



Date: October 3, 2022

To: Kris Bezdecny, Chair
Academic Senate

From: Heidi Riggio, Chair
Faculty Policy Committee

Copies: D. Fazzi, E. Porter, R. Roquemore, V. Salcido

Subject: **Proposed Policy Modification for Chapter VI (Section B: Appointment, Retention, Tenure, Promotion, and Evaluation) of the *Faculty Handbook*: FPC 21-12.5: *Evaluation of Permanent Instructional Faculty***

This is a policy modification aimed at clarifying standards for early tenure and promotion to Associate Professor and early promotion to Full Professor. The primary changes are focused on making the standards for early tenure more consistent with the standards for early promotion; and providing clear guidelines on what evaluations merit early tenure and promotion to Associate Professor and what evaluations merit early promotion to Full Professor. Additional changes address credit given toward tenure at hire and allowing professional achievements accomplished during years credited toward tenure to be included in retention, tenure, and promotion (RTP) evaluation. Policies at other CSUs were consulted regarding this modification.

FPC deliberated about FPC 21- 12.4 at numerous meetings in the 2021-2022 academic year and at its meeting of October 3, 2022. FPC voted unanimously to approve the current modification to the policy on *Evaluation of Permanent Instructional Faculty* on October 3, 2022.

The following points summarize the modifications:

- Lines 101-102: Current policy language is modified to indicate the inclusion of years credited toward tenure in the tenure timeline.
- Lines 102-104: Language is added to indicate that any accomplishments in the three evaluate categories achieved during years credited toward tenure shall be included in evaluations for tenure.
- Lines 111-112: Current policy language is modified to indicate the inclusion of years credited toward tenure in the tenure timeline.
- Lines 116-117: Language is added to provide specific criteria necessary to merit early tenure and promotion to Associate Professor, namely ratings of at least Commendable in Categories A and B, Satisfactory in Category C. Comparison to expectations for regular tenure and promotion is emphasized.
- Lines 138-140: Language is added to make criteria for early promotion to Full Professor similar to the criteria for early tenure and promotion.
- Lines 142-144: Language is added to provide specific criteria necessary to merit early promotion to Full Professor, namely ratings of at least Commendable in two evaluative categories,

Satisfactory in the third category. Comparison to expectations for regular promotion to Full is emphasized.

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, 2/4/92, 10/26/93,
3 5/10/94, 8/22/95, 5/9/00, 5/10/11, 1/24/12, 5/28/13, 12/2/14, 11/19/19, 10/20/20, 12/8/2020, 10/12/21; 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, 12/13/93, 6/29/94,
5 6/24/96, 6/6/00, 7/14/11, 2/23/12, 7/9/13, 1/26/15, 1/3/20, 11/6/20, 7/28/22; Editorial Amendment: 9/00, 8/01)

6 Governing documents: Articles 11, 13, 14, and 15 of the Collective Bargaining Agreement between the California
7 State University and the California Faculty Association.

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

14 Overview

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

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

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

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

27 All reviews shall be based on evidence in the permanent personnel action file (PPAF) and materials submitted by
28 the candidate (referred to as the working personnel action file, WPAF). All evaluations will be entered into the
29 faculty member's permanent personnel action file (PPAF). The PPAF is maintained by the University. Reports of
30 all peer observations of instruction and quantitative summaries of student opinion surveys are maintained in the
31 PPAF. The candidate is responsible for submitting the following materials as their WPAF before the published
32 date of the file closure. For performance reviews, permanent faculty must submit a current curriculum vitae; a
33 personnel information form (PIF) along with a personnel accomplishments report (PAR), a narrative statement
34 that summarizes and describes the candidate's activities and accomplishments during the period under review;
35 and evidence of these activities and accomplishments. Although performance review for tenure is cumulative and
36 comprehensive, evidence submitted should focus on accomplishments since the last performance review.
37 Inclusion of materials previously submitted for performance review is optional. For periodic evaluations,
38 permanent faculty must submit a current curriculum vitae and a PAR; submission of evidence for
39 accomplishments outlined in the PAR is optional for periodic evaluations.

40 I. Types of Evaluation

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

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

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

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

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

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

59 **II. Evaluative Standards**

60 Permanent instructional faculty members at Cal State LA shall be evaluated on the basis of their educational
61 performance, professional achievement, and contributions to the University.

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

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

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

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

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

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

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

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

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

80 **III. Evaluation Timelines**

81 **Periodic and Performance Reviews for Probationary Faculty**

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

85 During the first year of an initial probationary appointment, a faculty member shall undergo a periodic evaluation,
86 with the exception of those appointed in spring semester (who will not be reviewed in the first [partial] year of
87 appointment). During the second year of an initial probationary appointment, a faculty member shall undergo a
88 performance review for retention.

