CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

English & Modern Languages Department

Guide for Lecturers

2025-2026

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Basic Resources & Expectations

EML Contacts

Your most important contacts in the department are our office staff, Connie Cuellar and Maria Rodriguez. Other important people include your course/area coordinator and the chair.

- Connie Cuellar – mccuellar@cpp.edu (24-207)
- Maria Rodriguez – mjrodriguez@cpp.edu (24-214)
  - To email both Connie & Maria at once, use eml_staff@cpp.edu
- EML chair: Kent Dickson – kldickson@cpp.edu (24-235)
- Literature coordinator: Nancy Quintanilla – nancyq@cpp.edu (24-228) – on leave in Fall 2025.
- Rhetoric & composition coordinator (including FYC): Kristin Prins – kkprins@cpp.edu (24-206)
- Multilingual composition coordinator: Olga Griswold – ovgriswold@cpp.edu (24-222)
- Modern Languages coordinator: Amàlia Llombart – allombart@cpp.edu (24-236)
- APLS coordinator: Alyssa Kermad – adkermad@cpp.edu (24-231)

Teaching Duties

Faculty have full responsibility for their courses. Within the parameters of the program(s) they teach in, they determine readings, develop syllabi, prepare and grade exams, assign grades, and carry out all duties generally associated with university teaching.

Course outlines explaining each course are on file in the department. They include course descriptions, student learning outcomes, typical assignments, and other evaluation criteria. Please ask Maria for the course outline(s) for the course(s) that you are teaching.

Bronco Access Card (Photo ID)

To obtain a Bronco Access Card, please review information at
https://broncoonecard.com/?cppshorturl=cardoffice

BroncoDirect

BroncoDirect is where you can access your class roster, enter grades, and access students' academic information. You will need your BroncoName (the part of your email address before
"@cpp.edu") and BroncoPassword to log in:
https://my.cpp.edu/uPortal/p/broncodirect.ctf1/max/render.uP

For instructions, see
https://cpp.service-

now.com/ehelp?id=kb_article&sys_id=c57d16f287f3e1104f5098e73cbb3583

Website links sometimes change because of site upgrades. If the link above does not work for you, go to eHelp (https://cpp.service-now.com/ehelp) and type "BroncoDirect Faculty" in the search bar.

Student Enrollment

Because CPP has web registration, students add and drop classes themselves during the registration and add/drop periods. Once your class has filled to enrollment capacity through students' web registration in Bronco Direct, you may issue **permission numbers** only if you wish to **exceed** the maximum enrollment capacity in your class.

You will need to request a course cap override permission number from EML staff (Connie & Maria) at eml_staff@cpp.edu. Before doing so, however, you will need to (1) get approval from your program coordinator, and (2) check with Connie Cuellar in EML at mccuellar@cpp.edu or 909-869-4459 to confirm your classroom's capacity. We must follow the Fire Marshall Code and CPP Policy.

Your instructor role in BroncoDirect gives you access to your class roster and grade roster. Students who do not attend class or contact you during the first ten (10) days of instruction should be administratively dropped from your course. (See the Adding or Dropping Classes and Drops - Instructor Initiated sections of the CPP Catalog for more information.)

Course Design, Instruction & Pedagogy

Center for the Advancement of Faculty Excellence (CAFE)
Take a look at these resources CAFE's Best Practices to help you get started and to navigate campus: https://www.cpp.edu/cafe/teaching-and-learning/index.shtml.

CAFE also holds face-to-face orientations for new lecturers early in Fall and Spring semesters— please stop by and meet other new lecturers! Their website (https://www.cpp.edu/cafe/programs-and-events/upcoming-programs.shtml) lists upcoming programs and other announcements. Call CAFE any time if your questions are not answered, or if you need further information. The contact information of the CAFÉ staff can be found here:
 https://www.cpp.edu/cafe/about-us/who-we-are.shtml

CAFE offices are located in Building 1, Room 227. Syllabus
You must prepare a syllabus for each class you are teaching and distribute it on the first day of classes either in class or via Canvas. Send Maria an electronic copy (mjrodriguez@cpp.edu) by the end of the first week of the semester. It is university policy that such syllabi include, but need not be limited to, the following:

- your name, CPP email, office location and phone number, and office hours
- a brief statement of course objectives and goals
- title(s) of required/recommended text(s) and course prerequisites
- a tentative schedule of assessments and assignments, etc.
- an explanation of the grading system and assessment method(s)
- a policy statement regarding late work and make-ups of assignments and exams
- a statement regarding academic support and instructional accommodation for students with disabilities (see the Disability Resource Center's faculty resources for more information: https://www.cpp.edu/drc/accommodations-and-procedures/accommodations-faculty-info.shtml

Note that additional information about developing a syllabus is included in CAFE's Best Practices in Teaching (https://www.cpp.edu/cafe/teaching-and-learning/index.shtml).

Course Design
Courses should be designed with two factors in mind: the course description and the program's learning outcomes. Course descriptions—Extended Course Outlines (ECOs)—explaining each course are on file in the department and can be requested through Maria (mjrodriguez@cpp.edu). ECOs explain the learning goals of the course and list typical assignments and readings.

The department's student learning outcomes can be found on the EML department website under About / The BA in English and The BA in Spanish:

https://www.cpp.edu/class/english-modern-languages/index.shtml. Rubrics are available for each learning outcome in EML programs.

Equity Pedagogy

A preponderance of evidence shows there is a disparity in the success of students based on identity markers like race, gender, and socioeconomic status. The College of Letters, Arts & Social Sciences adopted an Equity and Inclusion Manifesto that guides our work (https://www.cpp.edu/class/docs/class-equity-and-inclusion-manifesto.pdf). and should guide your pedagogical design. This includes things like flexible deadlines, representation in readings, alternative forms of grading, and inclusive practices. The college continues to develop new materials to advance this work, which can be found here: https://www.cpp.edu/class/docs/class-inclusive-excellence-teaching.pdf. Additional resources can be found here: https://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies.

