

**California State Polytechnic University, Pomona
College of Environmental Design**

**Department of Architecture
Periodic Evaluation of Temporary Faculty Members**

Fall 2023

Contents:

Section I. Definitions

- I. A. Introduction**
- I.B. Temporary Faculty Evaluation Committee (TFEC)**
 - I.B.1. Selection**
 - I.B.2. Duties**
- I.C. Department Philosophy**
- I.D. Architecture Department Goals**
- I.E. Eligibility and Appointments**
 - I.E.1. Full-time and Part-time Temporary Faculty (not Y-3)**
 - I.E.2. Three-Year Appointment (Y-3)**

Section II. Procedures

- II.A. Evaluation**
- II.B. Temporary Faculty Responsibilities**

Section III. Appendices

- III.A. Department Periodic Evaluation of Temporary Faculty Members Form**
- III.B. Department Peer review Form**
- II.C. Student Assessment Survey Form**

Full and part-time Temporary Faculty are encouraged to review the Collective Bargaining Agreement (CBA) and University policies and procedures related to their appointment which can be found on the Faculty Affairs website.

CBA: <https://www.cpp.edu/faculty-affairs/documents/article15.pdf>

Faculty Affairs: <https://www.cpp.edu/faculty-affairs/temporary-faculty/periodic-evaluation.shtml>

Section I. Definitions

I.A. Introduction

The periodic evaluation of temporary faculty members is an important faculty responsibility. The evaluation process is the mechanism by which we ensure the quality and promote the development of temporary faculty, and thereby assure educational quality for our students. It is the department faculty who are in the best position to provide clear expectations, create an environment conducive to achieving expectations, and render the most informed evaluation of the faculty member. This Department Criteria for Periodic Evaluation of Temporary Faculty Document communicates department expectations and procedures to the department faculty, faculty candidates, and the Dean of the College. University policies, including the Unit 3 Collective Bargaining Agreement (CBA), in particular Article 15 of the 2022 contract, and Section 305 and Policy 1329 of the University Manual, define university procedures and expectations. Departmental documents must only supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over departmental policies.

Temporary faculty member shall be provided a copy of this document, including procedures and timelines, within 14 days of the start of their first quarter at Cal Poly Pomona. It is recommended that department criteria be maintained on the department web page so that they are available to candidates for faculty positions. The primary purpose of this document is to articulate clearly what the department expects of its temporary faculty members. These expectations must be stated with sufficient clarity and specificity that the faculty member under evaluation is able to plan his/her activities around them. Department criteria should be consistent with department and college mission, vision, goals, and accreditation standards.

I.B. Temporary Faculty Evaluation Committee (TFEC)

I.B.1. Selection

The TFEC shall be composed of at least three (3) tenured faculty members. Eligibility for the TFEC ballot is determined by the Department Chair in consultation with the faculty. The members of the TFEC shall be elected by the tenured and tenure-track faculty in the spring semester to begin service the following fall semester. The committee members shall serve for staggered two-year terms.

I.B.2. Duties

The TFEC is responsible for deliberating and making recommendations regarding Temporary Faculty undergoing evaluation. A written summary of the TFEC's recommendation is required for each Temporary Faculty member under evaluation. The Chair of the TFEC is responsible for determining which lecturers are to be evaluated and/or observed each year in compliance with university policies and shall maintain coordination with the Dean's office and Faculty Affairs.

The evaluations written by the TFEC may be used in all personnel decisions, including the assignment of courses and recommendations for or against range elevation.

Criteria are the expectations articulated in this document and in [Section 1336](#) of the Academic Manual.

Student evaluation of teaching is governed by [Policy 1329](#) of the University Manual.

Peer evaluation of teaching is the responsibility of the Tenured and Tenure track faculty of the Department and includes a classroom visit, review of course syllabus, outlines, handouts, exams & other teaching materials, and a written report.

