES</b>	
	<b>INTRODUCTION</b>	
	<p>The people of California have bestowed a public trust on the California State University to promote and maintain a system of advanced education dedicated to excellence in instruction and research, creative activity, and public service. These common goals unite us as we order our relationships with each other to promote systems integrity, transparency, academic freedom and shared governance at all levels.</p> <p><del>These common goals unite us as we order our relationships with each other to promote systems integrity, transparency, academic freedom and share governance at all levels. Together, we are dedicated to furthering the university's mission by providing for a faculty of high quality, committing to professional growth and development, due process, and retention, tenure, and promotion.</del></p>	

These Faculty Personnel Policies and Procedures (FPPP) define processes for the effective and fair hiring, development, evaluation, retention, and promotion of a high-quality faculty. These policies and procedures are designed to preserve their cooperation, departmental expertise, and subject matter competency, which are the strengths of our institution.

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This FPPP is intended to be used in conjunction with the Faculty Collective Bargaining agreement (CBA), which is the formal contract between the faculty and the CSI administration. ~~This FPPP is intended to be used in conjunction with the faculty collective bargaining agreement (CBA), which the reader is urged to consult. Personnel decisions may be affected by federal and state laws, CSU System regulations, and other University policies.~~

If there should be any conflict between the provisions of this document and the CBA, CSU shall apply. State and Federal law ~~policy or state or federal law, are the higher-level regulations~~ thank both of these and shall apply in these cases. CSU Executive Orders deal with matters in the scope of the CSU administration and should agument the CBA. The FPPP should be considered on par with campus *Executive Memoranda* (EMs).

The CBA overrules the FPPP and Department standards and policies, constitution, and by-laws. The FPPP represents CSU, Chico's local interpretation of the CBA which allows individual campuses to govern many local practices in implementing the CBA. The FPPP is composed by the CSU, Chico Academic Senate in consultation with the President of the University. The FPPP takes precedence over Department standards and policies.

The FPPP is updated annually and the updated FPPP and a summary of the changes made over the last academic year are published by the Office of Academic Personnel in August before classes have begun. Faculty dossiers are to comply with the updated FPPP.

Department procedures, constitutions, and by-laws govern the way departments preserve subject matter expertise and manage Retention, Tenure and Promotion (RTP). No later than 14 days after the first day of instruction of the academic term, evaluation criteria, and procedures shall be made available to the faculty unit employee (CBA 15.3). The faculty and department Chair must sign an Affirmation statement that these criteria include the CBA, the FPPP, and the current Department standards.

	<p>Probationary faculty may retain the right to use the Department standards and procedures that were current when they started their employment.</p> <p>For current information on other documents and policies that may affect personnel actions, contact the Associate Vice President for the Office of Academic Personnel.</p>	
<b>FPPP/CBA CROSS REFERENCE TABLE</b>		
	<p>3 Student <del>Feedback on Teaching and Learning</del> <del>Evaluation of Teaching</del></p> <p style="padding-left: 40px;">5.2 <del>Lecturer</del> <del>Temporary</del> Faculty</p> <p>9 Evaluation of <del>Lecturer</del> <del>Temporary</del> Faculty</p>	
<b>DEFINITIONS</b>		
	<p><b>DEPARTMENT/UNIT</b></p> <p>The <i>Department/Unit</i> is the basic administrative entity (academic department or equivalent administrative unit, per CBA Article 2.12) to which all categories of faculty unit employees are assigned. Herein, the phrase for the entity is “Department.”</p> <p><del>The <i>Department/Unit</i> is the basic administrative entity to which faculty are assigned. Herein, the phrase for this entity is also “Department.”</del></p> <p><b>DEPARTMENT/UNIT STANDARDS</b></p> <p>Department guidelines, policies, and procedures that contain the Department’s faculty unit employee evaluation criteria and procedures, and are approved by the Provost. These evaluation criteria and procedures should be separate from Constitutions and Bylaws.</p> <p><del>Department guidelines, policies and procedures that contain the Department’s faculty unit employee evaluation criteria and procedures and are approved by the Provost.</del></p> <p><b>FACULTY UNIT EMPLOYEE</b></p> <p>All Unit 3 employees per CBA Article 2.13 definition of Faculty. Includes all part-time, probationary, temporary, lecturer, tenure track, tenured, FERP, and others as defined by the CBA and assigned to an academic Department or equivalent administrative unit (per CBA Article 2.12). Herein referred to as “Faculty,” unless otherwise specified by category.</p> <p><b>FERP (FACULTY EARLY RETIREMENT PROGRAM)</b></p> <p><b>FACULTY</b></p>	