Final Exam Times

For the University's final exam policy and to find out when your class is scheduled for its final exam, see https://www.cpp.edu/studentsuccess/academic-calendar/finals-week.shtml. The policy states that final exams will be administered only during exam week (i.e., not before).

Special Materials

Early in the semester, you should distribute to each student a copy of the department document on Academic Integrity and the statement on Inclusive Language (available from the department office).

Grading

Cal Poly Pomona uses a system of letter grades with pluses and minuses: A = 4.0; A- = 3.7; B+ = 3.3; and so on down to D- = 0.7 and F = 0.0. Some instructors prefer not to use pluses or minuses; it is up to you but let your students know what your policy will be.

A grade of "I" (Incomplete) may be assigned to students who have completed most of the work for the course but because of circumstances beyond their control are unable to take the final exam or turn in an end-of-the-semester assignment. "I" is not an appropriate grade for a student who is failing the course and needs to repeat it.
Incomplete contracts must be filed through BroncoDirect. After the course requirements are completed, the instructor must submit the grade change, also through BroncoDirect. Students have a maximum of one year to make up an Incomplete.

A grade of "WU" (unauthorized withdrawal) should be assigned when a student has failed to complete enough of the course requirements to have earned a grade, has not officially withdrawn, and has not filed a request for an incomplete. A "WU" is computed as an F in calculation of a student's GPA.

Student Conduct & Integrity (formerly known as Judicial Affairs)
If you have a code of conduct issue with a student in your class, please immediately contact Staci Gunner, Interim Director, at sdgunner@cpp.edu or 909-869-3462. You can also visit their website for more information at https://www.cpp.edu/studentconduct/.

Progress Reports
The Office of Student Success sends periodic emails asking for progress reports for enrolled students (usually 2 per semester, covering weeks 2–5 and 8–11). Faculty are strongly encouraged to complete these, even to note that everyone is doing fine—which is very quick to do. Additional information (including a Progress Report Guide, FAQs, and Additional Resources, such as a sample syllabus statement about the reports) is at https://www.cpp.edu/advising/progress-reports/index.shtml.

Canvas
Canvas is CPP's learning management system. At minimum, please use it as an archive of course documents (syllabus, assignments, etc.). Many faculty use it for quizzes, assignment submission and grading, and more.

For basic Canvas help, contact the CAFE or visit their Canvas resource site: https://www.cpp.edu/cafe/teaching-and-learning/lms-support/index.shtml. The Resources & Tutorials page includes an on-demand playlist of instructional videos.

Canvas has integrated NameCoach, linked as Student Name Recordings in your course navigation bar. This is where you and your students can upload recordings of how to pronounce your name. Here are the details on using NameCoach on your course's Canvas page: https://www.cpp.edu/namecoach/index.shtml

Textbook Requisitions
To submit textbook requisitions to the Bronco Bookstore, go to https://www.broncobookstore.com/facultyresources.asp and click on Faculty Adoptions. Follow the instructions for submitting your books through Verba Collect. If there are any issues with submitting your textbooks, contact Stacie Shellner at sashellner@cpp.edu or 909-869-3751.

Instant Access Complete is the Bronco Bookstore's program to provide students with access to digital course materials through Canvas. In your Canvas course sites, you'll see an "Instant Access Complete" link in the left navigation bar. This is where you and your students will access e-book versions of course textbooks. (Please do **not** hide this link in your course site navigation.)

Note that the course texts you adopt may or may not match your requirements as an instructor in terms of formatting, usability and legibility; we recommend checking the adopted e-book version and guiding students accordingly.

Students are automatically enrolled in the program and charged $250 in their student account for all required course materials for all classes. Here is a sample syllabus statement about the program for undergraduate students (feel free to use/revise as needed):

> The university uses [Instant Access Complete](#) to make sure all students have first-day access to required course texts. Depending on the costs of your textbooks overall, you may want to stay in the program (which you're automatically opted-in to). Through Instant Access Complete, $250 is being charged to your student account, and all of your course textbooks will be available as e-books through Canvas (and those that are not available as e-books are available in print for you to pick up at the bookstore). So, if you can get all of your course texts for less than that, you'll want to (1) buy them yourself very soon and (2) opt out of the program (following the directions [in the Q&A section here](#)) before September 4, 2025 for the Fall 2025 semester and January 30, 2026 for the Spring 2026 semester (that's the day Add/Drop ends). But if your textbooks cost $250 or more, it probably makes sense to stay in the program (as long as you're ok with not owning them and don't prefer to have them all in print).

Instructor Workload

Schedules

During the first week of classes, please:

- Post your office hours outside your office door (print copies of the Faculty Office Form are in the copy room)
- Submit them to Connie Cuellar via the online form she will email at the beginning of the semester

The formula for calculating office hours per week (Policy #1394, signed by President Coley in July 2021) states that part-time faculty need to hold office hours for 20 minutes/WTU, which is one hour per class taught per term.

At 20min/WTU, then, the following can be used to figure your office hours:

- 1 class (3 units) = 60 minutes (1 hour—the minimum allowable for any faculty)
- 2 classes (6 units) = 120 minutes (2 hours)
- 3 classes (9 units) = 180 minutes (3 hours)
- 4 classes (12 units) = 240 minutes (4 hours—the maximum required of any faculty)
- 5 classes (15 units) = 240 minutes (4 hours—the maximum required of any faculty)

Faculty teaching face-to-face and hybrid classes can hold up to 50% of their office hours via Zoom. Faculty teaching fully online classes can hold 100% of their office hours for fully online sections via Zoom.

Office hours rules apply during final exam week. In addition, classes must meet during exam week at the time specified in the Final Exam Schedule, though it is up to you whether the time should be used for an exam or for some other purpose (such as critiquing term papers). See https://www.cpp.edu/studentsuccess/academic-calendar/finals-week.shtml
for the final exam schedule.

