



Date: September 23, 2019

To: Veena Prabhu,
Chair, Academic Senate

From: Heidi Riggio, Chair
Faculty Policy Committee

Copies: N. McQueen, J. Lazo-Uy, R. Roquemore, V. Salcido, J. Dennis

Subject: **Proposed Policy Modification for Chapter VI (Section B) of the *Faculty Handbook* FPC 18-7.12: Evaluation of Permanent Instructional Faculty**

Faculty Policy Committee (FPC) considered the policy on Evaluation of Permanent Instructional Faculty (FPC 18-7.12), specifically criteria for early tenure and promotion to Associate Professor, and criteria for early promotion to Full Professor. We considered the policy mainly because the current language requiring “sustained outstanding achievement” is not clearly defined; because faculty experience a limited number of periodic evaluations and performance reviews before tenure and after being promoted to Associate Professor; and because the current policy does not allow for singularly outstanding achievements or achievements occurring in later performance reviews which may merit early tenure or promotion. FPC also clarified policy language on extensions of probationary periods by referring to Articles 13.7 and 13.8 of the Collective Bargaining Agreement (CBA). FPC did not address any other aspects of this expansive policy in this proposed modification.

FPC deliberated about FPC 18-7.12 at its meetings throughout February, March, and April of 2019, and at the 2019-2020 academic year meetings of September 9 and 16. We considered policies on early tenure and promotion from CSU East Bay, CSU Long Beach, and CSU Monterey Bay. We also consulted with the College Deans regarding the proposed modifications. FPC voted to approve the policy modification FPC 18-7.12: Evaluation of Permanent Instructional Faculty on September 16, 2019.

The following points summarize the proposed changes to the policy:

- Line 19: Cal State LA is the current brief title used officially by the campus.
- Line 66: Cal State LA is the current brief title used officially by the campus.
- Line 89: We added a heading to refer specifically to Periodic and Performance Reviews for Probationary Faculty, separated from reference to criteria for early tenure, to improve clarity and organization.
- Line 94: Permanent instructional faculty are not appointed in Winter; the word “term” is changed to “semester.”
- Lines 100-107: We deleted previous language and added new language that clarifies one-year extensions to the probationary period; and refer readers to the relevant Articles in the CBA (13.7, 13.8) for clarity.

- Lines 117-118: We deleted redundant language and refer to early tenure in its own section.
- Line 122: Cal State LA is the current brief title used officially by the campus.
- Line 124: We added a heading to refer specifically to early tenure and promotion for probationary faculty, for clarity and organization.
- Lines 125-126: We repeat language from earlier in the policy (lines 116-117) to clarify the distinction between the normal tenure process and early tenure.
- Line 126: We refer specifically to probationary faculty for clarity.
- Lines 127-128: We eliminated italics and changed the word “early” to regular font; we deleted the words “to associate professor” because the added heading clarifies that this section applies to probationary faculty.
- Lines 128-130: We added modified criteria for early tenure and early promotion to Associate Professor, which involves “a record of accomplishments that exceeds the standards and level of performance that normally would be expected during the probationary period” achieved “in a shorter period of time.”
- Lines 131-132: We added language that prohibits early promotion of probationary faculty to a higher rank than Associate Professor.
- Lines 132-135: We deleted previous policy language referring to “sustained outstanding achievement.”
- Lines 138-139: We eliminated italics and changed the word “and been denied” to regular font; we added the word “early” in three places to refer specifically to applications for early tenure and promotion.
- Lines 149-150: We moved this language from lines 169-170 to apply it to all performance reviews and periodic evaluations.
- Lines 156-159: We deleted language referring to “sustained outstanding achievement” as required for early promotion to Full Professor.
- Line 160: We added a heading to refer specifically to early promotion for tenured faculty, for clarity and organization.
- Lines 161-168: We added language referring to criteria for early promotion to the rank of Professor, using the same language we used to describe criteria for early tenure and promotion to Associate Professor (lines 128-130).
- Lines 166-168: We add language prohibiting more than one application for early promotion to the rank of Professor, similar to restrictions on applications for early tenure and promotion to Associate Professor (lines 137-139).
- Lines 169-170: We moved this language to lines 149-150 to apply it to all performance reviews and periodic evaluations.

