

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

COLLEGE OF ENGINEERING

Department of Aerospace Engineering

Criteria for the Periodic Evaluation of Temporary Faculty

2023-2024 Academic Year

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SECTION I- INTRODUCTION

In pursuit of our Aerospace Engineering (ARO) Department's central objective – graduating proficient and industry-ready individuals – the delivery of a top-tier education to our students stands as a pivotal factor. Anchored in this pursuit is the assessment of our temporary faculty and the fostering of their professional growth. Leveraging the collective expertise of the ARO Department faculty, we establish clear expectations, foster an environment conducive to surpassing these expectations, and offer well-informed evaluations of our temporary faculty members.

Our Aerospace Engineering program embodies the following Program Educational Objectives for graduates:

1. **Disciplinary Mastery:** Graduates exhibit mastery across diverse domains, including aerodynamics, aerospace materials, structures, propulsion, flight mechanics, stability and control, orbital mechanics, space environment, and systems engineering principles, enabling them to proficiently design and analyze aerospace vehicles.
2. **Practical Proficiency:** Alumni excel in bridging theory and practical application through hands-on laboratory work, research, and collaboration, utilizing modern engineering tools and facilities.
3. **Holistic Foundation:** Our graduates possess a well-rounded educational foundation, emphasizing practical problem-solving, teamwork, communication, leadership, innovation, ethics, and professionalism. This empowers them to succeed in industry careers and advanced studies.

These objectives guide our commitment to producing graduates who excel as dynamic professionals in the field of aerospace engineering.

The evaluation of the temporary faculty impacts decisions regarding rehiring and salary range elevation. Additionally, the evaluation process provides instructors with invaluable feedback, aiding them in refining their teaching methods.

This document serves as a primary conduit to communicate the criteria, expectations, and procedures governing the periodic evaluation of temporary faculty members within the ARO Department. It is imperative to note that this departmental directive complements, rather than conflicts with, guidelines outlined in Unit 3 Collective Bargaining Agreement (CBA) or university policies. In instances of discrepancy, precedence is accorded to the CBA, followed by university policies over departmental regulations.

To access the most current information on temporary faculty evaluation policies and timelines, we encourage you to visit the university website, referencing Policy 1336, Policy 1337, Policy 1329, and CBA Article 15 Evaluation.

DEFINITIONS

These are definitions of some of the terms used in this document.

- a) **Temporary Faculty Evaluation Committee (TFEC):** Responsible for periodically evaluating temporary faculty members, TFEC comprises full-time tenured faculty, including those on FERP, elected by the department's tenured and probationary faculty. TFEC should include at least two members. In certain cases, the Department RTP Committee (DRTPC) may serve as TFEC for temporary faculty evaluations. The TFEC is also responsible for updating this document upon changes in the university and Department policies.
- b) **Temporary Faculty Evaluation Criteria:** These are the Department's expectations, detailed in Section III of this document, which guide the evaluation of temporary faculty members.
- c) **Student Evaluation of Teaching:** Governed by Policy 1329 of the University Manual, this process involves students' assessment of teaching quality.
- d) **Peer Observation of Teaching:** Involves a tenured or probationary faculty member observing a temporary faculty's class (virtually or in person) to review teaching methods, course materials, and organization. Arrangements for peer observation are made by TFEC. See Section II for the criteria to be assigned a peer observation by TFEC.
- e) **Periodic Evaluation (Annual Appointments):** Temporary faculty members who have been appointed for two or more semesters, regardless of breaks, undergo a "periodic evaluation" every year per Policy 1336. The criteria for this annual evaluation is provided in Section III of this document.
- f) **Cumulative Periodic Evaluation (Three-Year Appointments):** This evaluation process applies to temporary faculty eligible for a three-year appointment under the CFA Collective Bargaining Agreement. Depending on whether it's an initial or subsequent appointment, the evaluation covers a span of three (for renewal of a three-year contract) or six academic years (for the first appointment to a three-year contract). The faculty on a three-year appointment shall be evaluated at least once during the contract. The Cumulative Periodic Evaluation entails additional components as outlined in Section III of this document.

SECTION II. DEPARTMENT PROCEDURES

1. Annual Appointment of TFEC Chair:

At the commencement of each academic year, the elected TFEC members convene to select a chairperson. This chairperson leads in ensuring adherence to this document and corresponding university policies.

2. Upon Temporary Faculty Appointment:

- a) The ARO Department Chair notifies the TFEC Chair within two weeks of hiring new temporary faculty.
- b) Within two weeks of the hiring notice, or no later than 14 days after the academic term's start, the TFEC Chair emails the new temporary faculty members:
 - An electronic copy of this document.
 - A link to Policy 1336, Policy 1337, Policy 1329, and CBA Article 15 Evaluation.

3. Temporary Faculty Criteria Adoption:

Temporary faculty members follow the department criteria in effect at the time of their appointment. Updates to this document are communicated by the TFEC Chair. All temporary faculty must adhere to new criteria and guidelines in subsequent evaluations if a new version is provided within 14 days of the third year's first instruction day for those in a three-year entitlement.