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

91 It is possible to receive approval for a one-year extension of the probationary period when participating in
92 specified leave programs. Information related to extensions may be found in articles 13.7 and 13.8 of the
93 Collective Bargaining Agreement.

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

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

101 Consideration for tenure normally occurs during the sixth year of service as a probationary faculty member minus
102 INCLUDING any SERVICE credit toward tenure GIVEN AT HIRE. ANY ACCOMPLISHMENTS IN THE THREE
103 EVALUATIVE CATEGORIES COMPLETED DURING CREDITED YEARS SHALL BE INCLUDED IN
104 EVALUATIONS FOR TENURE.

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

108 A faculty member must be employed by Cal State LA and in the current rank for at least two years before
109 applying for tenure or promotion to a higher rank.

110 **Early Tenure and/or Promotion for Probationary Faculty**

111 Consideration for tenure normally occurs during the sixth year of service as a probationary faculty member (minus
112 INCLUDING any SERVICE credit toward tenure GIVEN AT HIRE). A probationary faculty member applying
113 for early tenure or early promotion shall demonstrate that they have, in a shorter period of time, (a) achieved the
114 level of development in all areas of review that is expected of candidates for tenure; and (b) established a record
115 of accomplishments that exceeds the standards and level of performance expected during the probationary
116 period (I.E., RATINGS OF AT LEAST COMMENDABLE IN CATEGORIES A AND B, SATISFACTORY IN

117 CATEGORY C, MEASURED AGAINST EXPECTATIONS FOR REGULAR TENURE AND PROMOTION
118 EVALUATION). Probationary faculty members shall not be promoted beyond the rank of associate professor.

119 Prior to the final decision for early tenure or early promotion, candidates may withdraw without prejudice from
120 consideration at any level of review. If a faculty member has applied for and been denied early tenure or early
121 promotion, the faculty member cannot apply again for early tenure or early promotion while in the same rank.

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

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

129 Tenured faculty members may be evaluated more frequently at the request of the faculty member or the
130 president.

131 The faculty member's evaluation for promotion to the rank of professor emphasizes the scope and depth of
132 teaching performance, the degree of professional recognition within and beyond the University, and the
133 distinctiveness of contributions to the general welfare of the faculty members department/division/school, college,
134 and University. Such a review must necessarily include a careful evaluation of each individual achievement, with
135 the aim of determining its value to the faculty member, the students and the University.

136 **Early Promotion for Tenured Faculty Members**

137 Tenured associate professors may request to be considered for early promotion to the rank of professor. Tenured
138 associate professors applying for early promotion shall demonstrate that they have, in a shorter period of time, (A)
139 ACHIEVED THE LEVEL OF DEVELOPMENT IN ALL AREAS OF REVIEW THAT IS EXPECTED OF
140 CANDIDATES FOR PROMOTION TO FULL PROFESSOR; AND (B) ESTABLISHED a record of
141 accomplishments that exceeds the standards and level of performance that would be expected during the normal
142 period of time in rank as an associate professor (I.E., RATINGS OF AT LEAST COMMENDABLE IN ANY TWO
143 EVALUATIVE CATEGORIES, SATISFACTORY IN THE THIRD, MEASURED AGAINST EXPECTATIONS FOR
144 REGULAR EVALUATION FOR PROMOTION TO FULL PROFESSOR). A faculty member cannot apply for early
145 promotion if they have applied for and been denied early promotion while in the same rank.

146 **Review Periods**

147 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 year)
Promotion to Professor	File closure of tenure and promotion performance review	Current file closure (fall semester of promotion eligibility year)

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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)

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

152 Reviews for retention, tenure, and promotion to associate professor are cumulative in the sense that the progress
 153 or growth of the faculty member since joining the faculty is a factor in evaluation. Generally, the evaluation of a
 154 probationary faculty member will take into account all and only the activities and achievements since the initial
 155 probationary appointment. Reviews are comparative in the sense that the faculty member is evaluated against
 156 the quality and effectiveness of performance of colleagues taking into account the broad range of activities in
 157 which different members of the faculty engage. Except when applying for early promotion to the rank of professor,
 158 for a faculty member to receive promotion to the rank for professor, they shall demonstrate a level of achievement
 159 that is commensurate with that of other candidates recommended for promotion to the rank of professor,
 160 regardless of the number of years since earning tenure at Cal State LA. Performance reviews for promotion to the
 161 rank of professor are similarly cumulative and comparative - i.e., the progress or growth of faculty members while
 162 in their present rank is assessed against the quality and effectiveness of colleagues' performance, taking into
 163 account the broad range of activities in which different members of the faculty engage. Except when applying for
 164 early promotion to the rank of professor, for a faculty member to receive promotion to the rank of professor, they
 165 shall demonstrate a level of achievement that is commensurate with that of other candidates recommended for
 166 promotion to the rank of professor, regardless of the number of years since earning tenure at Cal State LA.