1 **Evaluation of Permanent Instructional Faculty**

2 (Senate: 8/3/76, 5/24/77, 7/28/82[EA], 5/24/83, 11/3/87, 7/25/89, 11/7/89, 8/21/90, 7/30/91,
3 2/4/92, 10/26/93, 5/10/94, 8/22/95, 5/9/00, 5/10/11, 1/24/12, 5/28/13, 12/2/14; President:
4 8/16/76, 6/14/79, 9/8/82, 6/14/83, 6/22/88, 8/16/89, 11/24/89, 11/1/90, 10/7/91, 3/11/92,
5 12/13/93, 6/29/94, 6/24/96, 6/6/00, 7/14/11, 2/23/12, 7/9/13, 1/26/15; Editorial Amendment:
6 9/00, 8/01)

7 Governing documents: Articles 13, 14, and 15 of the Collective Bargaining Agreement between
8 the California State University and the California Faculty Association.

9 In keeping with the terminology utilized in the Collective Bargaining Agreement between the
10 California State University and the California Faculty Association, the term "permanent faculty"
11 shall refer to all probationary (tenure-track) and tenured faculty. This evaluation policy governs
12 permanent instructional faculty. Although librarians, counselors, and coaches fall within the
13 faculty bargaining unit, some aspects of their assignments differ from those of instructional
14 faculty and thus they are subject to specific evaluation criteria. Relevant evaluation policies for
15 each of these groups can be found in their respective evaluation policies elsewhere in this
16 Handbook.

17 **Overview**

18 The purpose of the University's instructional evaluation policy is to maintain and enhance the
19 high quality of the academic programs at CSULA CAL STATE LA by assuring that all permanent
20 faculty members meet and maintain high standards of performance as teachers, scholars, and
21 members of the campus community. The policy aims to achieve this objective by establishing
22 criteria for fair, thorough, and consistent evaluation of individual faculty members.

23 Evaluations of tenure-track and tenured instructional faculty shall focus on the quality and
24 effectiveness of educational performance, professional achievement, and other contributions
25 to the University by the faculty member under review.

26 The evaluation of an instructional faculty member is based upon a comprehensive review of the
27 individual's qualities, achievements, and promise during the year or years included in the
28 review period.

29 Attention shall be given to forming a general "profile" or comprehensive estimate of the faculty
30 member's performance and special professional interests and accomplishments.

31 All reviews shall be based on evidence in the two-part personnel action file, which includes the
32 permanent personnel action file (PPAF) and the working personnel action file (WPAF). All
33 evaluations will be entered into the faculty member's permanent personnel action file
34 (PPAF). The permanent personnel action file (PPAF) is maintained by the University. Reports of
35 peer observations of instruction and quantitative summaries of student opinion surveys are

36 maintained in the PPAF. The candidate is responsible for providing the following materials to
37 his or her working personnel action file (WPAF) before the published date of the file closure: a
38 current curriculum vitae, a personnel information form that summarizes and describes the
39 candidate's activities and accomplishments during the period under review, and evidence of
40 these activities and accomplishments.

41 **I. Types of Evaluation**

42 There are two types of evaluations of permanent faculty members:

43 **performance reviews**, required for retention, tenure and promotion of
44 permanent faculty, and

45 **periodic evaluations**, conducted when an evaluation is required, but in periods
46 in which a faculty member is not under consideration for retention, tenure, or
47 promotion.

48 Performance reviews serve the dual purposes of determining whether or not a faculty
49 member's performance warrants retention, tenure, or promotion, and of providing the faculty
50 member with constructive feedback on his or her performance in the areas under
51 review. Periodic evaluations are aimed primarily at providing the faculty member with
52 feedback on his or her performance. However, they may be considered in subsequent
53 performance reviews.

54 Permanent (probationary and tenured) faculty members shall undergo a performance review
55 when under consideration for retention, tenure, or promotion. A permanent faculty member
56 undergoing a performance review shall be reviewed by the appropriate
57 department/division/school peer review committee, the department/division chair or school
58 director (if not a member of the department/division/school peer review committee), the
59 appropriate college peer review committee, the dean, the Provost and the President.