Part-time lecturers will normally share an office with other part-time lecturers. Adjustments sometimes have to be made to ensure that office hours do not conflict.

Absences

If you will be absent from campus on official business (e.g., to attend a professional conference), you will need to file forms ahead of time. See https://www.cpp.edu/fas/university-accounting-services/travel/about.shtml and contact eml_staff@cpp.edu for information about travel forms and procedures.

If you are absent for any other reason, you need to file an Absence Report. **All absences must be reported to the EML office *prior* to the class being missed. Email**

eml_staff@cpp.edu to report your absence, and it will be read by 8am.

Each employee is entitled to one personal holiday per calendar year. Please notify the department **before** you plan to use your personal holiday. See Maria if you have any questions about your absence report.

Summer Absences

Since summer courses are not state funded, summer lecturers **may not** charge absent time against sick leave credits. The faculty member must be docked for days not worked.

Office Telephones

Please follow the instructions for setting up your voicemail. If you share an office with other faculty members, please make arrangements to decide who will set up the new greeting and password. For assistance, go to his eHelp page and view the instructions for Cisco Model 6921: https://cpp.service-now.com/ehelp?id=kb_article&sys_id=0295ca71c3d6d6904f7fbfc6050131a8&spa=1 .

Once your voicemail is set up, you can access your messages directly by selecting the voicemail icon and entering your password. You can also access your voicemail remotely by calling 909-869-4777. When prompted to choose either CISCO (new system) or AVAYA (old system), please select CISCO. Make sure to listen for the prompt, then enter your ID (your extension), and then enter your password to access your messages.

If you have any questions about the phones, please contact Connie or Maria. Paychecks Faculty members are paid once a month, usually on the last day of the pay period after 3:30pm. Please visit the Payroll website for pay periods (https://www.cpp.edu/eoda-hr/departments/payroll/calendars/index.shtml).

If you are not returning, the last check is withheld until all university materials (keys, books, grades) are returned/submitted.

If you have any questions about your paycheck, please get in touch with Payroll Services through their HR Customer Service Request: https://app.smartsheet.com/b/form/bc0d2326f90b483b8c1d29e98d73ed33. Whether you have concerns about salary increases, tax documents, or other payroll matters, rather than calling or emailing your assigned payroll technician or the general payroll office line, submit your inquiry, will be managed and tracked for response within 1-3 business days.

Library Resources

Learning Resource Center & University Writing Center
The Learning Resource Center's mission is to promote student success through subject tutoring, writing tutoring, academic skills development, and workshops at https://www.cpp.edu/lrc/index.shtml.

Located on the second floor of the University Library (Building 15) in Rooms 2919 and 2921, the LRC is the University's most comprehensive tutoring service, promoting the development of students' critical thinking, problem solving, and analytical skills through tutoring, workshops, test preparation, and study skills development. The LRC's programs include Bronco Tutoring, Reading, Advising, & Mentoring Program (RAMP), and University Writing Center (UWC). Contact the LRC/UWC at lrc@cpp.edu or 909- 869-3502. Or contact the UWC Coordinator, Leonard Vandegrift, directly at lkvandegrift@cpp.edu.

All students enrolled in any course can seek tutoring in writing at the University Writing Center, and/or tutoring in reading (also through the LRC). By-appointment, online, and drop-in tutoring are available beginning Week 2 of the semester through finals week.

Library Reserve
Instructors may place reserve materials on limited loan in the library. For information, see https://www.cpp.edu/library/access-services/course-reserve/index.shtml or contact Camille Best at cmbest@cpp.edu or 909-869-3615.

Library Databases
To access specific library databases (for example, Project Muse), go to https://libguides.library.cpp.edu/az/databases.

Library Tutorials
Library Tutorials with assessments (Research 101 Tutorials, Citation Tutorials and Library Skills Tutorials) are available as modules that can be directly embedded into your course's Canvas page via Canvas Commons.
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Subject Librarian
Subject librarians can set up resources in your course Canvas site, write a LibGuide for your course (see https://libguides.library.cpp.edu/for examples), or do library instruction for your class. EML currently does not have a designated Subject Librarian. If you would like to set up library instruction for your class, please email the general library staff email at libraryhelp@cpp.edu. You can also periodically check if a Subject Librarian has been appointed here: https://www.cpp.edu/library/reference-instruction/contact-subject-librarian.shtml

Campus Resources

Campus Security

The phone number is 909-869-3070. If you haven't already, add it to your cell phone contacts. (Note that 911 calls from cell phones are routed to the California Highway Patrol, so calling Campus Security directly will mean a quicker response.)

Disability Resource Center

You might have students who will receive accommodations in your courses. If that's the case, you'll be in touch with the DRC. Here's their website (also full of important information): https://www.cpp.edu/drc/.

Care Center (including Behavioral Intervention)

The Care Center is a comprehensive campus-wide Basic Needs initiative that serves students experiencing housing instability, food insecurity, and other emergency/crisis situations. It is the first place to send students who are of concern or in distress. They connect students to resources (both on and off campus), support them through crises, provide advocacy, and offer Basic Needs services: https://www.cpp.edu/broncoscarecenter/index.shtml.

The primary goal of the Behavioral Intervention Team is to provide timely support to students while providing the greatest level of protection for our community. Their services have been folded into the work of the Care Center; refer students of behavioral concern using the Care Center's form: https://www.cpp.edu/broncoscarecenter/refer-a-student.shtml

Student Health & Wellness Services

Student Health Services (https://www.cpp.edu/health/)

provides students with affordable, accessible and high-quality health care. Most services are covered by the mandatory student health fee already included in tuition payments. The Bronco Wellness Center - https://www.cpp.edu/broncoscarecenter/wellness.shtml - provides resources and programs dedicated to various health topics including but not limited to nutrition, sexual health, mental health, physical activity, sleep and stress management. Both offices are in Building 46.

