

**Department of Finance and  
Marketing**

**Faculty Personnel Policies and  
Procedures**

**for**

**Retention, Tenure, Promotion,  
and Periodic Evaluation**

Revised May 14, 2004

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## **1.0 Statement of Compliance**

The Department of Finance and Marketing Faculty Personnel Policies and Procedures fully comply with the policies and procedures detailed in the Collective Bargaining Agreement (CBA) between the California Faculty Association and the Trustees of the California State University; likewise, they comply with the Faculty Personnel Policies and Procedures (FPPP) of California State University, Chico. If there should be any conflict between the provisions contained within this document and federal or state law, California State University policy, the CBA, and/or the FPPP, the higher-level laws, regulations, or policies shall apply. The Department of Finance and Marketing Faculty Personnel Policies and Procedures (FNMK-FPPP) are intended to comply with provisions of the CBA and the FPPP, and to provide elaboration in those areas where these documents allow for standards to be established by each Department/Unit or College. The reader is urged to consult these essential documents. For current information regarding documents and policies that may have personnel decision implications, contact the office of the Vice Provost for Human Resources. This document shall be available in the Public Folders maintained by the College of Business in Outlook, along with other related documents and timelines.

## **2.0 Personnel Committee Structure and Eligibility**

- 2.1 Personnel committee structure and rules for eligibility shall conform to the minimum standards specified in FPPP Section 8.0 and Section 9.0.
- 2.2 A quorum consists of at least fifty percent of the total committee membership. Committee membership shall be established by nomination and election at the first business meeting of the Department of Finance and Marketing at the beginning of each academic year. An eligible nominee may not decline the nomination to serve.

## **3.0 General Responsibilities of Faculty Undergoing Periodic Evaluation or Performance Review**

- 3.1 It is the responsibility of all faculty members to understand the provisions the FPPP and those contained within this document. Faculty members undergoing Periodic Evaluation or Performance Review should periodically consult with (and seek guidance from) the Department Chair and/or the Personnel Committee with respect to questions about the personnel process generally, or about specific

expectations or requirements pertaining to the individual faculty member.

- 3.2 The Department of Finance and Marketing cannot overstate the importance of maintaining a dossier containing a cumulative record of the faculty member's activities and accomplishments (see, e.g., FPPP Sections 6.0 and 18.4, and Attachment A, "Dossier: Purpose and Suggested Content"). Although unmanageable quantities of material should be avoided, capabilities, performance, accomplishments, and effectiveness must be documented affirmatively. That is, should insufficient evidence exist regarding any evaluation criterion, the reviewer(s) may not assume that satisfactory performance has been achieved.
- 3.3 A faculty member need not excel in all areas of review. The more relevant question is whether the faculty member overall provides a valuable contribution to the Department, College, and University. When evaluating a faculty member's contributions, the quality as well as the quantity of performance shall be considered.

#### **4.0 Standards – Instruction**

- 4.1 Teaching effectiveness is the first, minimum, and indispensable requirement for faculty with responsibility for instruction. In evaluating teaching effectiveness, the following shall be the main criteria for evaluation: (1) scholarship (i.e., currency of knowledge of the field(s) in which the faculty member instructs); (2) organization; and (3) effective communication.
- 4.2 Student evaluations of teaching shall be used, but will not weigh excessively in the overall evaluation of teaching effectiveness, and shall not be used when determining a faculty member's scholarship. It is the faculty member's responsibility to carefully provide whatever documentary evidence s/he deems appropriate so that evaluators can accurately assess teaching performance. In other words, the faculty member must diligently provide meaningful evidence of instructional effectiveness beyond student evaluations of teaching. Typically, this may include syllabi, exams, handouts, and other instructionally related materials used by the faculty member.
- 4.3 With respect to instruction and teaching effectiveness, a faculty member should:
  - possess an in-depth knowledge of the course material, and maintain currency in his/her field

- be able to communicate effectively
- provide evidence of an ability to deliver a well organized learning experience
- be able to determine the appropriate level of difficulty and range of instructional materials for the course(s) being taught
- provide evidence of the creation and support of high quality, student-centered learning environments
- provide evidence of academic rigor and of high expectations for student performance
- provide, when applicable, evidence of involvement with the enhancement of instructional technology

4.4 The documentary evidence that could be used to establish performance on the standards related to Instruction and teaching effectiveness may include (but need not be limited to) the following:

- classroom visitation(s) of members of the Personnel Committee, and/or the Department Chair, and/or the Department Chair's designee, and/or other qualified observers
- course syllabi, examinations, supplementary instructional materials for each course taught
- teaching portfolios, including examples of student performance and achievement, and examples of the faculty member's feedback to students
- video tapes of teaching sessions
- written reports of colleagues based on team-teaching experiences
- written student evaluations of teaching
- peer evaluations of significant independent study or research by students
- special student projects, informal seminars, or internships overseen by the faculty member
- honors, awards, or special recognition received for accomplishments in the classroom
- results of standardized measures or examinations across multiple-section, multiple-faculty courses
- evidence of the creative development of appropriate student outcomes assessment measures
- evidence of the enhancement of instructional technology (including measures indicating the quality and effectiveness of such enhancement)

4.5 Many faculty activities naturally reflect on multiple areas of achievement. Reviewers should include consideration of material presented regarding professional growth and achievement that

contributes to the evaluation of the faculty member's instructional effectiveness and currency in the field. In evaluating a faculty member's instructional effectiveness, reviewers also should consider his/her role in course, curriculum, and program development; and special forms of contact with students, such as individual student advising and involvement with student organizations. The unique challenges and contributions associated with team teaching shall be duly weighed. In all cases, evidence of the quality of such activities must be presented.

## **5.0 Standards – Professional Growth and Achievement**

- 5.1 All forms of scholarship—teaching and learning, discovery, integration of knowledge, and application—should be considered when evaluating professional growth and achievement. The common attribute among these manifestations of scholarship is the creation of something that did not exist before, and which is validated by, and communicated to, others.
- 5.2 Faculty members should be able to provide evidence of active and on-going scholarly inquiry, a record of published research, and/or significant consulting activities. The documentary evidence that could be used to establish performance on the standards related to Professional Growth and Achievement may include (but need not be limited to) the following:
- published articles in refereed academic, practitioner, or instructional development journals. The department expects candidates for promotion or tenure to have published multiple refereed journal articles of an academic nature since the candidate's last promotion or since hire;
  - published articles in non-refereed academic, practitioner, or instructional development journals
  - authorship/editorship of books (including textbooks), or authorship of chapters in books;
  - significant consulting activities;
  - authorship of software that has been published or is generally in use;
  - authorship of other generally circulated publications;
  - authorship of published case studies (or which have been widely circulated and used);
  - receipt of awards or other recognition for professional activities;
  - manuscripts published in a regional, national, or international Conference Proceedings;

- presentations made at regional, national or international conferences;
- funded grant proposals and contracts;
- editorial review of manuscripts for possible publication in academic/professional journals, or for presentation at academic/professional conferences;
- service as the Editor, or as a member of the Editorial Board, of an academic/professional journal;
- manuscripts prepared for presentation at conferences, or for submission to refereed and non-refereed journals;
- manuscripts accepted for presentation at the College of Business “Working Paper Series”;
- evidence of the creative development of appropriate student outcomes assessment measures; and
- presentation of written research proposals.

5.3 Faculty members should note that outside reviews may be helpful in assessing their work, as would reviewers’ and/or editors’ comments on work that has been submitted for publication or presentation consideration. Significant and high quality service to one’s profession can be considered in evaluating professional growth and achievement. Faculty members should provide reviewers with any relevant evidence regarding works in progress.

## **6.0 Standards – Other Contributions to the University/Community**

- 6.1 There are many ways by which a faculty member can contribute to the success of the Department, College, University and the community. Faculty members should find appropriate means of documenting any such contributions. While the Department of Finance and Marketing does not particularly value any one form of contribution over another, reviewers should consider the impact and quality of these efforts/outcomes as they relate to facilitating the achievement of University/College/Department strategic plans and goals. For example, effective mentoring of a colleague can contribute to goals regarding learning (through the colleague’s improved instructional performance) or the creation of knowledge (through the colleague’s improved professional growth and achievement).
- 6.2 Faculty members should provide evidence regarding his/her service on committees, task forces, and other service-related activities. For each committee, task force, or other group activity, the faculty member should identify: (1) the service group’s (i.e., committee’s) name, (2) the faculty member’s role (e.g., Chair, member), (3) the duration of service and frequency of meetings, (4) a contact person for verification

of the faculty member's contributions, and (5) the ways in which the faculty member effectively contributed to the group's tasks and outcomes. In all cases, evidence of the quality of such activities should be presented.