I. C. Department Philosophy

As a professional program in architecture, the mission of this department is to advocate for the broader purposes of architecture, including its public significance, its role in creating sustainable environments, and its provision of service to society through graduates who are responsible professionals, motivated by a sense of civic engagement.

I.D. Architecture Department Goals

Department of Architecture Academic Plan

(<https://www.cpp.edu/env/architecture/about/mission.shtml>)

(Please see articulation table that aligns the NAAB 2020 Criteria, NAAB 2014 Criteria, University and College Goals, with CPPARC program courses, activities, and events, for the source of the Goals stated below.)

Goals:

1. Interdisciplinary Collaboration and Community Engagement at the upper division of the program to enable a diverse collection of funded multidisciplinary experiences for all CPPARC students in courses that leverage the culturally diverse context of Southern California. Through this endeavor, students will have opportunities to explore a variety of career options and subject areas through upper-division Professional Electives and Topic Studios. In addition to the existing supported activities in Healthcare Design, Education Facility Design, Precast Concrete, Narrative Environment Design, and Housing, the Department will identify support for Hospitality Design, Transit Oriented Development, Suburban Transformation, Autonomous Vehicle Infrastructure, Building Skin Design, Mass Timber Construction, or others as appropriate. Sustainable and Inclusive practices will be part and parcel to all upper division courses. All students will have a multidisciplinary upper-division experience building upon past Department relationships with the Departments of Landscape Architecture, Engineering, Theater, Hospitality Management, and other departments as appropriate.

2. Diversity & Inclusivity will continue to define what architecture is and may become. The diverse and socially dynamic setting of CPPARC studio and activity courses provide a context for establishing significant leadership and collaboration skills in a diverse and inclusive setting. Differences are interesting and offer design learning opportunities. In response to the diverse composition of the student body and broad collection of unique backgrounds and needs, the Department will continue to seek institutional support to facilitate access to the greater catalog of architectural design and design thought, and to recruit faculty that reflects the diversity of the student body. This goal should continue to be ensured given the university and college visions and goals.

3. Experiential Learning through the development of real project opportunities, in parallel with the development of discipline relevant student learning environments and resources, essential for learn-

by-doing utilization of design tools, technologies, and methods. Learn-by-doing promotes immediate job placement without limiting professional growth and ensures students access to a variety of ever-evolving career trajectories of the architecturally educated. This goal should continue to be ensured with the department's alumni advisory board, the Terian Fund and the cultivation of additional donor support.

4. Academic Excellence, Research, Professional and Creative Activity pursued through the activities of Topic Studio and Professional Electives at the upper division, afford students access to a broad spectrum of knowledge areas and career options. Upper division courses are an ideal vehicle for supporting the CPP Teacher-Scholar Model, where faculty and students engage in design research with other disciplines and community stakeholders. In this setting, design ideas and methods can be originated, tested, developed, and documented in a form that can be disseminated to recognize the work of students and faculty and promote CPPARC. This goal should continue to be ensured with the Terian Fund and the cultivation of additional donor support.

5. Prioritize Responsibility Towards People and the Environment pursued through courses that promote sustainable design in response to climate change, design of healthy communities, and universal / accessible design. These values are active at all year levels, they are introduced in the core of the program (in the first, second, and third years of the undergraduate and first and second years of the graduate program), and synthesized in upper division topic studios, Senior Project, and Thesis.

6. Promote a Culture of Reflection and Self-Assessment with the new NAAB conditions, to establish a comprehensive culture of self-reflection, that prioritizes fiscal and human resources through a self-assessment program responsive to evolving social issues, environmental stewardship, the evolving professional landscape of architectural practice, and the corresponding development of department curriculum and program development.

I. E. Eligibility and Appointments

In addition to other provisions in the CBA, the following special conditions apply:

One (1) year of service shall be considered employment of two (2) semesters or more at the Cal Poly, Pomona campus during a single academic year.

Units taught during extension of credit programs shall not be included as part of the temporary faculty member's entitlement base.