	<p>A retired faculty unit employee who participates in the Faculty Early Retirement Program as defined by the CBA Article 29.</p> <p><b>PART-TIME FACULTY UNIT EMPLOYEE</b></p> <p><i>Lecturer</i> faculty unit employees who have appointments of less than full-time (1.0) position. Also called a Lecturer Unit Employee.  <del>Temporary</del> faculty unit employees who have appointments of less than a full time (1.0) position.</p> <p><b>PARTICIPATORY RIGHTS</b></p> <p>The right to be notified of, attend, and discuss and make motions at, and otherwise engage in, faculty meetings. <del>Does not include the right to vote, which is covered elsewhere in this document and the Constitution of the Faculty of CSU, Chico.</del></p>	
<b>1.0</b>	<b>INSTRUCTIONAL FACULTY – RESPONSIBILITIES AND ETHICAL REQUIREMENTS</b>	
1.1	Assignments	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Deans</li> <li>• Chairs</li> <li>• Personnel Committees</li> </ul>
1.1.1	The assignments of a faculty member may include instruction, instruction-related responsibilities, and other activity assignments and duties.	
1.1.4	<p>Lecturer faculty have participatory rights in departmental meetings, including voting rights to select the Department Chair, Director, or Program Coordinator. Lecturers can be afforded other voting rights as specified in the Department/Unit regulations. <del>Part-time Lecturer faculty have participatory rights in departmental meetings, including voting rights to select the Department Chair, Director, or Program Coordinator. Lecturers can be afforded other voting rights, as specified except that voting rights will be subject to in the Department/Unit regulations.</del></p>	
<b>3.0</b>	<b><u>STUDENT EVALUATION OF FEEDBACK ON TEACHING AND LEARNING - UNIVERSITY COMMITTEE AND GENERAL PROCEDURES</u></b>	
3.1	<p>The University <del>Committee on Student</del> <b>Feedback on Evaluation of Teaching and Learning Committee</b> (The <b>USFOET</b> Committee) shall be constituted by <del>May</del> <b>September</b> 15 of each year. <b>USFOET</b> Committee <del>Membership is defined in EM 15-010.</del> shall consist of two faculty members, for two year staggered terms, appointed by the Chair of the Academic Senate; three students chosen by the</p>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Deans</li> <li>• Chairs</li> <li>• Personnel Committees</li> </ul>

	<p><del>Associated Students Board of Directors; and the Provost or his/her designee.</del> The USFOET Committee is responsible for approving <i>Department/Unit</i> questionnaires or other evaluation instruments (henceforth, questionnaires and other evaluation instruments are referred to collectively as instruments) and procedures when different from the standard instruments and procedures. The USFOET Committee is also responsible for recommending changes to improve the standard instruments and procedures. <b>The USFOET Committee is also responsible for recommending changes to improve the standard instruments and procedures in order to promote the growth and development of pedagogical inclusion and innovations, and best practice and to improve student success.</b></p>	
3.2	During the fall semester each year the USFOET Committee shall:	
3.2.1	establish deadlines for submission and approval of <i>Department/Unit</i> instruments;	
3.2.2	review proposed unchanged, revised, and new <i>Department/Unit</i> instruments and procedures for possible use in the following two semesters, the immediately following spring and fall semesters;	
3.2.3	submit the standard instruments to the Faculty and Student Policies Committee of the Academic Senate for review and approval if there are recommended changes.	
3.3	Each year the USFOET Committee shall advise <i>Departments/Units</i> of:	
3.3.1	their rights to develop and use their own instruments and procedures subject to the approval of the USFOET Committee;	
3.3.2	the deadlines for submission of proposed unchanged, revised, and new <i>Department/Unit</i> instruments and procedures to the USFOET Committee;	
3.3.3	the requirement to use the standard instruments and procedures during the following spring and fall semesters if the <i>Department/Unit</i> does not propose alternative instruments and procedures prior to the deadline;	
3.3.4	the advantages of using the standard instruments;	
3.3.5	submission deadlines at least two months before the deadline date.	