Counseling & Psychological Services (CAPS)

Mental health is an important part of overall health and wellness. If a student is struggling with anxiety, depression, substance abuse, or other mental health problems, you can suggest the student look into the resources at CAPS: https://www.cpp.edu/caps/. They offer one-on-one crisis counseling, group therapy sessions, and several workshops and other services. They are located by the Bronco Bookstore, in Building 66, Room 116.

Emergency Management

This campus office provides, among other things, Emergency Procedures for campus: https://www.cpp.edu/em/emergency-procedures.shtml. See the linked Emergency Procedures Pamphlet (PDF), which outlines procedures for various campus emergencies, including earthquakes. Note in particular page 12 of the file, which lists evacuation sites for each building on campus.

Helpdesk

If you have any problems with classroom equipment during class, call 909-869-6776 by using the black phone in your classroom. This way Instructional Technology (IT) can notice the call is from a classroom. You can also call 909-869-6776 for log in issues, key chain pop-ups, or anything to do with your computer in your office.

Instructor Appointment, Evaluation & Range Elevation

The following criteria for the appointment, evaluation, and retention of temporary faculty (henceforth to be referred to as lecturers) address four basic needs:

1. Appointment of new lecturers from the list of active pool members;
2. Evaluation of lecturers, including peer and student evaluations;
3. Re-appointment of lecturers; and
4. Movement on the salary schedule by range change and/or Salary Step Increase (SSI).

Initial Hiring Criteria

The minimal requirements for admission to the lecturer pool are the possession of an MA degree in area of specialization—rhetoric and composition; linguistics; TESOL; literature; or modern languages—or MA in related field and relevant teaching experience; and completion of the application process. The following criteria supplement the CLASS Guidelines for the Appointment of Temporary Faculty, which are available from the Dean's Office.

Candidates will be selected on the basis of the following ordered criteria:

1. Quantity and quality of educational training in the subject area/s to be taught. Usually, the minimum qualification is an MA/MFA degree.
2. Quantity and quality of teaching experience, especially in the subject area(s) to be taught.
3. Professional recommendations, including those submitted in writing and those solicited verbally.
4. Evidence of continuing professional development in the discipline.
5. Evidence of familiarity with and willingness to use relevant technology for the classroom.

These criteria are weighted as follows:

80% – Academic preparation and qualification in the area of specialization, as needed by the department

20% – Previous teaching experience in the area of specialization

Evaluation

The following criteria reflect the department's conviction that, as teaching is the primary function of any lecturer, it must be weighed most heavily. The criteria also reflect the department's conviction that demonstrated ongoing efforts to stay current (scholarly and pedagogically) in the area(s) of one's teaching are essential for sustaining and enhancing teaching effectiveness and therefore should count in the evaluation and reappointment of lecturers.

The English & Modern Languages Department conducts annual periodic reviews of lecturers each spring semester by tenured faculty. Reviews cover calendar years (not academic years); this means that 1-year periodic evaluations due in Spring 2026 cover Calendar Year 2025 (Spring 2025 and Fall 2025 semesters). Three-year periodic

evaluations due in Spring 2026 cover Calendar Years 2023, 2024, and 2025 (Spring and Fall semesters of each calendar year). **The review cycle begins each fall and**

ends at the close of the spring semester. All lecturers who teach are required to ensure that student evaluation of teaching is conducted on their behalf. The results of these evaluations are placed in their Personnel Action Files (PAF). Student evaluations should represent the scope of a lecturer's teaching assignment.

Weight of review & reappointment criteria:
90% – Teaching Performance
10% – Professional Development

Measures of Teaching Performance include but are not limited to:
- Overall command of subject matter
- Adherence to departmental curriculum standards and outcomes
- Adherence to current pedagogical standards in the field
- Clarity, currency, suitability, and innovativeness of course materials
- Intellectual and creative ability
- Ability to stimulate and inspire a high level of student engagement and achievement
- Accuracy, fairness, and thoroughness in student evaluation techniques
- Availability to students during office hours, and by phone or email

Measures of Professional Development include but are not limited to:
- Participation in local teaching related activities, such as workshops at the CPP Library, CAFE, or I&IT
- Professional presentations related to one's area of teaching
- Evidence of familiarity with and willingness to use relevant technology for the classroom
- Continuing progress toward a doctorate or equivalent terminal degree in a field related to one's area of teaching
- Writing and publication of scholarly articles or book reviews
- Writing/editing a book related to one's area of teaching

Student Evaluations
All faculty in the department are evaluated through instructional assessment forms completed by students near the end of the semester but before the end of instruction. (Evaluations cannot be completed during finals week.) Students receive an email around week 13 with a subject like "CPP Fall 2025 Course Evaluations" and the necessary link. They can also access course evaluations through Canvas. More information for students is available at https://www.cpp.edu/data/authenticated/documents/course-evals/accessing-evaluations-students.pdf. Student evaluation results are released to the department chair and the instructor via email.

The department requires that:
a. Student evaluations be conducted for *all* courses assigned by each program

within the department and taught in each semester; and

b. *All* student evaluations conducted be submitted for periodic evaluation (except per COVID-19 exceptions listed at https://www.cpp.edu/faculty-affairs/temporary-faculty/periodic-evaluation.shtml). Please note that currently, the academic year covered by the COVID-19 exception (AY 2020 – 2021) falls outside the scope of periodic evaluations for 1- and 3-year appointments.