60 A permanent faculty member undergoing periodic evaluation shall be reviewed by the
61 appropriate department/division/school peer review committee, the department/division chair
62 or school director (if not a member of the department/division/school peer review committee),
63 and the dean. Periodic evaluations shall include review of a faculty member's performance in
64 all of the same areas as during a performance review.

65 **II. Evaluative Standards**

66 Permanent instructional faculty members at CSULA CAL STATE LA shall be evaluated on the
67 basis of their educational performance, professional achievement, and contributions to the
68 University.

69 Permanent faculty evaluations shall utilize the following official evaluative terms:

70 **Outstanding** - describes truly *exceptional* performance, for a faculty member at the particular
71 rank and career stage.

72 **Commendable** - describes performance that is better than satisfactory and that exceed
73 expectations for a faculty member at the particular rank and career stage.

74 **Satisfactory** - describes performance that meets expectations for a faculty member at the
75 particular rank and career stage.

76 **Needs Improvement** - describes performance that does not meet expectations for a faculty
77 member at the particular rank and career stage, in one or more specified areas of concern.

78 **Unsatisfactory** - describes performance that is *seriously deficient* for a faculty member at the
79 particular rank and career stage.

80 A review that finds a faculty member's performance to be satisfactory or better in all areas shall
81 be accompanied by a favorable recommendation for retention, tenure, or promotion, when
82 eligible and not applying early.

83 An evaluation of "needs improvement" does not preclude a reviewer/review committee from
84 recommending retention. To receive a favorable recommendation for tenure and promotion at
85 least satisfactory performance must be demonstrated in all three categories.

86 A judgment of unsatisfactory in any one area shall entail a negative recommendation for
87 retention, tenure, or promotion.

88 **III. Evaluation Timelines**

89 **PERIODIC AND PERFORMANCE REVIEWS FOR PROBATIONARY FACULTY**

90 Initial probationary appointments will normally be for two years. Initial appointments of
91 probationary faculty members who are appointed in a term other than fall shall end in spring
92 term of the second academic year of service.

93 During the first year of an initial probationary appointment, a faculty member shall undergo a
94 periodic evaluation, with the exception of those appointed in winter or spring SEMESTER term
95 (who will not be reviewed in the first [partial] year of appointment). During the second year of
96 an initial probationary appointment, a faculty member shall undergo a performance review for
97 retention.

98 For the purposes of calculating tenure eligibility, the first year shall begin with the first fall term
99 in which a probationary faculty member is employed.

100 IT IS POSSIBLE TO RECEIVE APPROVAL FOR A ONE-YEAR EXTENSION OF THE PROBATIONARY
101 PERIOD WHEN PARTICIPATING IN SPECIFIED LEAVE PROGRAMS. INFORMATION RELATED TO
102 EXTENSIONS MAY BE FOUND IN ARTICLES 13.7 AND 13.8 OF THE COLLECTIVE BARGAINING
103 AGREEMENT. During any probationary year in which a faculty member takes a personal leave of
104 absence (of one or more terms' duration), the faculty member may request to extend the
105 probationary period by one year. If such an extension is desired, the faculty member must
106 notify the Provost at the time of application for the leave. If such a request is granted, the
107 tenure eligibility date will be moved forward by one year.

108 If found to be satisfactory or better during a performance review for retention, probationary
109 faculty members shall be reappointed for subsequent two-year appointment(s) unless they
110 have only one year remaining in their probationary period, in which case they will receive a
111 one-year appointment. If a probationary faculty member is found to be less than satisfactory,
112 he or she *may* receive a one-year appointment. During each year between retention reviews
113 probationary faculty shall undergo periodic evaluations.

114 Probationary faculty members may request a performance review during any year in which
115 they would otherwise receive only a periodic evaluation.

116 Consideration for tenure normally occurs during the sixth year of service as a probationary
117 faculty member minus any credit toward tenure. A probationary faculty member may request
118 to be considered for early tenure.

119 A faculty member shall not normally be promoted to associate professor and may not be
120 promoted to professor during the probationary period. Assistant professors who are awarded
121 tenure shall be promoted concurrently to associate professor.

