

**College of Letters, Arts, and Social Sciences
California State Polytechnic University, Pomona**

**Department of Music
Policy on the Appointment and Evaluation of Temporary Faculty
Revised/approved by faculty May 22, 2018**

The following policy reflects the Music Department's conviction that teaching is the most important function of the temporary faculty member and that it must be weighted most heavily. Other factors, such as scholarly and creative activities, and professional development are considered important when they enable a temporary faculty member to keep current in their field of expertise. Any conflicts in policy are superseded by the Collective Bargaining Agreement.

A. Appointment Criteria

1. For General Education classes and most academic Music Major courses: Master's Degree required, Doctorate preferred. Prior college teaching experience in music is desirable.
2. For Studio, most Music Business courses, or some Performance Ensembles: Baccalaureate required, Master's or Doctorate preferred. Special expertise and experience are required.

B. Periodic Review Requirements

1. A Temporary Faculty Evaluation Committee consisting of at least three tenured faculty members will be elected during fall semester. Members of the DRTPC are eligible to serve on this committee. The department chair will not serve on the committee but will write a separate evaluation. The TFEC will select its own chair.
2. **Temporary faculty must have student evaluations administered each semester for all classes they teach, including studio lessons.** The faculty member is expected to demonstrate teaching effectiveness as measured by achieving a score that is at or above the department mean.
3. Temporary faculty who teach more than 3 WTUs per review cycle must have a peer review completed by a tenure-track faculty member using the official department form. Additional reviews of performances may be included using a simple memo form.
4. The Temporary Faculty Evaluation Committee chair or designee will assign tenure-track faculty members to conduct peer reviews for all temporary faculty members whose WTU assignments are 3 WTUs or more per year. Most of these will be scheduled in the spring semester. Exceptions may be made for those who may only teach in fall semesters or for new hires in the fall semester. It is the responsibility of the temporary faculty member to conduct student evaluations in each of their classes and to assure that all evaluations and reviews are submitted to the department by the established deadlines. Failure to follow the established policies may result in a negative review and may affect future hiring decisions.

5. The period of the annual review begins each fall semester and ends at the close of the following spring semester (academic year –Sept.-June). Deadline for submission of materials is the eighth Friday of Spring semester. Materials must be submitted to the Temporary Faculty Evaluation Committee (TFEC) through the Department Administrative Support Coordinator. The review of temporary faculty will be conducted in Spring semester by the committee and the department chair.

Timeline – All events take place during Spring Semester

- Eighth Friday of Spring Semester – Evaluation packages (see below) due to Administrative Support Coordinator in Music Office
- Weeks 9-10 – TFEC and Department Chair review packages
- Week 10—Faculty member is notified if additional information is needed for the review, which will be submitted by Friday of week 11
- Week 12 – Committee’s and Department Chair’s recommendation and review due to temporary faculty member, who has 10 working days to consider it
- Week 14 – Faculty member signs the evaluation form and submits with response (if any) to TFEC chair – TFEC chair forwards any responses to Department chair.
- Friday of 15th Week – Evaluations due in the Dean’s office.

If a faculty member is NOT teaching during spring semester, the committee and the chair recommendations will be mailed together.

6. Each temporary faculty member **must submit a package** to the Temporary Faculty Evaluation Committee which will include the following:
 - a. One-page self-evaluation for the review period, discussing
 - 1) teaching performance
 - 2) student evaluations
 - 3) peer evaluations if required
 - 4) professional development and/or scholarly and creative activities related to maintaining currency in one’s teaching assignment or content area
 - b. The computer summary sheet of student evaluations for each class evaluated, accompanied by a list of every class taught.
 - c. Copy of the peer review (if required) using the approved department Peer Evaluation form.
 - d. Sample course materials such as syllabi, handouts, exams, etc.
 - e. A copy of the questions to which students responded for these evaluations.
7. The committee will conduct an evaluation of all the above materials and write a recommendation based on that evaluation and submit all materials to the chair.
8. The Department Chair will conduct an evaluation of the above materials (including #7) and write a recommendation based on that evaluation.

9. The lecturer will be given a copy of the evaluations and will have 10 days to respond in writing. A copy of any response must accompany the evaluation to the next level and eventually to the Personnel Action File (PAF).
10. Full-time lecturers and lecturers who may be eligible for initial and subsequent 3-year appointments will be evaluated by the Dean as well as the department evaluation committee and the Department Chair.
11. The form for periodic evaluations of lecturers is Policy 1336.

C. Department Evaluation of Faculty Member

Temporary faculty are assessed first and foremost on teaching performance. In addition, faculty are evaluated on their demonstrated efforts to remain current in the discipline, in support of the teaching assignment. Based on the following, faculty will be rated as Outstanding, Satisfactory, Needing Improvement, or Poor.

Outstanding indicates that the faculty member has demonstrated that s/he exceeds expectations in teaching performance and has demonstrated currency in the discipline. Examples of currency are identified in subsection (d) of the Teaching Performance criteria below.

