

# **Department of Political Science Guidelines for the Appointment, Evaluation, and Re-Appointment of Temporary Faculty**

**Revised 5/2018**

*DISCLAIMER: "IN THE CASE OF AN INCONSISTENCY BETWEEN THIS DOCUMENT AND THE COLLECTIVE BARGAINING AGREEMENT OR THE UNIVERSITY MANUAL, THE COLLECTIVE BARGAINING AGREEMENT TAKES FIRST PRECEDENCE AND THE UNIVERSITY MANUAL TAKES PRECEDENCE OVER THIS DOCUMENT."*

Periodic reviews of temporary faculty who are evaluated annually under the terms of the collective bargaining agreement will be conducted by the Department of Political Science each Spring Semester, by the Temporary Faculty Evaluation Committee to determine eligibility for contract renewal in the next academic year. By the end of the 7<sup>th</sup> week of the Spring semester, each temporary faculty member being reviewed will submit a comprehensive packet of course materials that speak to the relevant requirements below (e.g., syllabi, assignments, exams), with whatever attached commentary the temporary faculty member feels may assist the department in the periodic review. The Department Chair will ensure that all appropriate university documents, such as student course evaluations, are also included in the packet.

For a Range Elevation, the College of Letters, Arts and Social Sciences requires that, in addition to the criteria below, the application minimally includes:

- Application
- Committee Recommendation
- Chair Recommendation (if Chair is not part of the Committee)
- Course Evaluations (minimum of 10)
- Peer Evaluations (depending on department procedure)
- CV

Each temporary faculty member will be evaluated using the criteria presented below and will receive his or her evaluation for review by the end of the 11<sup>th</sup> week of classes in the Spring Semester. The faculty member will have ten (10) days to submit a rebuttal or other comments in response to the Temporary Faculty Evaluation Committee's review. Periodic reviews, signed by both the reviewers and the temporary faculty member, are due to the Dean's Office by the end of the week following graduation.

The periodic review shall be placed in the Personnel Action File, and a copy submitted to the dean by the department chair using the standard university form. A copy of the evaluation shall be provided to the temporary faculty member. The department chair shall maintain a list of temporary faculty members who have been evaluated, as required by the Collective Bargaining Agreement.

Each temporary faculty member will conduct student assessment of instruction in each class section taught, using the standard department form.

Once each calendar year, each temporary faculty member will have at least one in-class peer evaluation conducted by a tenured faculty member in the department. A temporary faculty member and/or the department chair may request an additional in-class peer evaluation.

Decisions regarding the retention of a temporary faculty member will be based on a finding by the Dean, after taking into consideration the recommendation of the Department, that the temporary faculty member's performance is satisfactory or better.

### ***Initial Appointment***

When a contract is extended to a temporary faculty member, it is understood that there is no obligation to continue the employment contract beyond the period of the contract except as stated in the Collective Bargaining Agreement. Continued employment is contingent on curricular needs, availability of fiscal resources, and the individual's performance being assessed by the Dean as satisfactory or better.

### ***Criteria for the periodic evaluation of temporary faculty:***

#### **Assessment of teaching-related materials:**

- Is the syllabus consistent with the Department's expanded course outline for this course?
- Is the syllabus clear and unambiguous about learning objectives, expectations and assignments, classroom policies, and grading policy?
- Does the syllabus contain all information required by university or department policy?
- Are the exams and assignments thoughtfully conceived and intellectually challenging?
- Are the exams and graded assignments consistent with the course learning objectives?
- Do the materials used (textbooks, films, handouts, etc.) represent the best and/or current resources available?

#### **In-class peer evaluation of teaching performance:**

- Is the temporary faculty member knowledgeable and current in the course's subject matter?
- Does the lecturer present the course's subject matter in an interesting, engaging manner?
- Does the temporary faculty member make efficient and effective use of class time?
- Is the temporary faculty member organized in presenting course materials (*e.g.* organization of lectures, activities, etc.)?
- Does the temporary faculty member challenge students at an appropriate level?
- Does the temporary faculty member encourage class participation?
- Does the temporary faculty member encourage and respect diverse points of view?
- Is the temporary faculty member responsive to student questions and comments?
- Does the temporary faculty member treat all students with respect and dignity?

