TO: Academic Senators

Following procedures approved by the Academic Senate Executive Committee on November 8, 2016 with regards to revisions to University Faculty Personnel Policies documents, the attached revisions of the current University Faculty Personnel Action document for placements in the Appendix of the new University Faculty Personnel Policies documents will appear as a consent agenda item on the April 16, 2019 Senate agenda.

Every senator is expected to review the document.

Issues, concerns, and questions regarding this curriculum proposal should be directed to Ken Brown, chair of the Academic Senate Faculty Affairs Committee. If the concern is strong enough, any senator may request an item be removed from the consent agenda by Tuesday, April 9, 2019.

Items removed from the Academic Senate consent agenda will be placed on the Academic Senate agenda as business items.

If you have any questions, please contact Ken Brown, Chair Faculty Affairs Committee.
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies. This process specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda.

The guiding principles in reforming the UFPA into the new UFPP are the following:

- **Clarify existing policies** that are common and already in place across the university.
- **Standardize procedures** for faculty evaluation at the university level.
- **Set baseline expectations and offer guiding principles** with directives to the colleges and departments to specify their criteria accordingly attuned to the disciplinary considerations specific to their programs.
- **Establish a common structure for all personnel policy documents across campus.**

The Senate has approved a resolution (AS-859-18) establishing the general structure of the UFPP in the form of its main chapter divisions, each containing thematically unified selections of policy:

1. Preface
2. Faculty Appointments
3. Personnel Files
4. Responsibilities in Faculty Evaluation Processes
5. Evaluation Processes
6. Evaluation Cycle Patterns
7. Personnel Action Eligibility and Criteria
8. Evaluation of Teaching and Professional Services
9. Evaluation of Professional Development
10. Evaluation of Service
11. Governance
12. Workload
13. Appendices

FAC is placing existing policies about student evaluation of instruction into UFPP as a subchapter of Chapter 8. This action of moving existing policy into UFPP is non-controversial and so FAC recommends that it should be placed on the Senate consent agenda. This proposal takes the form of an incomplete draft of Chapter 8, including its summary sections, the proposed text of subchapter 8.4, and placeholders for sections 8.2 and 8.3 subject to future drafting.
Chapter 8 of UFPP concerns the evaluation of teaching for instructional faculty and professional services for librarian, counseling, and coaching faculty. For instructional faculty the conducting of student evaluation of instruction and the filing of its results is mandated by the Collective Bargaining Agreement (CBA). Cal Poly has various university-level policies about student evaluation originating in Academic Senate resolutions, administrative memos, and the University Faculty Personnel Actions (UFPA) document. This subchapter gathers all those policies into one place and simplifies and updates the formulation of those policies.

Impact on Existing Policy

This action of consolidating, simplifying, and updating the language of existing policies imposes no change of policy.

Implementation

There is no implementation of the policies in question since they remain in effect. Subsequent lower-level policies (e.g. faculty unit policy documents) would need to update their citations to university-level policy documents.

Feedback from Faculty Units

When proposing personnel policies, FAC consults with faculty units about the proposed change so the faculty units may offer feedback on the proposal. FAC then considers this feedback when revising the proposed policy and sending it to the Senate.

This proposal warrants no specific consultation with faculty units as it implements something already advertised as part of the process the Senate has approved for creating the UFPP by merely relocating current university-level personnel policies into UFPP and then advertising this change to the rest of the university.

What follows is the proposed text of Chapter 8 consisting of its summary section and policy text for subchapter 8.4, with placeholders for subchapters not contained in this proposed edit of UFPP...
8. Evaluation of Teaching and Professional Services

8.1. Summary

8.1.1. This chapter includes general requirements and guiding principles for how the evaluation of teaching for instructional faculty and professional services for other faculty should be conducted by evaluating bodies. University level policies for conducting student evaluation of instruction are also included in this section. Colleges and departments would expand on these requirements presented in this chapter and apply its principles to offer concrete guidance and clear expectations for how teaching would be evaluated. Library, Counseling and Coaches would do likewise for the evaluation of their relevant professional services.

8.1.2. [CITATION OF FOUNDATIONAL SENATE ACTION].