122 A faculty member must be employed by CSULA CAL STATE LA and in the current rank for at
123 least two years before applying for tenure or promotion to a higher rank.

124 **EARLY TENURE AND/OR PROMOTION FOR PROBATIONARY FACULTY**

125 CONSIDERATION FOR TENURE NORMALLY OCCURS DURING THE SIXTH YEAR OF SERVICE AS A
126 PROBATIONARY FACULTY MEMBER MINUS ANY CREDIT TOWARD TENURE. A PROBATIONARY
127 faculty member applying for early EARLY tenure or early EARLY promotion to associate
128 professor SHALL DEMONSTRATE THAT THEY HAVE ACHIEVED, IN A SHORTER PERIOD OF TIME, A
129 RECORD OF ACCOMPLISHMENTS THAT EXCEEDS THE STANDARDS AND LEVEL OF
130 PERFORMANCE THAT NORMALLY WOULD BE EXPECTED DURING THE PROBATIONARY PERIOD.
131 PROBATIONARY FACULTY MEMBERS SHALL NOT BE PROMOTED BEYOND THE RANK OF
132 ASSOCIATE PROFESSOR. may be recommended for that action only if found to have a record of
133 sustained outstanding performance in categories A and B, "educational performance" and
134 "professional achievement," and at least satisfactory performance in category C, "contributions
135 to the University."

136 Prior to the final decision for early tenure or early promotion, candidates may withdraw
137 without prejudice from consideration at any level of review. If a faculty member has applied
138 for and been denied AND BEEN DENIED EARLY tenure or EARLY promotion, the faculty member
139 cannot apply again for early tenure or EARLY promotion while in the same rank.

140 **Post-Tenure Performance Reviews and Periodic Evaluations**

141 Once tenured, a faculty member will typically undergo a performance review during the fifth
142 year in rank as an associate professor, for consideration for promotion to the rank of
143 professor. A faculty member who does not wish to apply for promotion within five years of
144 receiving tenure/promotion to associate professor, must undergo a periodic evaluation in the
145 fifth year in rank. All tenured professors (at any rank) shall be evaluated at intervals no greater
146 than five years. Participants in the Faculty Early Retirement Program (FERP) shall not be
147 required to undergo evaluation unless an evaluation is requested by either the FERP participant
148 or the college dean.

149 TENURED FACULTY MEMBERS MAY BE EVALUATED MORE FREQUENTLY AT THE REQUEST OF
150 THE FACULTY MEMBER OR THE PRESIDENT.

151 The faculty member's evaluation for promotion to the rank of professor emphasizes the scope
152 and depth of teaching performance, the degree of professional recognition within and beyond
153 the University, and the distinctiveness of contributions to the general welfare of the faculty
154 members department/division/school, college, and University. Such a review must
155 necessarily include a careful evaluation of each individual achievement, with the aim of
156 determining its value to the faculty member, the students and the University. A candidate for
157 early promotion to the rank of professor must have a sustained outstanding record in
158 categories A and B, "educational performance" and "professional achievement" and be at least
159 commendable in category C, "contributions to the University."

160 **EARLY PROMOTION FOR TENURED FACULTY MEMBERS**

161 TENURED ASSOCIATE PROFESSORS MAY REQUEST TO BE CONSIDERED FOR EARLY PROMOTION
162 TO THE RANK OF PROFESSOR. TENURED ASSOCIATE PROFESSORS APPLYING FOR EARLY
163 PROMOTION SHALL DEMONSTRATE THAT THEY HAVE ACHIEVED, IN A SHORTER PERIOD OF
164 TIME, A RECORD OF ACCOMPLISHMENTS THAT EXCEEDS THE STANDARDS AND LEVEL OF
165 PERFORMANCE THAT WOULD BE EXPECTED DURING THE NORMAL FIVE-YEAR PERIOD OF TIME
166 IN RANK AS AN ASSOCIATE PROFESSOR. A FACULTY MEMBER CANNOT APPLY FOR EARLY
167 PROMOTION IF THEY HAVE APPLIED FOR AND BEEN DENIED EARLY PROMOTION WHILE IN THE
168 SAME RANK.