<p>3.4</p> <p>3.4.1</p>	<p>College Office Student <del>Evaluation of Teaching</del> <b>Feedback on Teaching and Learning</b> procedures include the following:</p> <p>Upon receipt in the College office, all Student <del>Evaluation of Teaching</del> <b>Feedback on Teaching and Learning</b> materials shall be placed in secure storage and shall remain there until after the deadline for submission of that semester's grades. After the submission of that semester's grades there are two possible situations:</p>	
<p><b>8.0</b></p>	<p><b><u>EVALUATION OF FACULTY</u></b></p>	
<p>8.1.4</p> <p>8.1.4.a</p> <p>8.1.4.a.1</p> <p>8.1.4.a.2</p> <p>8.1.4.a.3</p> <p>8.1.4.a.3.1</p>	<p>Evaluation of Faculty – Evidence – Teaching Effectiveness</p> <p><u>Evaluation of Faculty-Evidence-Teaching Effectiveness-Student Evaluation of Teaching</u></p> <p>Student evaluations of teaching (SETs) serve two purposes: First, the evaluations provide a means of appraising the quality of teaching performance of faculty members; and second, the evaluations should help faculty members improve their teaching and assist in their general professional development; <b>and, finally, promote meaningful student input and participation in their education.</b></p> <p>Written or electronic student evaluations of teaching (SET) 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. See CBA 15.15.</p> <p>Each academic <i>Department/Unit</i> may draw up its own instruments and/or procedures subject to approval of the University Student Evaluation of Teaching (USET) Committee. Proposed <i>Department/Unit</i> instruments must include a satisfactory plan for analysis and evaluation of results and shall be submitted for USET Committee approval.</p> <p><i>Probationary</i> faculty may use the SET instrument under which their evaluations began for the duration of the <i>probationary</i> period for consistency in SET analysis. <i>Probationary</i> faculty making this choice will communicate it in writing to the College Dean for placement in the PAF, as well as the department chair.</p>	

8.1.4.a.4	<p><i>Departments/Units</i> shall file USET Committee approved <i>Department/Unit</i> instruments, procedures, and plans for analysis and evaluation of results in appropriate College and <i>Department/Unit</i> offices. These USET Committee approved documents shall be kept on file for a minimum of five years. Upon request, these USET Committee approved documents shall be made available to any faculty member or administrator.</p>	
8.1.4.a.5	<p>Evaluations shall be administered in an online or paper format, normally no earlier than the 11th week and no later than the 13th week of the class. For semester classes that end prior to the 11th week, evaluations shall be administered during the last two weeks of class. All evaluations shall be conducted in accordance with approved procedures. The standard procedures for the administration and processing of Student Evaluation of Teaching instruments shall include all of the following:</p>	
8.1.4.b	<p><u>Online Evaluations</u></p>	
8.1.4.b.1	<p>Students will be required to log in using their portal access account, user name, and password before they can access the evaluations for their courses.</p>	
8.1.4.b.2	<p>Only students registered during the evaluation period will be allowed to evaluate a course. Each student will only be allowed to evaluate a course one time.</p>	
8.1.4.c	<p><u>In Class (Paper) Evaluations</u></p>	
8.1.4.c.1	<p>Student Evaluation of Teaching instruments must be administered during a regularly scheduled class meeting. The faculty member shall allow at least twenty minutes, at the start of a class session, for the administration of the instruments.</p>	
8.1.4.c.2	<p>The faculty member must designate at least two students to administer the Student Evaluation of Teaching instruments.</p>	
8.1.4.c.3	<p>The faculty member must leave the room while the instruments are distributed, marked, and collected.</p>	
8.1.4.c.4	<p>Written instructions shall specify that one of the students must promptly deliver the completed instruments in a signed and sealed envelope to the <i>Department/Unit</i> office</p>	