- 6.3 "Working collaboratively and productively with colleagues" is defined by the CBA as a professional responsibility of faculty, and this activity should be included in the evaluation of "Other Contributions." It is the responsibility of the faculty member to include evidence that s/he works well with others (i.e., is considered to be a "good colleague"). For example, such evidence might include written confirmation by others in the discipline that the faculty member works collaboratively and productively with his/her colleagues. Team-developed courses, co-taught classes, and co-authored articles may also demonstrate the effectiveness of a faculty member's ability to work harmoniously with his/her co-workers. Evidence presented under the sections of "Instruction" and "Professional Growth and Achievement" may also demonstrate the effectiveness of the faculty member's ability to work collaboratively and productively with colleagues.

## **7.0 Standards – Contribution to the Strategic Plans and Goals of the Department, College, and University**

- 7.1 The faculty member should include in his/her dossier information regarding how their instructional, professional, and service activities have contributed to the implementation of the University, College, and Department strategic plans, and how the faculty member's performance generally facilitated the University's, College's, and Department's abilities to meet their respective strategic goals.

## **8.0 Academic and Professional Qualification**

- 8.1 The achievement and maintenance of a faculty member's qualification to teach is essential to the preservation of the College of Business's accreditation with the AACSB.
- 8.2 Tenure faculty are expected to hold a terminal degree and be academically qualified. Normally that would mean a doctorate in their teaching area and the maintenance of their qualification through periodic publications in refereed journals and other activities listed under section 5.2. It is the responsibility of these faculty to acquaint themselves with the prevailing standard prescribed by AACSB and the College of Business. These standards will be interpreted and disseminated by the Dean's Office.



**8.3** Temporary and part-time faculty are generally expected to be professionally qualified at the time of appointment and to continue to maintain that qualification. The minimum requirement for these faculty will generally be an MBA with professional experience at a senior level. (Current MBA students may be appointed on a limited-term basis in support of their graduate educational experience. Such appointment may not exceed three semesters.) Exceptions to the MBA requirements may also be made for specialized courses (e.g. Real Estate). Temporary faculty that have taught in the Department are expected to demonstrate a continuing satisfactory level of teaching performance. It is the responsibility of the temporary faculty to ascertain the prevailing requirements for being professionally qualified as per the AACSB and College of Business standards. These will be interpreted and disseminated by the Dean's Office.

**9.0 Standards for Retention, Tenure, and Promotion (Tenure-Track and Tenured Faculty)**

9.1 As stated in FPPP Section 18.0(b), "Each department/unit must specify the standards by which it will evaluate performance for retention, tenure, and promotion." The department shall adhere to the definitions of "Superior," "Effective," "Adequate," and "Inadequate" as specified in FPPP Section 18.3.

9.2 Department of Finance and Marketing Standard for Retention: For retention, a tenure-track faculty member must be evaluated as at least "Adequate" with respect to Instruction, Professional Growth and Achievement, and Other Contributions.

9.3 Department of Finance and Marketing Standard for Tenure: To be tenured a faculty member must be evaluated as at least "Effective" with respect to Instruction and Professional Growth and Achievement, and at least "Adequate" in Other Contributions.

9.4 Department of Finance and Marketing Standard for Promotion from Assistant Professor to Associate Professor: To be promoted from Assistant Professor to Associate Professor, a faculty member must be evaluated as at least "Effective" with respect to Instruction and Professional Growth and Achievement, and at least "Adequate" in Other Contributions.

9.5 Department of Finance and Marketing Standard For Promotion from Associate Professor to Professor: To be promoted from Associate Professor to Professor, a faculty member must be evaluated as at least

“Effective” with respect to Instruction, Professional Growth and Achievement, and Other Contributions, and must clearly demonstrate substantial professional recognition at and/or beyond the University itself.

- 9.6 Department of Finance and Marketing Standard for “Early” Promotion/Tenure: Per the FPPP (Section 21.2.d.3.), a recommendation of “early” tenure (i.e., prior to the beginning of the sixth consecutive probationary year) must be accompanied by its justification as a “special case.” Per the FPPP (Section 21.3.c.), a candidate seeking “early” promotion must be “exceptional” and demonstrate “exceptional merit.” In the Department of Finance and Marketing for a candidate to be granted early promotion or tenure, the candidate must meet all of the minimum standards (i.e., “effective” Instruction and “effective” Professional Growth and Achievement) for promotion and tenure; additionally, it is the responsibility of the faculty member requesting early promotion and/or tenure to persuasively justify and demonstrate why the granting of early promotion and/or tenure is warranted and deserved.