### **Office Hours/Out of Class Advising**

- Does the instructor provide reasonably convenient office hours for students (e.g., before or after class; at least some during normal business hours unless teaching only night classes, etc.)
- Does the instructor keep their office hours or make alternative office hours available if regular hours can't be kept?

### **Assessment of Student Evaluations of teaching:**

- A temporary faculty member shall be deemed to have received satisfactory student evaluations of teaching whenever the average of all questions for the course is below 2.0 on the scale currently in use where 1.0 is the “best” score and 5.0 is the “worst” score.

### ***Types of Actions and additional criteria for each***

#### ***Step Advancement***

Temporary faculty will be considered for a Service-based Salary Step Increase (SSI) after they have taught a minimum of 36 weighted teaching units (WTUs) in the Department of Political Science since the initial appointment or since the last SSI.

#### ***Movement from A to B Range***

Range changes may occur when a temporary faculty member is not eligible for more SSIs in their current range and will have been employed in their current range for at least five years by the end of the academic year.

Movement on the salary schedule from the A range to the B range may be based upon earned degrees or teaching performance and other elements of professional development. Temporary faculty who have completed a doctoral degree since initial appointment in the Department may request a one step increase and change from the A range to the B range. (The temporary faculty member is responsible for submitting an original transcript showing the awarding of the degree. The range elevation will become effective in semester following the submission of valid evidence of the awarding of the degree.)

Temporary faculty who are at A/9 may request a range/step change to B/1. If they have also taught 36 WTUs since appointment at A/9, they may, at the same time, request a Service-based Salary Step Increase (SSI). If receipt of a Faculty Merit Increase has advanced an employee beyond the A/9 salary cap prior to receipt of the doctorate, movement based on receipt of the doctorate would be made to the appropriate equivalent salary step on the B range.

Temporary faculty members who wish to be considered for a change from the A to B range without having earned the degree necessary for initial appointment to that range should request the range change in writing from the department chair. The letter of request should summarize the reasons why the faculty member believes he or she should receive a range elevation and the request should be accompanied by a self-evaluation portfolio, including 1) a syllabus from each course taught since the initial appointment to Range A (if a course is taught several times, submit at least one syllabus from each calendar year in which that course was taught); 2) at least one test from each course taught (if a course is taught several times, submit at least one test from each calendar

year in which that course was taught); 3) samples of any supplemental course material given to students, such as instructions for assignments or projects or class exercises; 4) copies of the summary statements of student evaluations for each class taught and a self-evaluative essay describing trends in the evaluations and explanations of strengths and weaknesses suggested by the evaluation; 5) a summary of the student grade distribution for each class taught and an explanation of the grading philosophy; 6) a description of professional development activities related to teaching and/or the discipline that support the application for moving from Range A to Range B (such as further education, attendance at programs designed to improve teaching, research activities related to the teaching assignment in the Department, professional reading in the discipline's journals, participation in professional organizations, activities or other practical work in the fields covered by the discipline and the temporary faculty member's teaching assignment – e.g., public administration, political campaigns, consulting); 7) any other information that will support the requested action.

Range changes under these circumstances will be granted only upon demonstration of (1) **consistent excellence in teaching**, demonstrated when the student evaluations for at least 75% of the classes taught have class ratings below 2.0 on the course average of all questions (on the scale currently in use where 1.0 is the “best” score and 5.0 is the “worst” score) and peer evaluations of teaching based on in-class observation, review of teaching materials and grading practices that find the instructor's teaching to be of very good quality; (2) **efforts at continuous improvement of teaching** reflected in continuously improving course materials, addressing any teaching weaknesses found in student or peer evaluations of teaching, and participation in faculty development opportunities for improved teaching through the Faculty Center for Professional Development and the Lecturer Support Program or in similar programs with other organizations.

### ***Movement from B to C Range***

Range changes from B to C Range may occur when a temporary faculty member is not eligible for more SSIs in their current range and will have been employed in their current range for at least five years by the end of the academic year.