	<p>or such other place or time as approved procedure may determine.</p>	
8.1.4.c.5	<p>The sealed envelopes shall be collected from the <i>Department/Unit</i> offices and processed in accordance with procedures established or approved by the USET Committee.</p>	
8.1.4.d	<p>After processing, the raw data and summaries shall be made available using a secure mechanism to the appropriate College office and to the faculty member being evaluated.</p>	
8.1.4.e	<p>All student evaluations collected as part of the regular student evaluation process must be anonymous and identified only by course and section. For online evaluations, information linking a student to his or her answers will not be stored.</p>	
8.1.4.f	<p>Any faculty member who refuses to submit to an evaluation at the time and in the manner specified in this document shall have such refusal noted in his/her <i>personnel action file</i> by the <i>Appropriate Administrator</i>.</p>	
8.1.4.g	<p>For faculty at the rank of Professor or equivalent, SET results shall be retained for five years. SET results that have been removed from the PAF shall be returned yearly to the faculty member at the beginning of the following academic year, but after the deadline for all <i>grievance</i> activity.</p>	
8.1.4.g.1	<p>For <i>probationary</i> faculty who are promoted before they are tenured, SET results that were available for consideration during promotion deliberations shall be removed from the PAF after tenure is awarded. Those materials that were available for consideration after promotion but prior to tenure deliberations shall be retained for consideration during the next promotion deliberations. SET results that have been removed from the PAF shall be returned to the faculty member at the beginning of the next academic year.</p>	
8.1.4.g.2	<p>For all other faculty, SET results shall be removed from the PAF after promotion or appointment at a higher rank, with the exception of a faculty member moving from <i>temporary</i> to tenure-track status (see 10.4.4.a). SET results that have been removed from the PAF shall be returned to the faculty member at the beginning of the next academic year.</p>	
8.1.4.h	<p>Evaluation of Faculty – Evidence – Teaching Effectiveness – On-</p>	



	<p>Line Courses</p> <p>When classroom visits are utilized as part of the evaluation of a faculty unit employee under CBA Article 15.14, the individual faculty unit employee being evaluated shall be provided a written notice of at least five (5) days that a classroom visit, online observation, and/or review of online content is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class(es). The evaluation of online portions of a course should take place with the candidate present to give a narrative of online material. The scope of such evaluations shall be reasonably equivalent to the scope of one classroom visit. In certain circumstances, when suggested by the evaluatee and agreed to by the evaluator, limited temporary instructor-granted course access can be given at the discretion of the evaluatee. The requirements to provide written notice and consultation apply to evaluation of online portions of a course.</p> <p>Additional details regarding the timing of the visits, the documentation of the Assessment, etc. shall be determined by the <i>Department/Unit Personnel Committee</i> prior to the start of the review process.</p>	
8.1.4.h.1	<p>In order to assess the effectiveness of instruction in online courses, additional and/or substitute methods of data gathering likely will be necessary. For example, while some online courses include real-time instruction by the faculty member – allowing for the equivalent of a peer visitation – other courses might consist of asynchronous content exclusively. The candidate, with the department’s assistance, is to provide a sufficient evidentiary basis for evaluation.</p>	
8.1.4.h.2	<p>In order to assess the effectiveness of instruction in online courses, or for assessing online supplementation of courses, <i>Department/Unit standards</i> should be guided by local, CSU, and national standards of best practices.</p>	