4. Throughout Each Year:

- a) The TFEC Chair prepares the list of temporary faculty that must be reviewed within the current academic year.
- b) The temporary faculty that are being evaluated will be notified by the TFEC Chair before the 14th day of the instruction of the Fall semester.
- c) The TFEC assigns peer observation during that academic year for temporary faculty members who need to receive a peer observation. The list of faculty to receive peer observation is determined based on the following criteria:
 - i. Temporary faculty in their initial contract with the Department
 - ii. Temporary faculty who may be eligible for 3-year contracts or range elevations during this evaluation cycle.
 - iii. Temporary faculty who has not received a peer observation in the last 3 years.
 - iv. Temporary faculty who has requested to receive a peer observation in this evaluation cycle.
 - v. Temporary faculty who has received an average score of 3.0 or higher on the Student Evaluation of Teaching or when student written inputs to TFEC indicate a need for improvement in teaching. The peer reviews will be repeated annually until the improvements are made.
 - vi. Any other temporary faculty that the TFEC needs a more comprehensive evaluation for this cycle.

- d) Peer observation tasks are distributed among tenured and probationary faculty within the department by the end of the third week of the semester, regardless of their TFEC membership.
- e) Tenured and probationary faculty conduct peer observations, completing the Temporary Faculty Peer Observation Form (Appendix A). This form rates the temporary faculty based on specified criteria.
- f) Faculty conducting peer observations communicate class visit schedules with the temporary faculty at least a week before the visit. In case of non-response, the evaluator notifies the instructor at least 5 calendar days in advance of the class visit.
- g) The temporary faculty should provide access to course materials to be reviewed by the peer observer prior to the visit. See Appendix A for more information.
- h) Completed Temporary Faculty Peer Observation Forms (Appendix A) are sent to both the temporary faculty and the TFEC Chair within 3 weeks of the class visit. Temporary faculty include these forms in their periodic evaluation package.
- i) TFEC ensures a comprehensive evaluation process by soliciting valuable input from Aerospace Engineering students each semester, aimed at gathering further insights into the teaching and classroom conduct of temporary faculty. A formal request for feedback is extended to all Aerospace Engineering students, encouraging their constructive observations signed with their Bronco ID. The temporary faculty members are urged not to directly influence or request students to provide feedback. This approach preserves the integrity of the evaluation process, fostering candid and unbiased assessments that contribute to the continual enhancement of our educational values.
- j) TFEC shares the student feedback received with the temporary faculty before the end of the evaluation period. The temporary faculty may include or respond to the comments received in their evaluation package.

5. Overall Evaluation and Reappointment:

- a) TFEC evaluates temporary faculty according to the criteria from Section III and based on
 - a. self-narratives,
 - b. student course evaluations,
 - c. peer observations (if applicable).
- b) TFEC prepares a formal evaluation letter.
- c) The temporary faculty member reviews and acknowledges the evaluation letter within ten calendar days.
- d) For cumulative reviews, the evaluation letter is forwarded to the Dean's office by the TFEC Chair.
- e) If a temporary faculty member doesn't meet the criteria in Section III, TFEC reflects this in the overall evaluation letter.
- f) For periodic reviews, the Department Chair (if not a member of TFEC) conducts supplementary evaluations for 'Satisfactory' or 'Unsatisfactory' performance. **Unsatisfactory** performance results in **no contract extension**.
- g) For cumulative periodic reviews, the Dean's Office determines the 'Satisfactory' or 'Unsatisfactory'. **Unsatisfactory** performance results in **no contract extension**.

SECTION III. TEMPORARY FACULTY EVALUATION CRITERIA

The assessment of temporary faculty's performance for reappointment and range elevation shall be guided by the following criteria:

a) Teaching Philosophy and Pedagogical Methodologies:

Evaluate the faculty's teaching philosophy and pedagogical strategies as presented in the self-narrative document (Appendix B). This narrative should highlight instructional approaches, student engagement, and teaching innovations.

Required for Cumulative Periodic Evaluation (max 4 pages) and Periodic Evaluation (max 2 pages).

b) Professional Development Activities:

Assess the efforts and activities undertaken for professional growth, as detailed in the self-narrative document (Appendix B). This should encompass initiatives to enhance teaching methods, stay updated with industry trends, and engage in relevant training and scholarly activities.

Required for Cumulative Periodic Evaluation. Optional for Periodic Evaluation.

c) Alignment with Extended Course Outlines (ECOs):

- 1) Ensure that the syllabus, textbook, and course content align with the corresponding Expanded Course Outline (ECO).
- 2) This evaluation considers the candidate's self-narrative document (Appendix B), peer observations, and input from the course coordinator.

Required for Cumulative Periodic Evaluation and Periodic Evaluation.

d) Student Evaluation Scores:

Evaluate the average student evaluation scores across all sections for each class taught during the evaluation period:

- 1) For temporary faculty with over three semesters of teaching the same subject at least 50% of student responses are in the Good and Very Good categories.
- 2) For temporary faculty with three or fewer semesters of teaching the same subject at least 40% of student responses are in the Good and Very Good categories.