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

- 168 A. Educational Performance
- 169 B. Professional Achievement
- 170 C. Contributions to the University.

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

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

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

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

- 185 1. teaching performance, and
- 186 2. related educational activities.

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

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

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

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

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

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

- 212 • Academic and scholarly contributions to the faculty member's profession and field, that are externally
213 evaluated and published or formally accepted for publication such as research, critical essays and
214 analyses, and theoretical speculations.
- 215 • Innovative use of technology, textbooks, and original teaching or testing materials which are adopted for
216 professional and/or instructional use outside the faculty member's department/division/school.

- 217 • Inventions, designs and innovations that have been favorably evaluated by authorities outside the
218 University.
- 219 • Creation, exhibition, performance or publication in the arts or literature. Producing and directing events in
220 the performing arts, including visual arts, music, dance, and theatre, beyond normal instructional duties.
- 221 • Presentations before meetings of scholarly and professional societies, and presentations as an invited
222 authority in the faculty member's field before scholarly and professional audiences.
- 223 • Participation in activities of scholarly or professional societies beyond mere membership, such as elective
224 office, fellowship status, committee membership, receipt of special awards, organization of symposia,
225 and chairing of conference sessions.
- 226 • Receipt of fellowships, grants, contracts or other subsidies and commissions for scholarly activities in the
227 faculty member's field.
- 228 • Holding special appointments such as visiting professorships, lectureships, or consultant assignments in
229 other academic, scholarly, professional, or governmental institutions.
- 230 • Editing or reviewing of scholarly or professional publications.
- 231 • Professional practice that utilizes the faculty member's academic expertise.
- 232 • Service to one's profession, in such cases where the activity is based on one's disciplinary expertise (for
233 example, appointment to a granting agency's review board or service on a professional board).
- 234 • Community based participatory research, community service, and community based activities that involve
235 the academic expertise of the faculty member.
- 236 • In evaluating these contributions as to their relative merits, the quality and effectiveness, and not only the
237 quantity of the contributions in category B shall be the primary consideration.

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

- 241 • Contributions to academic governance such as membership and participation in the activities of
242 department/division/school, college, university, and system committees, and service in administrative
243 capacities.
- 244 • Participation in any student, faculty, professional, or community organization or engagement in any
245 service to colleges and/or the community or engagement in other activities that bring positive
246 recognition to the faculty member and to the University.
- 247 • Delivery of speeches, conducting of colloquia, or otherwise conveying information about the faculty
248 member's scholarship, profession, field and university to community groups.
- 249 • Organization of and engagement in significant university, college and department/division/school
250 activities that improve the educational environment and/or student, staff, or faculty life, such as
251 organization of retreats, conferences, or orientations.

252 In evaluating these contributions in category C as to their relative merits, the quality and effectiveness, and not
253 only the quantity of the contributions shall be the primary consideration.

254 **V. Additional Evaluation Policies**

255 **A. External Review**

256 A request for an external review of materials in one's personnel file may be made by any of the parties involved in
257 the review. Any request for an external review must be directed to the President or his designee and must
258 indicate (1) the extraordinary circumstances warranting external review, and (2) the materials to be reviewed. For
259 such a review to take place, the faculty member under review must concur with the request for external
260 review. The dean of the college shall select appropriate external reviewer(s), with the approval of the President
261 or designee and the concurrence of the faculty member under review, and transmit to the reviewers the materials
262 to be reviewed. A copy of the relevant parts of this policy shall accompany the materials to be reviewed.

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

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

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

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

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

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

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

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

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

303 College dean(s), in consultation with the faculty member holding a joint appointment and the department/division
304 chair(s) or school director(s), shall determine whether the faculty member will be evaluated in each
305 department/division/school or by a joint committee; this determination should be made at least 30 days prior to
306 the file closure date for the faculty member's first evaluation. In subsequent years, changes to the
307 department/division/school-level review process can be effected either at the recommendation of the faculty

308 member with dean's approval or at the discretion of the dean after consultation with the faculty member. Such
309 changes will become effective for any review cycles beginning 30 days after the change is instituted.

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