## **10.0 Periodic Evaluation of Temporary Faculty**

- 10.1 The periodic evaluation of full-time temporary faculty will follow the periodic evaluation procedures for probationary, tenure-track faculty. The periodic evaluation will result in a performance report, but no recommendation regarding future employment will be made.
- 10.2 The policies and procedures pertaining to the periodic evaluation of temporary faculty are generally covered by Sections 17.1 through 17.2.3 of the FPPP. In addition, the Department of Finance and Marketing establishes the following policies and procedures with respect to part-time temporary faculty members:
- a. The timetable for the evaluation of part-time temporary faculty, regardless of the number of years an individual has served, or during which semester(s) the faculty member teaches, shall follow the schedule of Periodic Evaluation for probationary faculty and full-time temporary faculty.
  - b. The Periodic Evaluation of part-time temporary faculty results in a performance report, but no recommendation regarding future employment will be made.
  - c. All part-time temporary faculty members not on three-year appointments are reviewed at least annually. Exceptions may be made if consistent with the FPPP.

- d. At least one classroom visit is conducted each academic year. Classroom visitations may be conducted by members of the Personnel Committee, and/or the Department Chair, and/or the Department Chair's designee, and/or other qualified observers.
- e. The Personnel Committee meets with and interviews part-time faculty members when individual faculty members request a meeting with the Personnel Committee, or when the Personnel Committee decides that such a meeting is needed. Part-time temporary faculty members should be advised in writing by the Personnel Committee that they may request a meeting with the Personnel Committee should individual faculty members so desire.
- f. For part-time temporary faculty members meeting with the Personnel Committee, the Working Personnel Action File (WPAF) shall be declared complete and closed with respect to evidentiary data that should be used in formulating reports preferably before, but in no case later than, the conclusion of the Personnel Committee meeting with the faculty member. Both the faculty member and the Chair of the Personnel Committee shall sign and date the File Closure declaration. For part-time temporary faculty members electing not to meet with the Personnel Committee, the WPAF shall be declared complete and closed with respect to evidentiary materials that should be used in formulating reports. Preferably, this is done by the date the WPAF is to be transmitted from the faculty member to the Dean's office (as established by the RTP Deadline Calendar), but in no case later than one week prior to the deadline by which the Personnel Committee must deliver its report to the faculty member. Failure of the faculty member to declare the file complete and closed in a timely manner will necessitate the closure of the file by declaration of the Chair of the Personnel Committee no later than one week prior to the deadline by which the Personnel Committee must deliver its report to the faculty member. (The file closure declaration is included as Attachment B, "College of Business - File Closure Declaration.")

- 10.3 In addition to documenting within the dossier their teaching effectiveness, part-time temporary faculty must also clearly document their "professional activity" in the field appropriate to their teaching assignment(s). The evidentiary record of professional activity should be sufficient to achieve and maintain "Professional Qualification" status. Each part-time temporary faculty member should include in the dossier a self-assessment of his/her "Professional Qualification" status.
- 10.4 Temporary faculty members are expected to earn an evaluation of at least "Satisfactory" with respect to both Instruction and Professional Activity or Professional Growth and Achievement. (Temporary faculty appointed to Range A or Range B are required to demonstrate

“professional activity” appropriate to the instructional assignment. Temporary faculty appointed to Range C or Range D are required to demonstrate professional growth and achievement commensurate with the corresponding rank. Consult Section 13 of the FPPP for details.)

- 10.5 Workshops conducted by the Personnel Committee and/or by the Department Chair should be held early in the academic year for all temporary faculty members, and these workshops should emphasize the Department’s performance expectations, assessment procedures, and the proper compilation of a dossier.
- 10.6 Failure to submit a dossier as part of the WPAF, or failing to submit a dossier in a timely manner according to the published deadline, will necessarily create an incomplete WPAF, and will lead to evaluations of “Not Satisfactory” in both Teaching Effectiveness and Professional Activity/Professional Growth and Achievement.

#### **11.0 Periodic Evaluation of Tenured Faculty**

- 11.1 The periodic evaluation of tenured faculty shall follow the procedures in FPPP Section 32.0.