9.0	<b>EVALUATION OF <del>LECTURER</del> TEMPORARY FACULTY</b> [change this terminology throughout the FPPP]	
9.1	Evaluation of <del>Lecturer Temporary</del> Faculty – Evidence of Teaching Effectiveness	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Deans</li> <li>• Chairs</li> <li>• Personnel Committees</li> </ul>
9.1.2	Evaluation of <del>Lecturer Temporary</del> Faculty – Categories	
9.1.2.a	Teaching effectiveness is the first, minimum and indispensable requirement for appointment, reappointment and range elevation of <del>lecturer temporary</del> faculty who teach.	
9.1.2.b	<del>Lecturer Temporary</del> faculty will be evaluated according to the professional standards of the disciplines in which they are appointed and as defined by the <i>Department/Unit</i> as appropriate to their work assignments.	
9.1.2.c	The following shall provide the basis for evaluating <del>lecturer temporary</del> faculty, as documented by evidence in the <i>personnel action file</i> .	
9.1.2.c.1	<p>Evaluations of teaching performance, for those who teach. Student Feedback on Teaching and Learning (SFOT) shall be used, but shall not weigh excessively, in the overall evaluation of teaching performance and shall not be used to determine a candidate’s best interests to carefully provided supplemental evidence in a manner that allows evaluators to accurately assess teaching performance. The candidate must diligently provide meaningful evidence of teaching performance consistent with the candidate’s Range classification and teaching responsibilities. As long as this evidence is consistent with department standards, this can include peer letters; student letters; academic peer review of course modules and structure; evidence of revision and updating of course syllabi and materials; alternative student evaluation; lesson plans; inclusive pedagogy and diversity; equity development; extraordinary mentoring of students; contributions to improving graduation rates; HSI related priorities, Accessible Technology Initiatives; etc.</p> <p>The candidate is not alone in this process; as stated above, it is each Department’s/Unit’s responsibility to assist the candidate in the building the evidentiary basis, in the case by providing peer reviews of teaching during the regular course of each academic year. Colleagues should visit classes and provide developmental and evaluative feedback. The records of these visits should be included in the</p>	

<p>9.1.2.c.1</p>	<p>candidate's WPAF. Peer evaluation of instruction is not limited to departmental colleagues, of course; the candidate may request a visit by anyone who is qualified to comment on some aspect of instructional effectiveness. For example, on visitor may be well versed in classroom communication techniques, while another may focus on the content of the instructor's presentation. Classroom visitations can be initiated by the candidate or the University (see FPPP 8.1.1.e.)</p> <p><del>Evaluations of teaching performance, for those who teach. Student Evaluations of teaching shall be used, but shall not weigh excessively in the overall evaluation of teaching performance and shall not be used to determine a candidate's knowledge of <b>their</b> his/her discipline. Consequently, it is in the candidate's best interests to carefully provide supplemental evidence in a manner that allows evaluators to accurately assess teaching performance. The candidate must diligently provide meaningful evidence of teaching performance consistent with the candidate's <i>Range</i> classification and teaching responsibilities. At least one classroom visit resulting in a peer evaluation of teaching performance shall take place each review year. At the discretion of the <i>Personnel Committee</i>, Department Chair, or upon the candidate's petition, a classroom visit resulting in a peer evaluation of teaching performance shall occur more frequently, (see FPPP Section 8.1).</del></p>	
<p>9.1.2.c.2</p>	<p>Evaluation of performance related to any other work assignment(s), besides teaching, as applicable. As there is no common basis for evaluating non-teaching work assignments, non-teaching assignments will be specified in the appointment letter along with clear expectations for satisfactory performance of these assignments. The candidate must provide supporting evidence of achievement related to non-teaching work, which may include advising; research; scholarship; creative activity; service to the University, profession, and to the community; or other professional responsibilities (See CBA article 12).</p>	
<p>9.1.2.c.3</p>	<p>Evaluation of any activities by the faculty member that support currency appropriate to the individual's appointment. Activities supporting currency in the discipline are defined by the <i>Department/Unit</i>. A variety of means may be used to support currency, including, but not limited to, continued education, research (broadly defined,</p>	