From Fall 2014 through Spring 2020, the department used a student questionnaire consisting of eleven (11) items where first few questions asked students to self-assess their own work. Therefore, instructors should not count them in their self-evaluation, instead using the Course-Oriented section (#s 6-10) and the Instructor-Oriented section (#s 11-16). Starting in Fall 2020, the department adopted an updated questionnaire to reflect the online and mixed-instruction-mode nature of pandemic-era teaching. For Fall 2020 through present, then, instructors should use question #s 4-8 on Course Design and 9-14 on Instructor Performance. **The score of all Course-Oriented and Instructor-Oriented items averaged together should be 2.0 or better (i.e., lower).**

Scoring patterns that are .5 or more above this mean do not meet department expectations (e.g., if the mean across all sections of the same course is 2.0, a 2.5 does not meet expectations). Scoring patterns above the mean across all sections of the same course by .5 or more will be reviewed individually and contextualized with reference to other evaluative evidence of the instructor's teaching effectiveness.

Student Grades
All faculty are responsible for posting the final student grades by the scheduled due date. According to the College of Letters, Arts & Social Sciences' policy, failure to submit final grades in a timely fashion will constitute unsatisfactory performance.

Peer Observations
In this spirit of fairly evaluating teaching effectiveness, the EML Department recognizes the legitimacy of complementing student evaluations with peer observations. Both the department and individual lecturers have the option to request one or more class observations on an annual basis. Following such a request, each lecturer will be notified at least five (5) days prior to the visit and will receive a report in writing from the full-time faculty observer within two weeks after the class visit. It is recommended that a discussion be held between the full-time faculty observer and the lecturer to be observed prior to the class visit.

Peer observations of teaching are required in Periodic Evaluation packets for lecturers up for 6-year and 3-year review. In your 6th year of lecturing or 3rd year of a 3-year contract, you should be observed in the Fall semester by a tenure-track faculty member of the department who teaches in your program. This is arranged through your program coordinator.

Periodic Evaluations

Faculty are required to submit periodic evaluations. These are due annually for lecturers on semester and academic year appointments and in the final year of the contract for lecturers on 3-year contracts. Reviews cover calendar years (not academic years); this means that 1-year periodic evaluations due in Spring 2026 cover Calendar Year 2025 (Spring 2025 and Fall 2025 semesters). Three-year periodic evaluations due in Spring

2026 cover Calendar Years 2023, 2024, and 2025 (Spring and Fall semesters of each calendar year).

Periodic evaluations consist of the following materials:

1. **A current CV.** At minimum, this should list your: education history, academic and other relevant work history, courses taught, and professional development activities. Include campuses, dates, etc., as is relevant. (Good guidance for writing a CV is at https://www.uc.edu/campus-life/careereducation/career-studio/job-search/resume-cv/cv.html.

2. **Student evaluations from all courses taught in the calendar year(s) under review** (except per COVID-19 exceptions listed at https://www.cpp.edu/faculty-affairs/temporary-faculty/periodic-evaluation.shtml. Include summary sheets for each section taught *and* calculated averages for both individual Course-Oriented and Instructor-Oriented averages for the year(s) under review. Your course coordinator can provide guidance on calculating these averages. See the Student Evaluations section above for more information.

3. **A self-evaluation narrative (4 page maximum, single-spaced).** The content of this narrative needs to be specific, self-evaluative, and self-reflective. While it may include discussion of your teaching in general, this narrative should also focus on the course covered in the "Supplemental Documents" materials (see #5 below). This focused part of the narrative should:

   a. articulate course objectives and practices,
   b. explain any changes you have made to the course or your approach to it since your last periodic evaluation (particularly in light of previous Professional Development, Student Evaluations, Peer Observation, and Periodic Evaluation feedback),
   c. discuss the effectiveness of course materials and pedagogic strategies, including how you address equity and inclusion in your pedagogy,
   d. explain how you might revise your methods, materials, or approach (particularly in light of Professional Development, Student Evaluations, or Peer Observation received during the period under review), and
   e. contextualize your student evaluations and how they will inform your future course planning.

4. **Letters from peer observations** (if relevant; required in 6-year and 3-year evaluations).

5. **Additional materials** uploaded to the Supplemental Documents section of Interfolio. Different programs in the department require or suggest various types of documentation. Please see program-specific information below for details.

The periodic evaluation package will be reviewed by the Department's Temporary Faculty Evaluation Committee (TFEC), which is composed of the coordinators of the writing programs in English (Composition and Composition for Multilingual Speakers), Modern Languages, and Literature as well as the Associate Chair. The evaluating committee's written assessment consists of a summary and interpretation of the student evaluations and of the other materials listed above. You will see what the committee writes, and you

have the right to respond and have your response entered into your

record. Each instructor should work with their coordinator to find out what materials need to be submitted.

Faculty are notified via email from Faculty Affairs when a periodic evaluation "case" has been opened for them in Interfolio (usually in the semester before the evaluation packet is due). Plan ahead to make sure that all required materials will be available when you need to submit them. For more information—including a calendar of due dates and information about using Interfolio—see: https://www.cpp.edu/faculty-affairs/temporary-faculty/periodic-evaluation.shtml .

In the case of an inconsistency between this document and the Collective Bargaining Agreement (CBA) or the University Manual, the CBA takes first precedence, and the University Manual takes precedence over this document. Article 15 of the CSU/CFA contract and Section 305.15 of the University Manual cover the evaluation of temporary faculty.

Reappointment
In assigning courses available to lecturers, official Personnel Action Files must be reviewed and the PAF Log signed (in the CLASS Dean's office). The Order of Assignment for offering work per the CBA will be followed (https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Documents/unit3-cfa/article12.pdf). Careful consideration will be exercised on the basis of a number of factors, including starting date and depth of experience (i.e., accumulated WTUs).

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 (https://www.cpp.edu/academic-manual/index.shtml), and Articles 12.12, 15.28 and 15.29 of the Collective Bargaining Agreement for further information: https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/unit3-cfa.aspx .

Range Elevation on the Salary Schedule and/or Salary Step Increase (SSI)
Range elevation may occur when a lecturer is not eligible for more SSIs in his or her current range and will have been employed in his or her current range for at least five (5) years by the end of the academic year.