Satisfactory indicates that the faculty member has demonstrated that s/he meets expectations in teaching performance and has demonstrated currency in the discipline. Examples of currency are identified in subsection (d) of the Teaching Performance criteria below.

Needing improvement indicates need for improvement in teaching areas and/or demonstrating currency in the discipline. Examples of currency are identified in subsection (d) of the Teaching Performance criteria below.

Poor indicates serious weakness that needs to be addressed for continued employment.

Teaching Performance will be based on the following criteria:

- a. Self-evaluation which discusses teaching performance, peer reviews and student evaluations
- b. Student evaluations and peer review
- c. Course syllabi and other materials
- d. Measures of Teaching Performance include:
 - Overall command of subject matter
 - Clarity of the organization of course materials
 - Intellectual and creative ability
 - Ability to stimulate and inspire a high level of student involvement
 - Accuracy, fairness, and thoroughness in student evaluation techniques
 - Availability to consult with students during office hours
 - Demonstrated efforts to improve and update the courses taught

- Documented demonstrated efforts to stay current in the music areas for which teaching assignments are desired which may include:
 - Participation in professional societies, conferences
 - Solo or ensemble performances
 - Writing and/or publication of articles, compositions, books
 - Continuing education
 - Participation in Music Department events
 - Other university or community service related to music
 - Other scholarly and creative activities and professional development activities that are related to the teaching assignment or the specific content area in which the individual teaches

Evaluations for consideration of 3-year appointments will be cumulative and will include the qualifying six (6) years for the initial 3-year appointment, and the preceding 3-year appointment for a subsequent 3-year appointment.

D. Movement on the Salary Schedule from the A scale to the B scale

Movement between salary ranges from A to B may be based upon earned degrees or teaching performance and demonstrated currency in the discipline. Examples of currency are identified in Section C(d) above. The College guidelines for movement between salary ranges following initial appointment based upon earned degrees are:

1. Completion of the Master's Degree: Temporary faculty who were appointed with a bachelor's degree may request an increase to Lecturer range A, step 3 if their base salary is not currently at that step upon official confirmation of the award of a master's degree.
2. Completion of a Doctoral Degree: Temporary faculty awarded a doctoral degree since initial appointment in the College may request a 2.5% base salary increase plus elevation to the Lecturer B range.
(or)
3. Teaching performance as specified below:
 - Demonstrate continued effectiveness and professionalism, showing competency in the classroom, efforts to improve instruction and student achievement. Communicate promptly and effectively by phone email with students, faculty and staff. Demonstrate strong evidence of teaching effectiveness as verified through self-evaluations, student evaluation scores, and peer evaluations.
 - The faculty member is expected to have a composite average score on the last year's evaluations of "good" or "very good" (or evidence of progress toward this average score) on all items of student evaluations. The TFEC and Department Chair will take into careful consideration evidence of improvement in existing courses; accounts of how the faculty member plans to respond (as well as reports on how the faculty member did respond) to less-than-positive evaluations of teaching; accounts that provide contexts for evaluations, whether positive or negative, of teaching; the development of new courses; and the development of appropriate creative approaches and applications of technology.

- Demonstrate currency in the discipline; this may be documented as listed in C, above. It includes creative activities and other elements of professional development in support of the teaching assignment

E. Moving from Salary B scale to C scale.

Temporary faculty who do not initially meet the criteria for ‘C’ range appointment will be considered for movement on the salary schedule from the ‘B’ range to ‘C’ range when the temporary faculty member is not eligible for more SSIs in the B range and will have been employed in his/her current range for at least five years by the end of the academic year. They will merit movement from the ‘B’ range to the ‘C’ range if (1) they have earned a Ph.D. or terminal degree in their discipline, *or* (2) they have exhibited a *pattern of high quality* teaching performance and demonstrating currency in the discipline in support of their teaching assignment, as evidenced by their annual periodic evaluations. Examples of currency are identified in Section C(d) above.

A “pattern of high quality” refers to *consistently* strong annual evaluations, as opposed to high quality performance achieved sporadically or confined to a single evaluation period.

F. Moving from Salary C scale to D scale

Temporary faculty who do not initially meet the criteria for ‘D’ range appointment will be considered for movement on the salary schedule from the ‘C’ range to ‘D’ scale range when the temporary faculty member is not eligible for more SSIs in the C range and will have been employed in his/her current range for at least five years by the end of the academic year. They will merit movement from the ‘C’ range to the ‘D’ range if (1) they have earned a Ph.D. or terminal degree in their discipline, *or* (2) they have exhibited a *pattern of high quality* teaching performance and demonstrating currency in the discipline in support of their teaching assignment, as evidenced by their annual periodic evaluations. Examples of currency are identified in Section C(d) above.

A “pattern of high quality” refers to *consistently* strong annual evaluations, as opposed to high quality performance achieved sporadically or confined to a single evaluation period.

G Evaluation instruments

1. Student evaluations shall be conducted using the departmentally approved Instructional Assessment form and procedures.
2. Peer evaluations shall be conducted using the departmentally approved Peer Evaluation form and procedures as explained above.