Temporary faculty members who wish to be considered for a change from the B to C Range should request the change in writing from the department chair. An earned Doctorate in Political Science or one of its subfields is a minimum qualification for granting the request.

The letter of request should summarize the reasons why the faculty member believes he or she should receive a range elevation and the request should be accompanied by a self-evaluation portfolio, including 1) a syllabus from each course taught since the initial appointment to Range B (if a course is taught several times, submit at least one syllabus from each calendar year in which that course was taught); 2) at least one test from each course taught (if a course is taught several times, submit at least one test from each calendar year in which that course was taught); 3) samples of any supplemental course material given to students, such as instructions for assignments or projects or class exercises; 4) copies of the summary statements of student evaluations for each class taught and a self-evaluative essay describing trends in the evaluations and explanations of strengths and weaknesses suggested by the evaluation; 5) a summary of the student grade distribution for each class taught and an explanation of the grading philosophy; 6) a description of professional development activities related to teaching

and/or the discipline that support the application for moving from Range B to Range C (such as further education related to the discipline, research activities related to the teaching assignment in the Department, attendance at programs designed to improve teaching, research activities, professional reading in the discipline's journals, participation in professional organizations, activities or other practical work in the fields covered by the discipline – e.g., public administration, political campaigns, consulting); 7) any other information that will support the requested action.

Range changes under these circumstances will be granted only upon demonstration of (1) **consistent excellence in teaching**, demonstrated when the student evaluations for at least 75% of the classes taught have class ratings below 1.9 on the course average of all questions (on the scale currently in use where 1.0 is the “best” score and 5.0 is the “worst” score) and peer evaluations of teaching based on in-class observation, review of teaching materials and grading practices that find the instructor's teaching to be of very good quality; (2) **efforts at continuous improvement of teaching** reflected in continuously improving course materials, addressing any teaching weaknesses found in student or peer evaluations of teaching, and participation in faculty development opportunities for improved teaching through the Faculty Center for Professional Development and the Lecturer Support Program or in similar programs with other organizations and demonstrations that some of the ideas learned have been incorporated into the courses.

### ***Movement from C to D Range***

Range changes may occur when a temporary faculty member is not eligible for more SSIs in their current range and will have been employed in their current range for at least five years by the end of the academic year.

Temporary faculty members who wish to be considered for a change from the C to D Range should request the change in writing from the department chair. An earned Doctorate in Political Science or one of its subfields is a minimum qualification for granting the request.

The letter of request should summarize the reasons why the faculty member believes he or she should receive a range elevation and the request should be accompanied by a self-evaluation portfolio, including 1) a syllabus from each course taught since the initial appointment to Range C (if a course is taught several times, submit at least one syllabus from each calendar year in which that course was taught); 2) at least one test from each course taught (if a course is taught several times, submit at least one test from each calendar year in which that course was taught); 3) samples of any supplemental course material given to students, such as instructions for assignments or projects or class exercises; 4) copies of the summary statements of student evaluations for each class taught and a self-evaluative essay describing trends in the evaluations and explanations of strengths and weaknesses suggested by the evaluation; 5) a summary of the student grade distribution for each class taught and an explanation of the grading philosophy; 6) a description of professional development activities related to teaching and/or the discipline that support the application for moving from Range C to Range D (such as further education, attendance at programs designed to improve teaching, research activities related to the teaching assignment in the Department, , professional reading in the discipline's journals, participation in professional organizations, activities or other practical work in the fields covered by the discipline – e.g., public

administration, political campaigns, consulting); 7) any other information that will support the requested action.

Range changes under these circumstances will be granted only upon demonstration of (1) **consistent excellence in teaching**, demonstrated when the student evaluations for at least 75% of the classes taught have class ratings below 1.75 on the course average of all questions (on the scale currently in use where 1.0 is the “best” score and 5.0 is the “worst” score) and peer evaluations of teaching based on in-class observation, review of teaching materials and grading practices that find the instructor’s teaching to be of overall excellent quality; (2) **efforts at continuous improvement of teaching** reflected in continuously improving course materials, experimenting with new classroom techniques or pedagogical styles that include a careful assessment of the results, addressing any teaching weaknesses found in student or peer evaluations of teaching, and participation and leadership in faculty development opportunities for improved teaching through the Faculty Center for Professional Development and the Lecturer Support Program or in similar programs with other organizations.