8.2. [Reserved for requirements in the evaluation of teaching/professional service]

8.3. [Reserved for general principles and criteria for evaluation of teaching/professional service]

8.4. Student Evaluation of Instruction

8.4.1. [CITATION OF FOUNDATIONAL SENATE ACTION FOR SUBCHAPTER 8.4]

8.4.2. Student Evaluation Instruments

8.4.2.1. The requirements for student evaluation instruments were established by AS-759-13. The formulation in this subchapter supersedes that resolution.

8.4.2.2. All student evaluation instruments must include the following two prompts with responses on an agreement scale:

- “Overall, this instructor was educationally effective,”
- “Overall, this course was educationally effective.”

8.4.2.3. All student evaluation instruments must include an opportunity for students to provide narrative comments. Student evaluation instruments may include additional prompts and opportunities for comments at the discretion of departments and colleges. All student evaluation instruments must be proposed by the department and approved by the college and the office of academic personnel.

8.4.3. General Criteria for Conducting Student Evaluations

8.4.3.1. The criteria for conducting student evaluations is established in CBA 15.15-15.19, which allows for Campus Presidents to exempt some courses from student evaluations. Memo from Provost February 22, 2013, available on the Academic Personnel website, establishes the exceptions for Cal Poly. This subchapter presents those exceptions.

8.4.3.2. Student evaluations are required for all classes taught by each faculty unit employee except for the following:

- Courses with low enrollment (fewer than five students) such as individual senior projects and independent study.
- Capstone senior project classes will be evaluated if there are more than 5 students enrolled.
- Student evaluations will not be administered for individually supervised senior projects.
- Cooperative Education courses that do not include direct instruction shall not be evaluated using the student evaluation process. Academic departments or the
Career Services Office may use a survey to evaluate the students’ co-op experience, but this is not part of the student evaluation process.

- Team-taught classes: In situations when classes are team-taught, the instructor of record shall conduct student evaluations. If there is more than one instructor of record, then copies of the evaluation results shall be placed in each of the instructor’s personnel files with a memo indicating that the course was team-taught. Faculty team teaching a course will have the opportunity to write narrative descriptions to accompany the student evaluation results for the team-taught course to add context to the results. Faculty who team-teach a course and believe that the results are not representative of their contributions to the course may request that the dean not include the results associated with this team-taught course in their PAF. After reviewing this request, the dean has the discretion to determine if the student evaluation results of the team-taught course shall be placed in the instructor’s file.

8.4.4. Procedure for Conducting Student Evaluation of Instruction

8.4.4.1. The procedure for conducting student evaluation of instruction was established by AS-821-16. This subchapter presents those procedures and supersedes that resolution.

8.4.4.2. Student evaluations of instruction occur during the last week of instruction as defined by the official academic calendar. The evaluation period opens the weekend immediately prior to the last week of instruction and closes at the end of the last day of the last week of instruction. The last week of instruction and final exam week are defined by the official academic calendar. This period may be adjusted on an ad hoc basis to accommodate for academic holidays.

8.4.4.3. For courses whose official final assessment is during the last week of instruction according to the academic calendar (e.g. labs or activities with their own final exam or assessment), their evaluation period may be the penultimate week of instruction according to the academic calendar. Requesting the earlier timeline for the evaluation of courses with early final assessments should occur by means of standard procedures of scheduling evaluations as determined by the office of Academic Personnel and communicated to the relevant college and/or program department staff.

8.4.4.4. Students shall receive notifications of the opening and closing of the evaluation period, and reminders at appropriate intervals during the evaluation period.

8.4.4.5. Faculty shall receive response rate reports for their evaluated courses during the evaluation period.

8.4.4.6. Faculty are encouraged to announce to their classes that the evaluation period is underway, and to address questions from students about the nature of the evaluation process clarifying the role of student evaluations in processes of faculty review.

8.4.4.7. Faculty may at their discretion reserve time in class for students to complete the evaluation on the student’s own computer, phone or tablet. Faculty shall comply with any college level procedures about how to implement student evaluations in their classrooms. Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.

8.4.5. Student Evaluation Results

8.4.5.1. Placement of student evaluation results in Personnel Action Files is governed by CBA 11.1, 15.15, 15.17.
8.4.5.2. Results of student evaluations shall be stored in electronic format and incorporated by extension into the Personnel Action File. The dean is the custodian of the PAF and will provide secure access to this information.