

CAL POLY HUMBOLDT
University Senate

Resolution to Update Appendix J of the Faculty Handbook Regarding summer term student feedback survey use in the RTP process

26-25\26-FAC — April 14, 2026— First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends the following changes to Appendix J be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further,

RESOLVED: That adding details to Appendix J regarding the use of summer session term student course feedback surveys will help to clarify the expectations for faculty and provide guidance to personnel committees; and be it further,

RESOLVED: That consistent use of the name, student course feedback survey, adds clarity to Appendix J; and be it further,

RESOLVED: That prospective faculty shall be made aware of RTP processes, including the use of summer term student feedback surveys by the appropriate department chair and Academic Personnel Services. and be it further,

RESOLVED: That these changes become effective at the beginning of the 2026 fall semester.

RATIONALE:

Faculty have requested updates to Appendix J after identifying that the existing language is unclear and not fully aligned with current electronic RTP practices. The purpose of this revision is to provide clearer guidance regarding expectations for demonstrating teaching excellence within the Retention, Tenure, and Promotion process. Specifically, the proposed language clarifies when summer term student feedback surveys must be included in the RTP file and how they will be reviewed as part of the evaluation process. The revisions also ensure consistent use of the term student course feedback survey throughout the document to promote clarity and alignment with current institutional terminology.

Early Tenure Language

Changes to Faculty Handbook - Pages omitted that aren't implicated in the change.

[Text in blue is new (p. 10). Yellow highlighted text indicates minor language changes that promote consistency in terminology and accuracy with current electronic practices. Yellow highlighted strikethrough indicates removal of inconsistent language.]

Section

Appendix J

V. Personnel Action File

A. File Custodian

B. File Access

C. File Additions

1. A faculty unit employee shall have the right to submit material to his/her PAF. 11.2
2. All material placed in the PAF shall be identified by source, except for student feedback surveys collected in accordance with standard procedures. 11.3, 15.16

D. File Corrections

E. Working Personnel Action File (WPAF)

1. The WPAF is prepared for a Performance Review (See Figure 1). 15.8
 - a) It contains all required forms and documents, candidate generated material, evaluative materials and recommendations and candidate's rebuttals, if any. 15.8
 - b) WPAF materials submitted by a faculty unit employee shall be deemed incorporated by reference into the PAF, but need not be physically placed in the file. 11.7, 15.9
2. Materials shall be in an online portfolio with 9 sections. Material in each section shall be in reverse chronological order, most recent material first.
 - a) Section 1 - Index of materials submitted for evaluation. 11.7, 15.9

- b) Section 2 - Pertinent documents concerning original appointment, subsequent retention, tenure and promotion; evaluations of leaves intended to count as time in academic rank; and clarification of the terminal degree status if not readily apparent. Tenured faculty shall include material since the submission of their last successful application for promotion.
- c) Section 3 - Initiating unit and college personnel policies and procedures, and Department/Unit RTP Criteria and Standards.
- d) Section 4 - Personnel Data Sheet (PDS) and Professional Development Plan (PDP).
- e) Section 5 - Evaluation materials provided by evaluating committees and administrators rather than the candidate. 15.12a
- f) Section 6 - Evaluative letters that address areas of performance from faculty and professional colleagues (on and off campus), administrators, staff, and other relevant individuals (non-students).
- g) Section 7 – Evidence of teaching effectiveness/librarianship/counseling effectiveness (in addition to collegial letters).
 - (1) Student letters, identified by name. 15.17b
 - (2) Student feedback survey data collected as part of the **student feedback survey process**. 15.17a
 - (3) Any other relevant evidence.

VI. Periodic Evaluation

- F. In an academic year or work year in which a candidate is not subject to a Performance Review for retention, probationary faculty unit employees shall be subject to a Periodic Evaluation (See Figure 1). 15.31
- G. Periodic Evaluations shall be conducted by the IUPC of the department or equivalent unit, and the appropriate administrator. There shall be consideration of the Professional Development Plan, **student feedback surveys** (when teaching duties have been assigned and **student feedback surveys are available**), peer reviews, and administrative reviews. 15.21, 15.32

VII. Performance Review

H. Evaluation by Peers, Students, and Administrators

The Performance Review shall consist of an evaluation of a candidate's performance areas by peers, students, and administrators. 15.38

1. Peer evaluation

2. Student Feedback

a) All classes (unless exempted) taught by faculty shall gather student feedback in the form of student feedback surveys, including quantitative or a combination of quantitative and qualitative questions. (15.15, 15.17).

- (1) Candidates shall not be present when questionnaires are administered.
- (2) Questionnaires shall be anonymous and identified only by course and/or section. 15.17a
- (3) Space may be provided on the quantitative form for student comments. 15.17a
- (4) Summaries of student questionnaires shall be prepared by regularly employed staff, not student employees. These shall contain appropriate tabulations and compilations of student comments.
- (5) The University recognizes that student feedback is subject to bias, and research has shown that this bias disproportionately impacts faculty of color and faculty who identify as femme, trans, women or non-binary.
- (6) Questionnaire summaries shall be placed in the Personnel Action File and shall not be available to candidates until after class grades have been submitted.
- (7) Candidates are encouraged to comment in writing on student questionnaires including such information as required course status, grade point distribution, rigor, or course objectives.
- (8) Candidates who find bias in their student feedback (or other content in their file) can appeal to the Dean, in accordance with Article 11 of the Collective Bargaining Agreement.
- (9) Summer term appointments (College of Extended Education [CEE] or stateside) are distinct from tenure-line, academic year appointments. Inclusion of course student feedback surveys from summer term appointments in the WPAF is optional \ and, at the faculty's discretion, will be included in the Teaching Effectiveness table (section IIa) of the Personnel Data Sheet (PDS). If courses taught during summer are part of a faculty member's academic year appointment via "work spreading," student feedback surveys must be included in the WPAF.

VIII. Peer Review Committees

I.

J. Initiating Unit Personnel Committee (IUPC)

1. Function

- a) Evaluate candidates for RTP, not serve as advocates.
 - b) Assist candidates in preparing WPAFs that contain supporting materials which address RTP performance criteria and standards. 15.12a
 - c) Advise candidates on materials which are necessary or beneficial for WPAF inclusion.
 - d) Make recommendations to the next higher peer review committee.
2. Organization
- a) The IUPC shall be composed of at least three members elected each spring by the initiating unit. If there are insufficient eligible members, the initiating unit shall elect members from related academic disciplines. 15.40
 - b) Each initiating unit may determine its own policies and procedures consistent with university policies and the CBA.
3. Procedures
- a) For candidates holding a joint appointment, evaluation shall be obtained from all affected IUPCs. 15.13
 - (1) After considering recommendations from affected Deans, the Vice President for Academic Affairs shall inform candidates and committees which IUPC will serve as the primary committee.
 - (2) The primary IUPC shall assist candidates in WPAF compilation.
 - ~~(3) Other IUPCs shall forward their recommendations to the primary IUPC.~~

IX. Areas of Performance for RTP

A. General Criterion

B. Assessment of the Areas of Performance for RTP

All faculty are expected to create inclusive learning environments and ensure that students are provided with equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below, and should be identified in the appropriate section of the WPAF:

4. **Effectiveness**

- a) Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching

demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.

- (1) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, increase their understanding of accessibility and of universal design, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.
- (2) Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:
- (3) Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
- (4) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of **student feedback surveys** by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.
- (5) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, course accessibility, classroom accessibility, and other learning activities.
- (6) Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.
- (7) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, **student feedback surveys**, degree of achievement of and supporting statements from former students.

[Unamended Appendix J](#)