A lecturer may apply for range elevation on the basis of demonstrated evidence of sustained effective outstanding teaching performance and demonstrated efforts to stay current in one's area(s) of teaching.

Lecturers will be considered for a Service-based Salary Increase (SSI) after they have taught twenty-four (24) Weighted Teaching Units (WTUs) in *this* department and after they have satisfied the criteria for retention in this department.

Criteria for Offering Work[1]

EML follows the CBA Article 12.29 (Order of Work) in offering work to part-time lecturers. When there is insufficient work to meet the entitlements for all part-time lecturers on three-year contracts, this document provides guidelines for how the department will offer work to lecturers (CBA Article 12.29b.3). There may be exceptional situations in which the department may deviate from these guidelines.

In Spring 2023, lecturer faculty in EML requested clarification of EML practices regarding order of work. In AY 23-24, lecturer recommendations to the department were gathered via a web survey of preferences, and a lecturer-only committee met to make written recommendations. These recommendations have been considered and included in these guidelines.

In addition to CBA Articles 12.12, 12.13, and 12.29, the department will offer work to part-time lecturers on three-year contracts using the following criteria. These criteria are designed to be applied from 1 through 5.

1. **Teaching quality, qualifications and performance.** Department leadership will follow the hiring and evaluation processes as described in CBA Article 12.
2. **Voluntary reductions.** When possible, the department will solicit voluntary workload reductions before applying measures outlined in steps 3-5 below. The department will notify all part-time lecturers that there is insufficient work in the department to meet all lecturer entitlements and solicit volunteers for a reduced workload.
3. **Minimum time base of .4**. If, after voluntary reductions have been completed, there is insufficient work to satisfy entitlements, the department will offer at least .4 workload to existing lecturers on three-year contracts before offering additional work.
4. **Third-year entitlements**. Next, lecturers in the third year of a three-year contract will be offered work to meet their full entitlements.
5. **WTUs taught**. Finally, the department adopts the recommendations of the lecturer committee in defining priority for offer of work based on total WTUs taught in EML. Classes will be assigned first to those with more than 700 WTUs taught in EML; if all entitlements are met for those above 700 WTUs taught, classes will be assigned to those with 600-699 WTUs taught, and so forth. The tranches in descending order of priority are:
   a. Part-time lecturers with a three-year appointment and 700 or more WTUs
   b. Part-time lecturers with a three-year appointment and 600-699 WTUs
   c. Part-time lecturers with a three-year appointment and 500-599 WTUs
   d. Part-time lecturers with a three-year appointment and 400-499 WTUs

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[1] Added May 14, 2024

    e. Part-time lecturers with a three-year appointment and 300-399 WTUs

    f. Part-time lecturers with a three-year appointment and 200-299 WTUs

    g. Part-time lecturers with a three-year appointment and 100-199 WTUs

    h. Part-time lecturers with a three-year appointment and fewer than 100 WTUs

Range Elevation Criteria
Movement from A to B Range; from B to C Range; from C to D Range

A lecturer will be considered for movement on the salary schedule from the A range to B, B to C, and C to D when the faculty member is not eligible for more SSIs in the A, B, or C range and will have been employed in their current range for at least five (5) years by the end of the academic year. A lecturer will merit movement from one range to the next if they have exhibited a **pattern of effective teaching**, as evidenced by their periodic evaluations. A **pattern of effective teaching** refers to consistently strong annual evaluations, as opposed to effective teaching achieved sporadically or confined to a single evaluation period.

Effective teaching will be judged based on the lecturer's completed evaluation packet, submitted to the Chair via email, which shall contain the following:

1. **A current CV.**
2. **Student evaluations** from all courses taught in the calendar year(s) at the current salary range, including both summary sheets for every section taught and calculated averages for both individual Course-Oriented questions and Instructor-Oriented averages for the years under review. (See the Student Evaluations section above for additional information.)
3. **A self-evaluation narrative** (4 page **maximum**, single-spaced) that is specific, self-evaluative, and self-reflective. It should be written in reference to the course covered in the Additional Materials section (#5) below and:
   a. articulate course objectives and practices, and explain how these have evolved during the calendar years at the current salary range,
   b. explain any changes you have made to the course or your approach during the calendar years at the current salary range,
   c. discuss the effectiveness of course materials and pedagogic strategies, including how you address equity and inclusion in your pedagogy, and how these have evolved during the calendar years at the current salary range,
   d. explicate how you might revise your methods, materials, or approach in the future, and
   e. contextualize your student evaluations during the calendar years at the current salary range and how they will inform your future course planning.
4. **Letter(s) from peer observations** conducted while at the current salary range.
5. **Additional materials.** Different programs in the department require or suggest various types of documentation. Please see program-specific information below for details.

In addition, the College of Letters, Arts & Social Sciences requires a Range Elevation Package that minimally includes:

- Application
- Committee Recommendation
- Chair Recommendation (if Chair is not part of the Committee)
- Course Evaluations (previous five years)
- Peer Evaluations (depending on department procedure)

Personnel Action File (PAF)

The Personnel Action File (PAF) is required by Article 11 of the California Faculty Association (CFA) Collective Bargaining Agreement (CBA), which you can access here: https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/unit3-cfa.aspx. In short, the PAF is your official personnel file and includes all recommendations, actions, and reviews. PAFs are maintained through the CLASS Dean's Office, and they are now fully digitized.

Every employee has the right to see their PAF. To request access to your PAF, as of May 2024, do the following:

1. **Email the CLASS PAF address**

   Send an email to class_paf@cpp.edu: Please be sure to email this address from your official Cal Poly Pomona email account. Make sure to include the following details in your email:
   - Faculty full name
   - Department
   - The purpose for which you require access to the shared folder.

   Example Email:
   Subject: Request for PAF – [*include faculty name*]
   I am requesting access to the [entire PAF file/Specific Evaluations] for [Specify Reason]. Kindly grant me access at your earliest convenience.