#### **12.0 Periodic Evaluation and Performance Review Templates**

- 12.1 To ensure consistency of report writing among departments within the College of Business, Periodic Evaluations applicable to probationary faculty (in non-Performance Review years) and full-time temporary faculty should closely follow the template in Attachment D, “Report Template for Periodic Evaluations – Probationary and Full-Time Temporary Faculty.”
- 12.2 To ensure consistency of report writing among departments within the College of Business, Performance Reviews applicable to probationary and tenured faculty should closely follow the template in Attachment E, “Report Template for Performance Reviews – Probationary and Tenured Faculty.”
- 12.3 To ensure consistency of report writing among departments within the College of Business, Periodic Evaluations of part-time temporary faculty should closely follow the template in Attachment F, “Report Template for Periodic Evaluations – Part-Time Temporary Faculty.”
- 12.4 To ensure consistency of report writing among departments within the College of Business, Periodic Evaluations of tenured faculty should

closely follow the template in Attachment G, "Report Template for Periodic Evaluations – Tenured Faculty."

### **13.0 Effective Date**

Upon ratification by the faculty, these policies and procedures become effective with the 2004-2005 academic year.

Date Approved: May 14, 2004

Attachment A:

Dossier:  
Purpose and Suggested Content<sup>[1]</sup>  
For Part-Time and Full-Time Faculty

<b>The Dossier</b>	
<i>What is it?</i>	A cumulative record of your professional career since appointment, tenure, or promotion, whichever occurred last
<i>Due date:</i>	Submit to Department RTP Committee according to RTP deadline calendar
<i>Why is it necessary?</i>	For retention, tenure, and promotion (RTP) during a Performance Review, as well as for Periodic Evaluation (in years the individual is not subject to a Performance Review)
<i>Where to find out more:</i>	Outlined in FPPP (Faculty Personnel Policies and Procedures) 18.4
<i>Content:</i>	<ol style="list-style-type: none"><li>1. Include an up-to-date <u>curriculum vitae</u>; this is used to summarize and evaluate your career.</li><li>2. Include a copy of the <u>Department/Unit standards</u></li><li>3. Compose a <u>narrative</u>, including: a reflective statement on teaching philosophy, strategies, and objectives; and a reflective statement on professional development</li><li>4. The dossier should include as much <u>support material</u> as the RTP candidate deems necessary to reflect his or her career. These materials should be organized as follows: a. Instruction (perhaps including tables that provide the SEF results at a glance); b. Professional Growth and Achievement; c. Other contributions to the University and Community; d. Contribution to Strategic Plans and Goals of the Department/Unit, College, and University</li><li>5. Submit a detailed <u>index</u> or list of support materials (see no. 4 above) that can be supplied on request when the old materials have been returned. The index is a permanent addition to your file, and should be continually updated to reflect any materials added to the file during an evaluation cycle. The index is mandated by the CBA (Collective Bargaining Agreement), section 15.9</li></ol>

March 2003

Source: CSU, Chico FPPP

Attachment B:

College of Business – File Closure Declaration

## **COLLEGE OF BUSINESS**

### **File Closure Declaration**

TO BE PLACED IN THE COLLEGE PERSONNEL ACTION  
FILE OF:

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In accordance with the Collective Bargaining Agreement and the University Faculty Personnel Policies and Procedures, I hereby declare the Working Personnel Action File to be complete and closed with respect to evidentiary data which should be used in formulating reports and recommendations for the current personnel cycle.

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Date

Faculty Member

Concurring:

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Date  
Committee

Chair, Department Personnel



Attachment D:  
Report Template for Periodic Evaluations -  
Probationary and Full-Time Temporary Faculty

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**PERIODIC EVALUATION OF PROBATIONARY**  
**FACULTY**  
**(also for FULL-TIME TEMPORARY FACULTY)**

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NAME

DATE

**EVALUATING BODY**

**PURPOSE OF EVALUATION**

**TEACHING EFFECTIVENESS**

Overview

- A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis
- B. Review of SEF/SET written comments on a course-by-course basis
- C. Summary of non-SEF/SET documentary evidence contained in the dossier

Assessment of Teaching Effectiveness

Suggestions for Improvement

Rating ["Satisfactory" or "Not Satisfactory"; applicable to Full-Time Temporary faculty only]

**PROFESSIONAL GROWTH AND ACHIEVEMENT** [or **PROFESSIONAL ACTIVITY** for Full-Time Temporary faculty if Lecturer Range warrants]