I. E. 1. Full-time and Part-time Temporary Faculty (not Y-3)

Evaluation of full-time temporary faculty members appointed for two or more semesters, regardless of break in service, shall include student evaluation of teaching performance for those with teaching duties and/or evaluation of other assigned duties specifically defined and described in the letter of appointment or contract, Peer evaluations and evaluation by the Dean ([Article 15.23](#)).

Evaluation of part-time temporary faculty members appointed for two or more semesters, regardless of break in service, shall include student evaluation of teaching performance for those with teaching duties and/or evaluation of other assigned duties specifically defined and described in the letter of appointment or contract, evaluations by the Dean and/or Department Chair, and an opportunity for Peer evaluations ([Article 15.24](#))

Full-time and part-time faculty members appointed for three or more quarters, regardless of break in service, shall be evaluated once each year.

A temporary faculty unit employee appointed for one (1) semester or less shall be evaluated at the discretion of the Department Chair, the Dean. The faculty may request that an evaluation be performed ([Article 15.25](#)).

A written record of periodic evaluation shall be placed in the faculty member's Personnel Action File (PAF). The temporary faculty member shall be provided a copy of the written record of the evaluation.

I. E. 1. Three-Year Appointment (Y-3)

Temporary faculty unit employees holding three-year appointments pursuant to Article 12 CBA shall be evaluated at least once during the term of their appointment and may be evaluated more frequently upon the request of either the employee or the President. ([Article 15.26](#))

A written record of periodic evaluation shall be placed in the temporary faculty unit employee's Personnel Action File (PAF). The temporary faculty unit employee shall be provided a copy of the written record of the evaluation. ([Article 15.27](#))

Temporary faculty unit employees eligible for a three-year appointment pursuant to provision 12.12 shall be evaluated in the academic year preceding the issuance of a three-year appointment. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review as defined in provision 15.2, and evaluations by TFEC, the Department Chair and Dean.

The evaluation shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory. Satisfactory ratings may include narrative comments including constructive suggestions for development. This periodic evaluation shall consider the faculty unit employee's cumulative work performance during the entire qualifying period for the three-year appointment.

A three-year appointment shall be issued if the temporary faculty unit employee is determined by the Dean to have performed in a satisfactory manner in carrying out the duties of his/her position. The determination of the appropriate administrator shall be based on the contents of the Personnel Action File and any materials generated for use in any given evaluation cycle pursuant to 15.8. Where the Dean

determines that a temporary faculty unit employee has not performed his/her duties in a satisfactory manner, then the reasons for his/her determination shall be reduced to writing and placed in the Personnel Action File. ([Article 15.28](#))

Temporary faculty unit employees holding a three-year appointment pursuant to provision 12.13 shall be evaluated in the third year of the appointment. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by TFEC, the Department Chair and Dean.

The evaluation shall rate the temporary faculty unit employee as either satisfactory or unsatisfactory. Satisfactory ratings may include narrative comments including constructive suggestions for development.

This periodic evaluation shall consider the employee's cumulative work performance during the entire three-year appointment.

A subsequent three-year appointment shall be issued if the temporary faculty unit employee is determined by the Dean to have performed in a satisfactory manner in carrying out the duties of his/her position. The determination of the Dean shall be based on the contents of the Personnel Action File and any materials generated for use in any given evaluation cycle pursuant to 15.8. Where the appropriate administrator determines that a temporary faculty unit employee has not performed his/her duties in a satisfactory manner, then the reasons for his/her determination shall be reduced to writing and placed in the Personnel Action File. ([Article 15.29](#))

Section II. Procedures

II. A. Evaluation Criteria

All temporary faculty shall be provided with the department Temporary Faculty Evaluation Criteria document within fourteen (14) days of the first day of instruction for the first quarter worked by the temporary faculty member. The department chair shall notify temporary faculty in writing of the requirements and submission date for evaluation by the TFEC and the department chair.