2. **Auto-Confirmation Email Sent**

   Upon receipt of your email, an auto-confirmation email will be sent to acknowledge the receipt of your request. This email will confirm that your request is being processed.

3. **Request will be processed within 1-2 business days**

   The CLASS Dean's office team will process your request within 1-2 business days. They appreciate your patience during this time.

4. **Requestor will receive an email with a link to the shared folder**

   Once your request has been processed, you will receive an email containing a link to the shared folder. This email will provide you with instructions on how to

access the folder.

5. **Shared access will be granted for 7 days**

You will be granted access to the shared folder for a period of 7 days. If you require access beyond this timeframe, please submit a new request.

If you have questions, please direct them to the CLASS Dean's Office.

Program-Specific Requirements
Applied Linguistics

Periodic Evaluation & Range Elevation

In addition to the department-wide materials listed in the Periodic Evaluation and Range Elevation sections above, lecturers in applied linguistics must submit the following additional materials to the Supplemental Documents section in Interfolio:

1. **One syllabus** from a course taught during the period under review
2. **One assignment prompt** from that course. (For prompt development, the see the Transparency in Higher Learning [Transparent Assignment Template and additional resources](.) Since traditional essays are not typical of assignments used in applied linguistics classes, **any written assignment** can be submitted as part of the evaluation package. Assignments may include:
   - Problem sets
   - Reflective papers
   - Research projects
   - Linguistic analyses
   - Etc.
3. **Three graded papers or exams** written in response to that assignment: one graded A (or the highest grade awarded, if no A was given to any student in the class), one graded C (or C+, C-), and one graded F (or the lowest grade given, if no F was given to any student in class) generated from the writing assignment above. The students' names (or student ID numbers), course number, and semester must be identified in all three samples; each sample must bear your marking (preferably both "localized" marking in the margin of the sample and "global" marking at the end of the sample).
4. A brief **explanation of the differences between the three papers/exams**, justifying the grades.

ENG 2200 (Introduction to English Linguistics) and ENG 4220 (Sociolinguistics) are GE Areas 3A and 4C, respectively. They are likely to enroll students not only from the EML Department, but also any major on campus.

Textbook selection

The Applied Linguistics program does not have mandated texts for any of its courses: The text choice is up to the instructor. You may consult the program coordinator, Dr. Alyssa Kermad (adkermad@cpp.edu) for recommendations of texts used successfully by previous instructors. Your own recommendations to the program are also welcome.

To obtain a desk copy of your textbook, please go to the publisher's website or send them an email.

Literature

Periodic Evaluation & Range Elevation

In addition to the department-wide materials listed above, lecturers for Literature must submit the following additional materials to the Supplemental Documents section in Interfolio:

1. **One syllabus** from a course taught during the period under review

2. **One assignment** from that course (For prompt development, the see the Transparency in Higher Learning [Transparent Assignment Template and additional resources](#).)
3. **Three graded student works** written in response to that assignment across the range of grades given (e.g., A, C, F). The students' names (or student ID numbers), course number, and semester must be identified in all three samples; each sample must bear your marking (preferably both "localized" marking in the margin of the sample and "global" marking at the end of the sample).
4. A brief **explanation of the differences between the three works**, justifying the grades.

Course Design in the Literature Classroom
In addition to considering the Extended Course Outline, instructors should understand where courses fit within the English curriculum. Survey courses (2000-level literature courses) are General Education courses, with some also found on the English major curriculum. Courses that count for the English degree tend to enroll more English students than other survey courses.

These curricular roles can be seen by finding the course in the program's English curricula: https://www.cpp.edu/programs/class/eml/english-literary-studies.shtml.

Additionally, there are courses that fit within buckets of similar courses that share learning outcomes. The key buckets in the Literary Studies program are as follows:

Polytechnic experiences: Courses in this category address two key features of the degree: the PLO "be prepared to enter multiple professional environments that value advanced facility with communication, culture, and language," and the university's definition of an Inclusive Polytechnic Education. SLOs:
- Students apply their disciplinary knowledge to the professional world
- Students pair critical thinking with creative thinking
- Students perform discipline-appropriate activities (i.e. teaching, research, editing, web design)
- Students engage the community (i.e. publish a journal, study education in the K-12 classroom, interview professionals in the field).

Ways of Thinking (ENG 3010): This course will:
1. Provide students with a language to engage the critical discourse in literary and cultural studies;
2. Introduce students to salient and contemporary modes of critical thought arising within or in response to a poststructuralist paradigm;
3. Present students with multiple models for engaging literary texts (i.e. contrasting models, evolved forms of a model);
4. Train students to understand and apply critical texts to works of literature;
5. Promote metacritical thinking about their reading assumption.

Genre: Courses in this category will take as their primary focus the importance of literary genre, including its characteristics, its history, its usage, and its effects. Courses will explore the way that genre and form ask readers to experiment with different articulations of literary texts.

Decentered Canons: Courses in this category place at the center difference and diversity from dominant modes of thinking in literary culture and history. These courses ask students to encounter, understand, and appreciate complex, cross-cultural and interdependent perspectives, as well as understand the systemic and intersecting problems related to race, gender, sexuality, ability, etc.

Additional Courses (4000-level literature courses): Courses in this category provide students with meaningful and sustained encounters with a specialized topic. These courses will tend toward depth over breadth, and it is expected that these courses include substantive engagement with secondary sources (i.e. literary scholarship, historical documentation, theoretical frameworks, etc.). These classes should include a substantive project that reflects this depth of study.

Instructors are encouraged to contact the Literature Coordinator to discuss the ECO, texts, assignments, and any other course design questions you might have.

Student Learning Outcomes & Rubrics
The English literary studies major option's student learning outcomes are defined as follows. For each of these categories, the department has designed a rubric for program assessment that can be useful in the classroom. Contact the Literature Coordinator to find the most updated documents. See:
https://www.cpp.edu/programs/class/eml/english-literary-studies.shtml.