Student evaluation survey questions are available in Appendix C.

Required for Cumulative Periodic Evaluation and Periodic Evaluation.

e) Peer Observation Performance:

Peer observations must reflect proficiency in at least 80% of the criteria outlined in the Temporary Faculty Peer Observation Form (Appendix A), receiving ratings of "Meets Expectation" or higher. See Section II for the details of criteria for receive peer observation. The temporary faculty will be notified by the 3rd week of the semester if a peer observation is assigned to them.

Required for Cumulative Periodic Evaluation and Periodic Evaluation.

f) Maintenance of Regular Office Hours:

Adherence to the University Office Hours Policy is required. Faculty are expected to respond to Department and student inquiries within two working days during semesters with assigned responsibilities.

Required for Cumulative Periodic Evaluation and Periodic Evaluation.

g) Code of Conduct and Student Interaction:

Demonstrate consistent adherence to the ARO Department's code of conduct. Interaction with students should align with expected conduct standards, drawing on written feedback from students and evaluations received by TFEC.

Required for Cumulative Periodic Evaluation and Periodic Evaluation.

h) Responsiveness and Collaboration:

Display responsiveness and cooperation with the ARO Department, promoting a collaborative environment conducive to effective teaching and positive student experiences.

For three-year appointments and range elevation evaluations, the temporary faculty is required to obtain and submit a letter of recommendation. This letter should be provided by one of the course coordinators of the courses taught or by the Department Chair. The letter should affirm the faculty member's positive collaboration with the department, highlighting their commitment to their role and contribution to the department's goals.

Required for Cumulative Periodic Evaluation.

Appendix A: Temporary Faculty Peer Observation Form

Aerospace Engineering Department

Name of Temporary Faculty Member: _____ Course Number: _____

Evaluator's Name: _____ Date and Time of Observation: _____

If you choose any rating other than "Meets Expectation" for any criteria, please provide an explanation in the Comment column.

ARO Peer Observation Criteria	Exceeds Expectation	Meets Expectation	Needs Improvement	No opportunity to Judge	Comment
Clarity of Teaching: <ul style="list-style-type: none"> - Were the concepts presented in a clear and organized manner? - Was the lecture logically structured, aiding student comprehension? - Were complex topics broken down effectively? 					
Engagement and Interaction: <ul style="list-style-type: none"> - Did the instructor foster active student engagement through questions, discussions, or activities? - Was there effective two-way communication with students? - Were students encouraged to participate and ask questions? 					
Use of Teaching Aids and Materials: <ul style="list-style-type: none"> - Were visual aids (slides, handouts, etc.) used effectively to support the lecture? - Did teaching materials enhance understanding and retention? 					
Inclusion of Real-World Applications: <ul style="list-style-type: none"> - Were real-world examples, case studies, or industry applications integrated into the lecture? 					

<ul style="list-style-type: none"> - Did these applications illustrate the practical relevance of the subject matter? 					
<p>Classroom Management:</p> <ul style="list-style-type: none"> - Did the instructor manage time effectively, covering the planned content within the allotted period? - Were disruptions minimized, and was the classroom environment conducive to learning? 					
<p>Course Management:</p> <ul style="list-style-type: none"> - Did the instructor maintain a course Canvas effectively? - Was the organization of Canvas effective? - Did all materials distribute through Canvas and other accessible approach to students? 					
<p>Alignment to ECO:</p> <ul style="list-style-type: none"> - Did all expected materials planned for the course as outlined in ECO? - Was the evaluation of course outcomes based on ECO planned for the semester? 					
<p>Course Syllabus:</p> <ul style="list-style-type: none"> - Was the syllabus designed effectively to communicate the course plan and outcomes? - Were the planned assessments (quizzes, tests, exam, class activities) aligned with the course and ECO? - Does syllabus provide information and resources needed for the success of the students? 					

If you have any additional comments, please add them below:

Appendix B: Temporary Faculty Member Self-Narrative

Aerospace Engineering Department

Temporary Faculty Member Name: _____ Date: _____

Temporary Faculty Member Signature: _____

- a) Please elaborate on your teaching philosophy and any new/innovative pedagogical methodologies and technologies that you may have implemented in your classes during the evaluation period. (*Cumulative Periodic Evaluation, max 4 pages, and Periodic Evaluation, max 2 pages*)
- b) Please elaborate on activities and efforts that you have performed for your professional development. (*Maximum 500 words*) [**Only for Cumulative Periodic Evaluation**]
- c) Please list all the classes taught during the evaluation period.
- d) Please attach all student course evaluation statistical summaries for the courses listed above.
- e) Please discuss your compliance with the Extended Course Outline (ECO) and the breadth/depth of the content taught. (*Maximum 100 words per course*)
- f) Please attach all peer observations that you have received during the evaluation period.
- g) Any responses to written student input, as defined by Policy #1329, received by the department during the evaluation period.

Appendix C: Student Evaluation Survey Questions

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6	How available is the instructor to students for consultation?						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																													
7	How accurately does the grading reflect what student has learned?						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																													
8	How would rate this instructor compared to other instructors?						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																													
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