169 Tenured faculty members may be evaluated more frequently at the request of the faculty
170 member or the President.

171 **Review Periods**

172 Performance Review Periods:

Review:	Review Period Begins:	Review Period Ends:
Retention review for second year faculty	Date of appointment to probationary position	File closure (fall semester of second year)
Retention (probationary performance review years other than second)	File closure of previous performance review	Current file closure (fall semester of performance review years)
Tenure and Promotion	Date of appointment to probationary position	Current file closure (fall semester of tenure ELIGIBILITY <u>eligibility</u> year)
Promotion to Professor	File closure of tenure and promotion performance review	Current file closure (fall semester of promotion eligibility year)

173 Periodic Evaluation Periods:

Evaluation:	Evaluation Period Begins:	Evaluation Period Ends:
First year evaluation	Date of appointment to probationary position	File closure (spring semester of first year)
Annual evaluation (probationary years not requiring retention review)	File closure of previous performance review	Current file closure (spring semester of current year)
Post-tenure review	File closure of last review	Current file closure (spring semester of current year)

174 **IV. Criteria Governing Evaluations of Permanent Faculty**

175 Reviews for retention, tenure, and promotion to associate professor are cumulative in the
 176 sense that the progress or growth of the faculty member since joining the faculty is a factor in
 177 evaluation. Generally, the evaluation of a probationary faculty member will take into account
 178 all and only the activities and achievements since the initial probationary
 179 appointment. Reviews are comparative in the sense that the faculty member is evaluated
 180 against the quality and effectiveness of performance of colleagues taking into account the
 181 broad range of activities in which different members of the faculty engage.

182 Performance reviews for promotion to the rank of professor are similarly cumulative and
 183 comparative - i.e., the progress or growth of faculty members while in their present rank is

184 assessed against the quality and effectiveness of colleagues' performance, taking into account
185 the broad range of activities in which different members of the faculty engage.

186 Permanent faculty members are evaluated on the basis of their performance in the following
187 categories:

- 188 A. Educational Performance
- 189 B. Professional Achievement
- 190 C. Contributions to the University.

191 Of the three categories, category A normally shall have the greatest weight. In the case of a
192 faculty member who is appointed or elected to a non-teaching position, special consideration
193 shall be given to performance in that assignment. In such cases, a faculty member should
194 consider preparing an individualized professional plan; the individualized professional plan is
195 described in section V. B.

196 Although the criteria governing performance reviews are the same for retention, tenure, and
197 promotion cases, reviewers should recognize qualitative differences between these types of
198 reviews. This difference, however, is one of degree, not kind, and it may be summed up under
199 the concept of growth or progress. At the time of the performance review of the faculty
200 member for retention during the probationary period, judgment is based on demonstrated
201 growth, performance and promise in categories A, B, and C.

202 At the time of candidacy for tenure and/or promotion, however, a faculty member is expected
203 to have demonstrated substantive achievements in each of the three areas; promise of future
204 growth will not be sufficient to warrant a positive recommendation for tenure or
205 promotion. Special consideration will be given to the continuity and growth of the activities
206 comprising this total performance.

207 **Category A, Educational Performance**, consists of two elements:

- 208 1. teaching performance, and
- 209 2. related educational activities.

210 1. Teaching performance includes those activities by the faculty member that directly
211 contribute to student learning. Effective teaching can include many pedagogical approaches,
212 such as lectures, individual and group exercises, inquiry-based learning, discussion sessions, and
213 other techniques. It can also include a wide range of activities such as supervising theses or
214 projects; supervising student learning experiences in academic and community based settings;
215 collaborating with students on research, performance, artistic, and other projects; mentoring
216 students; and tutoring students.

217 The evaluation of teaching performance is an assessment of the quality and effectiveness of the
218 efforts of faculty members that contribute to student learning. This evaluation must include
219 multiple measures:

- 220 a. A summary of the quantitative responses to the "Student Opinion Survey on Instruction."
- 221 b. Evaluation of teaching performance based upon a peer observation of instruction.
- 222 c. At least one other source of information, such a course syllabi, instructional
223 materials, assessment methods, assignments (including field assignments), evidence of
224 student work and accomplishments, and signed letters from students.