<p>9.1.2.c.4</p> <p>9.1.2.d</p> <p>9.1.3</p> <p>9.1.3.c</p> <p>9.1.3.d</p> <p>9.1.3.e</p>	<p>including applied research in education), scholarship, and other creative and professional activities. Expectations for activities supporting currency must be consistent with the candidate’s <i>Range</i> classification and responsibilities.</p> <p>Evaluation of any other activities or achievements related to the individual’s work assignment(s) that contribute to the Strategic Plans and Goals of the Department/Unit, College and University as well as the Community. Such activities or achievements may include, but are not limited to, innovations in diversity, sustainability, service learning, and civic engagement, and service to the North State.</p> <p>The chair of the <i>Department/Unit Personnel Committee</i> shall notify the <del>lecturer temporary</del> faculty at the beginning of each personnel cycle that it is the responsibility of the faculty member to update <del>their his/her</del> personnel file and supporting materials on an annual basis regardless of whether the faculty member is scheduled for review during that cycle.</p> <p>Evaluation of <del>Lecturer Temporary</del> Faculty – Record</p> <p>The <i>report</i> may include constructive suggestions for the faculty member’s development related to <del>their his/her</del> work assignment(s).</p> <p>The <i>report</i> should acknowledge other activities by the faculty member, not part of <del>their his/her</del> work assignment(s), which result in positive contributions to the Strategic Plans and Goals of the Department/Unit, College and University as well as to the Community. <del>While service is not required, evidence of these contributions may include service on Department, College, and/or University committees.</del></p> <p>The <i>report</i> shall not contain any <i>recommendation</i> regarding future employment.</p>	
<b>10.2.5</b>	Teaching Effectiveness	
10.2.5.a	<p>Teaching effectiveness is the first, minimum, and indispensable requirement for <i>retention</i>, tenure, or promotion of teaching faculty. Student <del>feedback on evaluations of</del> teaching data (SFOETs) shall be used, but will not weigh excessively in the overall evaluation of instructional effectiveness, and shall not be used when determining a candidate’s knowledge of <del>their his/her</del> field.</p>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Deans</li> <li>• Chairs</li> <li>• Personnel Committees</li> </ul>

	<p>Therefore, it is in the candidate's best interests to carefully provide data in a manner that allows evaluators to accurately assess teaching performance. The candidate must diligently provide meaningful evidence, beyond SFOETs, of teaching performance. As long as this evidence is consistent with department standards, this can include peer letters; student letters; academic peer review of course modules and structure; evidence of revision and updating of course syllabi and materials; alternative student evaluation; lesson plans; inclusive pedagogy and diversity and equity development; extraordinary mentoring of students; contributions to improving graduation rates; HIS related priorities, Accessible Technology Initiatives; etc.</p>	
<b>16.0</b>	<b>COUNSELOR FACULTY</b>	
16.9	<p>Student Evaluation Perceptions of Faculty <b>Feedback on Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Deans</li> <li>• Chairs</li> <li>• Personnel Committee</li> </ul>
16.9.1	<p>Classroom teaching is generally not the primary focus of the counselor faculty member's professional duties. Where classroom teaching is a part of those assigned duties, SFPOET procedures and the FPPP policies pertaining to SFPOET's are to be utilized in appropriate proportion to the counselor faculty's assigned instructional time.</p>	
<b>17.0</b>	<b>Chair responsibilities, selection, and support</b>	
17.1	Responsibilities	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Deans</li> <li>• Chairs</li> </ul>
17.1.1	<p>Under the authority of their Dean, the department Chair leads, administers, and represents the department. The duties and responsibilities of the department chair include but are not limited to the following four categories:</p>	
17.1.1.a.	Academic Programs	
17.1.1.a.1.	To assume the leadership in the development and direction of quality academic programs including assessment and program review.	
17.1.1.a.2.	To work with the department faculty in academic program planning and review, and curriculum development, revision, and assessment.	
17.1.1.a.3.	To prepare the class schedule in consultation with the department faculty or appropriate department committee.	