English major Student Learning Outcomes:
1. **Critical Reading:** Students will critique—make and defend judgments based on internal evidence or external criteria—literary, expository, and/or linguistic texts.
2. **Writing:** Students will (a) write with an awareness of audience, purpose, form, and other rhetorical concepts and (b) know the conventions of Standard Written English.
3. **Research:** Students will (a) locate appropriate research using common databases and (b) synthesize research coherently to build effective arguments.
4. **Linguistics:** Students will understand the grammatical structure of language and how this knowledge is used in interpreting the structure of texts.
5. **Literature:** Students will be able to analyze how literary texts use language to achieve a purpose and convey the aesthetics/style of an author or period.

Additional Outcomes for the Literary Studies option:
5. **Diverse Literary Traditions:** Students will understand the diverse social, cultural, and historical contexts in which texts are produced, influenced, circulated, read, and analyzed. Students will explain how categories of human

diversity—i.e. race, gender, ethnicity, disability, etc.—inform personal identities and their relationship to structural inequity.

6. **Genre:** Students will differentiate the medium-specific elements of literary genres and how those elements contribute to the reader's or audience's interpretation of a work, as well as the historical and cultural contexts in which these genres are deployed.

Rhetoric & Composition (including Multilingual Composition) Periodic

Evaluation & Range Elevation

In addition to the department-wide materials listed in the Periodic Evaluation and Range Elevation sections above, lecturers for Rhetoric & Composition must submit the following additional materials to the Supplemental Documents section in Interfolio:

1. **One syllabus** from a course taught during the period under review
2. **One writing assignment** from that course (For prompt development, the see the Transparency in Higher Learning [Transparent Assignment Template and additional resources](.)
3. **Three graded projects** written in response to that assignment: one graded A (or the highest grade awarded, if no A was given to any student in the class), one graded C (or C+, C-), and one graded F (or the lowest grade given, if no F was given to any student in class) generated from the writing assignment above. The students' names (or student ID numbers), course number, and semester must be identified in all three samples; each sample must bear your marking (preferably both "localized" marking in the margin of the sample and "global" marking at the end of the sample).
4. A brief **explanation of the differences between the three projects**, justifying the grades.

Stretch & First-Year Composition Textbooks

There are three textbooks approved to be used in the Composition Program (GE A2 courses). To obtain a desk copy of your textbook, please go to the publisher's website or send them an email:

1. *From Inquiry to Academic Writing*
   and
2. *The Insider's Guide to Academic Writing* – Stephanie Doll (stephanie.doll@macmillan.com)
3. *The Norton Field Guide to Writing** – Kaitlyn Mundy (kmundy@wwnorton.com)

* Back in Fall 2017, the default option for print copies of *The Norton Field Guide* became *TNFG w/Readings and w/Handbook*. This compromise with the bookstore resulted from consultation with all instructors in the program. As of Fall 2024, the 6th edition is required.

All composition courses are required to use a **rhetoric** (either *From Inquiry to Academic Writing* OR *The Norton Field Guide to Writing* OR *The Insider's Guide to Academic Writing*), but some use two kinds of texts: one of the **mandated** rhetorics and an anthology of readings. Exceptions are made only for faculty participating in coordinator- approved pilots.

UWC Tutoring

Tutoring **shall be required** for students whose performance is borderline in ENG 1100/M but who would benefit (in the instructor's best judgment) by continuing with their cohort into ENG 1101/M (please see the separate memos on Grades and on Tutorials). You will receive an email memo attachment from the UWC Coordinator, Leonard Vandegrift, before the semester begins explaining the UWC's current policy.

UWC Embedded Tutoring

Emerging research shows that students who work with a tutor who has been embedded in one of their courses are more likely to succeed in the associated course than their peers who do not. How it works: a Writing Center tutor is assigned to your class, they attend class meetings, participating and helping in ways you agree on, and then meet with students one-on-one and/or in groups as needed.

If you'd like to have a tutor embedded in your Composition course (i.e., ENG 1100/M, 1101/M or 1103/M), please contact the Composition Coordinator as soon as possible, and they will work with the UWC to assign a tutor.

Modern Languages (section-specific information) Periodic

Evaluation & Range Elevation

In addition to the department-wide materials listed in the Periodic Evaluations and Range Elevation section above, lecturers in Modern Languages must submit the following additional materials to the Supplemental Documents section in Interfolio:
1. copies of 2 tests, preferably from two different courses
2. 2 syllabi from two different courses (If you have only taught multiple sections of SPN 1111, one syllabus is sufficient.)
3. If the lecturer has taught a course in hybrid asynchronous or online modalities, they may be requested to grant access to its Canvas course to the ML Coordinator.

Textbook Requisitions

The Modern Language Coordinator places the textbook requisition for SPN 1111, SPN 1112, SPN 1130, SPN 2111, SPN 2112, SPN 2120, and SPN 2130. Instructors who teach SPN 3000-4000-level courses and French, German, and Chinese courses will need to order books from the Bronco Bookstore by following the instructions in the Textbook Requisitions section above.

Writing

Lecturers who occasionally teach courses in the Spanish major must adhere to the department's Spanish Writing Plan, incorporated into ECOs for all major coursework. A document titled Writing Plan for the Spanish Curriculum, available in the department offices, describes the writing goals faculty have adopted for Spanish majors, and discusses the skills and genres to be taught in various courses. For example, SPN 2130: Intermediate Composition should include several genres of writing: expository essay,

personal essay or Op-Ed, and two of the following: personal diaries, infographics, instructions. The same course should focus on paragraph-level discourse

in the form of defining, describing, summarizing, compare/contrast, paragraph construction and transitions, and developing strategies for students to identify habitual errors in usage. It should not focus on argumentative writing, literary criticism, or longer-form genres.

See https://www.cpp.edu/class/english-modern-languages/about/the-spanish-ba.shtml.