Review and Summary [of documentary evidence contained in the dossier]

Suggestions for Improvement

Rating ["Satisfactory" or "Not Satisfactory"; applicable to Full-Time Temporary faculty only]

**SERVICE TO THE UNIVERSITY**

Review and Summary [of documentary evidence contained in the  
dossier]  
Suggestions for Improvement

**VOTE**

**AFFIRMATIVE ACTION DECLARATION**

Attachment E:  
Report Template for Performance Reviews -  
Probationary and Tenured Faculty

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**PERFORMANCE REVIEW**  
**(for Retention, Tenure, and/or Promotion)**

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NAME

DATE

**REVIEWING BODY**

**PURPOSE OF REVIEW**

**SUMMARY OF APPOINTMENT STATUS**

**RECOMMENDATION**

**POLICY GUIDELINES AND EVALUATION CRITERIA**

**INSTRUCTION**

Overview

- A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis
- B. Review of SEF/SET written comments on a course-by-course basis
- C. Review of non-SEF/SET documentary evidence contained in the dossier

Overall Rating of Instruction ["Superior," "Effective," "Adequate," "Inadequate"]

**PROFESSIONAL GROWTH AND ACHIEVEMENT**

Review and Summary [of documentary evidence contained in the dossier]

Overall Rating of Professional Growth and Achievement ["Superior," "Effective," "Adequate," "Inadequate"]

**OTHER CONTRIBUTIONS TO THE UNIVERSITY AND COMMUNITY**

Review and Summary [of documentary evidence contained in the dossier]

Overall Rating of Contributions to the University and Community ["Superior," "Effective," "Adequate," "Inadequate"]

**CONTRIBUTION TO STRATEGIC PLANS AND GOALS OF THE  
DEPARTMENT/UNIT, COLLEGE, AND UNIVERSITY**

Review and Summary [of documentary evidence contained in the  
dossier]

Statement [has/has not demonstrated an ability to conform]

**VOTE**

**AFFIRMATIVE ACTION DECLARATION**

Attachment F:  
Report Template for Periodic Evaluations -  
Part-Time Temporary Faculty

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**PERIODIC EVALUATION - PART-TIME**  
**TEMPORARY FACULTY**

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

**EVALUATING BODY**

**SUMMARY OF APPOINTMENT STATUS**

**POLICY GUIDELINES AND EVALUATION CRITERIA**

**TEACHING EFFECTIVENESS**

Overview

A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis

B. Review of SEF/SET written comments on a course-by-course basis

C. Summary of non-SEF/SET documentary evidence contained in the dossier

Assessment of Scholarship--Knowledge in the field [based on non-SEF/SET evidence]

Assessment of Organization [based on all evidence]

Assessment of Effective Communication [based on all evidence]

Overall Evaluation of Teaching Effectiveness

A. Rating ["Satisfactory" or "Not Satisfactory"]

B. Suggestions for Improvement

**PROFESSIONAL ACTIVITY [or of PGA if Lecturer Range warrants]**

A. Review and Summary of documentary evidence contained in the dossier

B. Rating ["Satisfactory" or "Not Satisfactory"]

C. Suggestions for Improvement

**OTHER CRITERIA**

Review and Assessment of Duties As Defined by the Assignment

Review and Assessment of Professional Ethics and Conduct

Review and Assessment of Other Contributions

**VOTE**

**AFFIRMATIVE ACTION DECLARATION**

Attachment G:  
Report Template for Periodic Evaluations -  
Tenured Faculty

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**PERIODIC EVALUATION OF TENURED FACULTY**

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NAME

DATE

**EVALUATING BODY**

**PURPOSE OF EVALUATION**

**TEACHING EFFECTIVENESS AND CURRENCY IN THE DISCIPLINE**

Overview

- A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis
- B. Review of SEF/SET written comments on a course-by-course basis
- C. Summary of non-SEF/SET documentary evidence contained in the dossier

Assessment of Teaching Effectiveness

Assessment of Currency in the Discipline [based on non-SEF/SET evidence]

**SCHOLARSHIP AND CREATIVE ACTIVITY**

Review and Summary [of documentary evidence contained in the dossier]

**SERVICE TO THE UNIVERSITY**

Review and Summary [of documentary evidence contained in the dossier]

**CONCLUSIONS**

**VOTE**

**AFFIRMATIVE ACTION DECLARATION**

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[Source: CSU, Chico FPPP.](#)