17.1.1.b.	Students	
17.1.1.b.1.	To oversee advising, provide information, sign documents and petitions, and facilitate resolution of administrative difficulties students may encounter.	
17.1.1.b.2.	To promote department activities such as programs, competitions, awards, professional organizations, clubs, and to recruit potential majors/minors.	
17.1.1.b.3.	To be available to receive student comments and suggestions about courses, instructors, and programs.	
17.1.1.b.4.	To attempt resolution of complaints, differences, or grievances between students and faculty.	
17.1.1.c.	Faculty	
17.1.1.c.1.	To encourage collegial and full participation of all members of the department in recognition that governance of departments is a joint and cooperative endeavor.	
17.1.1.c.2.	To ensure that faculty personnel processes for hiring, evaluation, retention, tenure, or promotion, as well as other personnel matters, comply with CBA, FPPP, university, college, and departmental policies.	
17.1.1.c.3.	To recommend the appointment or reappointment of <i>lecturer</i> temporary faculty based upon department personnel committee recommendations in accordance with the Collective Bargaining Agreement.	
17.1.1.c.4.	To provide leadership at the department level in the implementation of the university's strategic priorities in accordance with the mission and vision of the university.	
17.1.1.c.5.	To encourage career success and promote and support the professional development of the faculty.	
17.1.1.c.6.	To establish and staff, in collaboration with the faculty, appropriate departmental committees.	
17.1.1.c.7.	To ensure faculty teaching assignments are in accordance with CBA, FPPP, <i>university</i> college, and department policies.	

17.1.1.c.8.	To promote and respond to calls for nomination of faculty to college, university, and systemwide committees as appropriate.
17.1.1.c.9.	To encourage the scheduling of department meetings in a manner which facilitates and supports participation in shared governance services and processes.
17.1.1.d.	Administrative Responsibilities
17.1.1.d.1.	To convey pertinent information to, from and within the department. To present issues which have potential impact on the department. To invite and respond to comments and suggestions of faculty and staff.
17.1.1.d.2	To represent the department within the college, university, community, and profession.
17.1.1.d.3.	To work with the college dean on the responsible management of resources, including the enrollment targets, allocation of faculty positions, and all budget matters; to organize and supervise department expenditures and allocation of resources; to monitor departmental compliance with university goals, regulations, and deadlines.
17.1.1.d.4.	To participate as appropriate in the recruitment, supervision, and evaluation of department staff.
17.1.1.e.	Additional Responsibilities
17.2	Selection of Chair
17.2.1.	<u>Voter Eligibility</u>
17.2.1.a.	All faculty (including lecturers) are eligible to vote for the selection of the chair as provided for in the appropriate department, school, or unit governing documents.
17.2.2.	Nomination and Criteria for Position
17.2.2.a.	The department, school, or unit will develop the nomination process and criteria for the position as defined in the department, school, or unit constitution/policy manual/by-laws.
17.2.2.a.1.	In the absence of a unit specific nomination process and

		<p>criteria, the department, school, or unit will meet and select a nominating committee of three or more department, school, or unit members. The incumbent is not eligible for service on this committee.</p>	
17.2.2.a.2.		<p>The committee will review the department Chair position description and will consult with the department, school, or unit and the dean to establish criteria for the selection of candidates and term of office.</p>	
17.2.2.a.3.		<p>The committee will receive nominations and seek candidates for the position of department Chair.</p>	
17.2.2.a.4.		<p>Candidates may also be nominated by a petition signed by at least one-third of faculty eligible to vote in the current election of the department, school, or unit.</p>	
17.2.2.a.5.		<p>The committee will submit to the department, school, or unit the names of all candidates found acceptable in terms of the established criteria.</p>	
17.2.3.	Election		
17.2.3.a.		<p>Elections constitute a formal recommendation by departments to the President or designee. The department, school, or unit will develop the election process as defined in the department, school, or unit constitution/policy manual/by-laws.</p>	
17.2.3.a.1.		<p>In the absence of an established election process, the department will elect the Chair nominee by secret ballot; the process for the election is determined by the department, school, or unit; the nominee must receive a majority of the vote tally. Ballots will include the committee-submitted names and those nominated by petition.</p>	
17.2.4.	Appointment		
17.2.4.a.		<p>In units that do not have faculty assigned to them, the dean to which the unit is assigned is responsible for recruiting and appointing the Chair.</p>	
17.2.4.b.		<p>In units that do have faculty assigned to them, each department, school, or unit will specify the term of office for the department Chair prior to the appointment. The term will be no fewer than two years and no more than</p>	