The TFEC shall schedule an in-class peer review visit and report using the department peer review form at least once every semester (ideally between week 4-7) for full time temporary or part time temporary faculty to be evaluated. The peer review may be done by any tenure track or tenured professor in the department. The peer review shall be considered along with all other submitted materials by the TFEC, the department chair, and the Dean (for evaluations performed by the Dean).

All temporary faculty being evaluated shall submit:

- a) A completed departmental form for periodic evaluation of temporary faculty members,
- b) Student evaluations of teaching in all classes subject to review,
- c) A statistical summary of each course's student evaluation scores, tabulated and ranked,
- d) Copies of course syllabi, assignments, and exams,
- e) peer review documentation of taught courses,

- f) A brief Teaching philosophy statement, a self-assessment narrative reflecting on student and peer evaluations that analyze strengths and weaknesses and plans for improvement (not to exceed 2 pages, or 4 pages if it is prior to the award of a Y -3 appointment),
- g) An updated curriculum vitae (maximum 1 pages).

These materials shall be submitted to the TFEC by the deadline indicated in writing by the department chair. The TFEC shall request signed, dated, and with the bronco number statements by any student wishing to comment on temporary faculty being reviewed and shall make copies of all such letters available to the faculty member being reviewed.

The TFEC shall provide a written evaluation to all temporary faculty members being reviewed in accordance with the TFEC Calendar. The TFEC may meet with a temporary faculty member to discuss the review at the discretion of the TFEC or at the request of the temporary faculty member.

“Satisfactory” is defined through a review of the following:

- a) A completed departmental form for evaluation of temporary faculty (Appendix 1).
- b) Student evaluations of teaching in all classes subject to review (on the scale of 1-5, 1 best), where the average score for all courses taught is between 1.0 and 3.0.
- c) Satisfactory peer reviews.
- d) When appropriate, contributions to course syllabi, assignments, and exams.
- e) Faculty’s self-assessment and reflection on peer reviews and student assessment, that discusses strengths, weaknesses, and plans for improvement.
- f) When appropriate, and not limited to, professional, scholarly, or creative activities applicable to the specific teaching appointment.

The Department Chair shall provide a written evaluation in accordance with the TFEC Calendar timeline. The department chair shall be guided by the department Temporary Faculty Evaluation Criteria and may meet with a temporary faculty member to discuss the review at the discretion of the department chair or at the request of the temporary faculty member being reviewed. For one year appointments a review by the Department Chair is only required if the Chair is not a member of TFEC.

The Dean shall be provided a copy of the submission, peer reviews, the evaluation by the TFEC and the evaluation by the department chair.

After each stage of the review (TFEC Chair, and Dean), the temporary faculty member being reviewed is allowed to issue a written response within the TFEC calendar timeline. Copies of all evaluation results, signed letters, and any responses shall be placed in the temporary faculty member’s PAF.

II. B. Temporary Faculty Responsibilities

Faculty members teaching online are subject to all the rights and conditions set out in CBA Article 15 and applicable campus evaluation policies. The collection and use of online course quantitative data for evaluation purposes is required by campus policy. Documents need to indicate criteria to meet Department standards for syllabus, common schedule, and Canvas LMS. ALL courses are required to

maintain syllabus, schedule, assignment descriptions and grades in Canvas, regardless of teaching modality.

Faculty members teaching online are subject to all the rights and conditions set out in CBA Article 15 and applicable campus evaluation policies. The collection and use of online course quantitative data for evaluation purposes is required by campus policy. All documents need to indicate criteria to meet Department standards for syllabus, common schedule, and Canvas LMS. All taught courses are required to maintain syllabus, schedule, assignment descriptions and grades in Canvas, regardless of teaching modality. Evaluated candidates need to provide access to the TFEC prior to the begin of the review. Full-time and part-time temporary faculty members also need to provide access to the documents for peer review.

Section III. Appendices

III.A. Department Periodic Evaluation of Temporary Faculty Members Form

III.B. Department Peer Review Form

III.C. Student Assessment Survey Form