225 2. Related educational activities include, but are not limited to: academic advisement,
226 curriculum/program development, programmatic assessment of learning outcomes,
227 membership on thesis committees, the development and evaluation of comprehensive exams,
228 and other academic support activities that enhance student retention and student
229 achievement.

230 The evaluation of related educational activities is based upon such items as surveys of student
231 opinions of advisement, student mentoring, tutoring, field activities, etc.; written reports from
232 the department/division chair or school director, students, faculty, and/or other individuals
233 with first hand knowledge of the faculty member's activities; and other such documentation
234 provided by the faculty member regarding participation in program assessment, curriculum
235 development, and other related educational activities.

236 **Category B, Professional Achievement**, is defined as performance of discipline-related activities
237 that include, but are not limited to the following broad areas identified in no particular order:

- 238 • Academic and scholarly contributions to the faculty member's profession and field, that are
239 externally evaluated and published or formally accepted for publication such as research,
240 critical essays and analyses, and theoretical speculations.
- 241 • Innovative use of technology, textbooks, and original teaching or testing materials which
242 are adopted for professional and/or instructional use outside the faculty member's
243 department/division/school.
- 244 • Inventions, designs and innovations that have been favorably evaluated by authorities
245 outside the University.
- 246 • Creation, exhibition, performance or publication in the arts or literature. Producing and
247 directing events in the performing arts, including visual arts, music, dance, and theatre,
248 beyond normal instructional duties.
- 249 • Presentations before meetings of scholarly and professional societies, and presentations as
250 an invited authority in the faculty member's field before scholarly and professional
251 audiences.
- 252 • Participation in activities of scholarly or professional societies beyond mere membership,
253 such as elective office, fellowship status, committee membership, receipt of special awards,
254 organization of symposia, and chairing of conference sessions.

- 255 • Receipt of fellowships, grants, contracts or other subsidies and commissions for scholarly
256 activities in the faculty member's field.
- 257 • Holding special appointments such as visiting professorships, lectureships, or consultant
258 assignments in other academic, scholarly, professional, or governmental institutions.
- 259 • Editing or reviewing of scholarly or professional publications.
- 260 • Professional practice that utilizes the faculty member's academic expertise.
- 261 • Service to one's profession, in such cases where the activity is based on one's disciplinary
262 expertise (for example, appointment to a granting agency's review board or service on a
263 professional board).
- 264 • Community based participatory research, community service, and community based
265 activities that involve the academic expertise of the faculty member.
- 266 • In evaluating these contributions as to their relative merits, the quality and effectiveness,
267 and not only the quantity of the contributions in category B shall be the primary
268 consideration.

269 **Category C, Contributions to the University**, is defined as all other service to the University,
270 profession, or community that contributes to the mission and governance of the University
271 such as, but not limited to, those activities listed below.

- 272 • Contributions to academic governance such as membership and participation in the
273 activities of department/division/school, college, university, and system committees, and
274 service in administrative capacities.
- 275 • Participation in any student, faculty, professional, or community organization or
276 engagement in any service to colleges and/or the community or engagement in other
277 activities that bring positive recognition to the faculty member and to the University.
- 278 • Delivery of speeches, conducting of colloquia, or otherwise conveying information about
279 the faculty member's scholarship, profession, field and university to community groups.
- 280 • Organization of and engagement in significant university, college and
281 department/division/school activities that improve the educational environment and/or
282 student, staff, or faculty life, such as organization of retreats, conferences, or orientations.
- 283 • In evaluating these contributions in category C as to their relative merits, the quality and
284 effectiveness, and not only the quantity of the contributions shall be the primary
285 consideration.

286 **V. Additional Evaluation Policies**

287 **A. External Review**

288 A request for an external review of materials in one's personnel file may be made by any of the
289 parties involved in the review. Any request for an external review must be directed to the
290 President or his designee and must indicate (1) the extraordinary circumstances warranting
291 external review, and (2) the materials to be reviewed. For such a review to take place, the
292 faculty member under review must concur with the request for external review. The dean of

293 the college shall select appropriate external reviewer(s), with the approval of the President or
294 designee and the concurrence of the faculty member under review, and transmit to the
295 reviewers the materials to be reviewed. A copy of the relevant parts of this policy shall
296 accompany the materials to be reviewed.