### ***Range elevation and Three-year entitlement:***

#### **Assessment of consistent excellence in teaching**

- A temporary faculty member will be deemed to have demonstrated consistent excellence in teaching as assessed in part by student evaluations when the student evaluations for at least 75% of the classes taught have class ratings below 2.0 (A to B); 1.9 (B to C), or 1.75 (C to D) on the course average of all questions (on the scale currently in use where 1.0 is the “best” score and 5.0 is the “worst” score); and
- Peer evaluations of teaching as expressed in the annual evaluation must clearly state that the overall impression of the instructor’s performance was of the quality described above for each range in the evaluation period preceding the request for range elevation, i.e., “good” (A to B); “very good” (B to C); or “excellent” (C to D).

#### **Assessments of efforts at continuous improvement in teaching**

- Do course syllabi, tests, and assignments used in classes and/or teaching techniques observed in the classroom indicate that the instructor is keeping current in the field (e.g., by using current texts and readings; by topics covered in the syllabus, tests or assignments; by examples given during the lecture)?
- Do course syllabi, tests, and assignments used in classes and/or teaching techniques observed in the classroom indicate that the instructor is responding to constructive feedback from student and peer evaluations of teaching?
- Do course syllabi, tests, and assignments used in classes and/or teaching techniques observed in the classroom indicate that the instructor is making use of ideas gained from participating in teaching workshops or other study of the art of pedagogy?
- Do the student and peer evaluations of teaching give evidence of improvement over time?

- Does the instructor provide evidence of having sought and completed additional training in classroom techniques through programs offered by the Faculty Center for Professional Development and the Lecturer Support Program or other training opportunities available to him or her? For elevation from C to D, is there evidence that the instructor has led or taught such programs?

**Assessment of persistent and on-going participation in other professional development activities**

- Does the portfolio submitted by the faculty member include evidence of their having been involved in professional development activities in support of the teaching assignment on a regular basis throughout the period being used for the evaluation or that there has been an increase in the involvement in such activities during the evaluation period preceding the request for a range elevation that is likely to persist?

***Additional Criteria for Three-Year Entitlement***

- Satisfactory performance for the purpose of 3-year entitlement shall be found only with (1) **consistent excellence in teaching**, demonstrated when the student evaluations for at least 75% of the classes taught have class ratings below 1.9 on the course average of all questions (on the scale currently in use where 1.0 is the “best” score and 5.0 is the “worst” score), and peer evaluations of teaching based on in-class observation, review of teaching materials and grading practices that find the instructor’s teaching to be of very good quality; and (2) a letter from the faculty member addressing **efforts at continuous improvement of teaching** reflected in improving/updating course materials, addressing any teaching weaknesses found in student or peer evaluations of teaching, and participation in faculty development opportunities for improved teaching through the Faculty Center for Professional Development and the Lecturer Support Program or in similar programs with other organizations and demonstrations that some of the ideas learned have been incorporated into the courses.
- Lecturers eligible for an initial or subsequent 3-year appointment shall be evaluated in the academic year preceding the issuance of a 3-year appointment. This periodic evaluation shall consider the faculty unit employee’s cumulative work performed during the entire 6-year or 3-year qualifying period. The Dean of the College shall determine whether the lecturer has performed satisfactorily before an initial or subsequent 3-year appointment may be issued. Please refer to the appropriate University Academic Policy ([http://www.cpp.edu/~faculty-affairs/documents/section305\\_15.pdf](http://www.cpp.edu/~faculty-affairs/documents/section305_15.pdf)), and Articles 12.12, 15.28 and 15.29 of the Collective Bargaining Agreement for further information: <http://www.calstate.edu/hr/employee-relations/bargaining-agreements/contracts/cfa/index.shtml>

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