	<p>three years unless the term is specified in a hiring contract. Departments, schools, and units may establish term limits and negotiate an equitable workload (e.g., time base, AY or twelve month appointment, summer salary, staff support, etc.) for the position based on the responsibilities and the size and scope of the unit.</p>	
17.2.4.c.	<p>The dean shall duly consider the recommended nominee and shall confer with the President, or designee. The dean also shall forward the recommendation from the department, school, or unit selection process to the President or designee.</p>	
17.2.4.d.	<p>If the nominee is found acceptable, the nominee will meet with the dean in order to review responsibilities and expectations for the position. <b>Chair time base will be determined by the Dean in consultation with the Chair after review of campus data related to Chair time base.</b> The dean will forward the name of the nominee for Chair together with a written recommendation, including a statement of the conditions of appointment and compensation, to the Provost and Vice President for Academic Affairs.</p>	
17.2.4.e.	<p>If the nominee is found to be unacceptable, the department may make an alternate recommendation or conduct an interim selection (17.2.5).</p>	
17.2.4.f.	<p>Chairs may be hired from off-campus. The department, school, or unit will comply with the policies and procedures for faculty recruitment.</p>	
17.2.4.g.	<p>The appointment of department Chairs will be made by the Provost and Vice President for Academic Affairs as chief academic officer and President’s designee.</p>	
17.2.4.h.	<p>The department Chairs will serve at the pleasure of the President or designee and may be removed at the behest of the President (CBA Section 20.32).</p>	
	<p>Interim Chair</p>	
17.2.5.	<p>If the department, school, or unit is unable to select a Chair by the date sixty days before the expiration of the current term, the incumbent department Chair will notify the dean.</p>	
17.2.5.a.	<p>In this event, the appointment will be made, in consultation with the dean, by the Provost and Vice President for</p>	

<p>17.2.5.b.</p> <p>17.2.5.c.</p> <p>17.3.</p> <p>17.3.1</p> <p>17.4</p> <p><del>17.4.1.</del></p>	<p>Academic Affairs for a term not to exceed two years.</p> <p>The Provost and Vice President for Academic Affairs, in consultation with department, school, or unit faculty and the dean, will appoint a department Chair in the event that a Chair is unable to serve (e.g., death, illness, or resignation) for a term not to exceed two years.</p> <p>Support</p> <p>Workload and stipend should be commensurate with the degree of administrative responsibilities and size and scope of the unit. Sufficient support will be provided to department chairs, directors, and program coordinators prior to and during the appointment. Appendix IV lists examples of program support provided to department chairs, directors, and program coordinators.</p> <p>Recall</p> <p>Faculty may initiate an administrative recall action of the department chair by petition to the dean. The petition must be signed by eligible voters and equal to more than 50% percent of the total of votes eligible. Within three weeks of receipt of the petition, the dean will preside at a duly scheduled meeting of the department, school, or unit faculty to discuss the issues. The Dean may choose to resolve the matter after consultation with the department or call for a secret ballot from the department on the matter of recall. Two-thirds of the total of the votes cast will recommend a recall of the chair. The Dean shall provide a report to the Provost and Vice President for Academic Affairs from the Dean discussing issues and concerns in the meeting and the results of the balloting. The Provost and Vice President for Academic Affairs will make a decision.</p>	
<p>GLOBAL CHANGE</p>	<p>All instances of “Temporary Faculty” have been changed to “Lecturer Faculty”.</p> <p>All instances to the “USET” committee have been changed to “USFOT”.</p> <p>All instances to “his/her” have been change to “their”.</p>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Deans</li> <li>• Chairs</li> <li>• Personnel Committees</li> </ul>