297 Once the external reviewer(s)' report is received, the file is returned to the initial stage of
298 review and the review commences from that level forward with the reviewers' report added to
299 the permanent personnel action file (PPAF).

300 **B. Individualized Professional Plans (IPP)**

301 Each faculty member shall have the discretion to develop, in collaboration with his or her chair
302 or director and the appropriate department/division school personnel committee, an
303 individualized professional plan (IPP). Such plans shall specify the candidate's goals and
304 objectives and may alter the balance or focus of performance among categories A, B, and C for
305 a specified period of time.

306 A faculty member may choose to prepare an IPP when either his or her work assignment or
307 area of specialization warrants a departure from the usual evaluation criteria, or when the
308 faculty member's work is of a nature that it makes it difficult to apply the established
309 evaluation criteria articulated above. Such a plan must indicate the time period during which it
310 will apply to the evaluation of the faculty member's performance. No IPP may be retroactively
311 applied, and in no case shall an IPP exceed three years in duration. However, an IPP may be
312 renewed. An IPP must be approved by the faculty member, the department/division chair or
313 school director, the dean, the Provost and the President. The IPP must indicate (1) the unusual
314 circumstances or work assignment that warrant(s) the creation of the plan, (2) the work plan
315 (and expected outcomes) for the faculty member over the course of the IPP's duration, and (3)
316 where necessary, the criteria by which the faculty member will be evaluated. An individualized
317 professional plan will still require that a faculty member be evaluated in all areas of expected
318 performance. Whenever an IPP is approved, it must be placed in the permanent personnel
319 file. An IPP will be effective upon its approval and will govern only that part of the evaluation
320 period during which it is in place.

321 **C. Evaluation of Faculty Active in Interdisciplinary Programs**

322 When a faculty member with an appointment in a specific department/division/school devotes
323 all or part of his or her efforts to instruction in or participates in the development and
324 administration of an interdisciplinary program, that faculty member may request an assessment
325 of his or her performance in the activities associated with the interdisciplinary program. In that
326 case, prior to the file closure date, the coordinator of the interdisciplinary program shall
327 provide a written assessment of the contributions of the faculty member to that program for
328 the faculty member's permanent personnel action file. This assessment shall be part of the
329 evidence upon which the evaluation is based.

330 **D. Evaluation of Faculty with Joint Appointment**

331 The criteria for evaluating faculty with joint appointments shall be consistent with those used
332 for comparable evaluations of faculty members appointed to a single
333 department/division/school.

334 Faculty with joint appointments in two or more departments/divisions/schools or equivalent
335 units shall be evaluated either by the peer review committee, in each
336 department/division/school or by a joint committee of faculty from each
337 department/division/school. If a joint committee is utilized, this committee will consist of
338 members of all academic units within which the candidate holds a joint appointment. Each
339 academic unit shall elect the committee members representing the unit and each unit shall be
340 represented in as close to equal proportion as possible to proportion of the candidate's time
341 assigned to that unit. If not a member of the peer review committee, the chair or director of
342 each academic unit shall write an independent evaluation. A faculty member appointed in two
343 different colleges will be evaluated by the college-level peer review committee in each college
344 in which he or she is appointed.

345 College dean(s), in consultation with the faculty member holding a joint appointment and the
346 department/division chair(s) or school director(s), shall determine whether the faculty member
347 will be evaluated in each department/division/school or by a joint committee; this
348 determination should be made at least 30 days prior to the file closure date for the faculty
349 member's first evaluation. In subsequent years, changes to the department/division/school-
350 level review process can be effected either at the recommendation of the faculty member with
351 dean's approval or at the discretion of the dean after consultation with the faculty
352 member. Such changes will become effective for any review cycles beginning 30 days after the
353 change is instituted.

354 In every case, the department/division/school and college-level recommendations shall be
355 forwarded to the respective dean(s) of the college(s) in which an appointment is held; each
356 dean shall conduct an evaluation and forward a recommendation to the Provost. For
357 individuals holding a joint appointment, the President shall make a single decision regarding
358 retention, tenure, or promotion.

