

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

**Revised 8/2021**

*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."*

**One-year evaluations.** Periodic evaluations 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. For one-year reviews, the evaluation period is the preceding calendar year. By the date published on the Faculty Affairs website in the "Temporary Faculty (Lecturers) Evaluation Calendar", each temporary faculty member being reviewed will submit a comprehensive packet of course materials called the periodic evaluation.

Prior to receiving a three-year appointment, all temporary faculty members appointed for two semesters are evaluated through a periodic evaluation once a calendar year. Part-time faculty members appointed for one semester shall be evaluated through a periodic evaluation at the discretion of the Department Temporary Faculty Evaluation Committee.

At minimum, the periodic evaluation is comprised of the following items, to be submitted electronically on Interfolio:

1. An updated curriculum vitae.
2. A self-assessment narrative including a teaching philosophy statement, not to exceed two pages. The narrative should address pedagogical improvements undertaken while teaching at Cal Poly Pomona, including mention of any relevant professional development activities in the past calendar year.
3. All peer classroom observations during the evaluation period. At least one peer observation per calendar year shall be conducted.
4. Statistical summaries of student survey scores from the current evaluation period for all courses taught during the period of evaluation.
5. At the faculty member's discretion, examples of syllabi, assignments, and exams from courses taught may be included.

**Three-year evaluations.** Prior to the award of an initial 3-year contract or its renewal, a cumulative evaluation of the entire qualifying period must be conducted. For those already holding a three-year appointment, the evaluation shall be conducted in the third year of the appointment.

At minimum, this cumulative periodic evaluation is comprised of the following items, to be submitted electronically on Interfolio:

1. An updated curriculum vitae.

2. A self-assessment narrative including a teaching philosophy statement, not to exceed four pages. The narrative should address pedagogical improvements undertaken while teaching at Cal Poly Pomona, including mention of any relevant professional development activities in the evaluation period.
3. All peer classroom observations during the evaluation period. At least one peer observation per calendar year shall be conducted.
4. Statistical summaries of student survey scores from the current evaluation period for all courses taught during the period of evaluation.
5. Exceptional syllabi, exams, and other assignments from courses taught that demonstrate and highlight the faculty member's pedagogical approach.

For all periodic evaluations, please refer to University Policy 1336 for more information ([https://www.cpp.edu/faculty-affairs/documents/policy\\_1336--periodic\\_eval\\_temp\\_faculty\\_members--2020.07.21.pdf](https://www.cpp.edu/faculty-affairs/documents/policy_1336--periodic_eval_temp_faculty_members--2020.07.21.pdf)).

**Range Elevation.** Temporary faculty who are not eligible for more SSI's 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 are eligible for Range Elevation. The Associate Vice President for Faculty Affairs shall notify eligible lecturers by December 1 of each year. Applications shall be accepted between December 15 and January 31 of each year. Please refer to University Policy 1332 for more information about range elevation ([https://www.cpp.edu/academic-manual/1300-1399-academic-personnel-policies/1325-1349/policy\\_1332\\_temporary\\_faculty\\_range\\_elevation.pdf](https://www.cpp.edu/academic-manual/1300-1399-academic-personnel-policies/1325-1349/policy_1332_temporary_faculty_range_elevation.pdf)).

A Range Elevation requires that, in addition to the criteria below, the application minimally includes:

1. A written letter or memorandum to the department chair clearly stating the range elevation request.
2. An updated curriculum vitae
3. A self-assessment narrative including a teaching philosophy statement, not to exceed four pages. The narrative should address pedagogical improvements undertaken while teaching at Cal Poly Pomona, including mention of any relevant professional development activities in the evaluation period. The statement shall be updated from the initial appointment or last range elevation, whichever is more recent.
4. Statistical summaries of student survey scores from at least 10 sections.
5. All peer evaluations conducted in the preceding five calendar years.

Each temporary faculty member will be evaluated using the criteria presented below and will receive their evaluation by the date published on the Faculty Affairs website in the "Temporary Faculty (Lecturers) Evaluation Calendar". 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 evaluations, 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 evaluation shall be placed in the Personnel Action File. A copy of the evaluation shall be provided to the temporary faculty member via Interfolio. 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 questions.

Once each calendar year, each temporary faculty member will have at least one in-class peer evaluation conducted by a tenured/tenure track 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, Internet, etc.) represent the best and/or current resources available?

#### **Assessment of teaching philosophy statement:**

- Has the faculty member thoughtfully reflected upon their approach in the classroom subsequent to teaching Cal Poly Pomona students?
- Has the faculty member provided evidence of having sought and completed additional training in classroom techniques through programs offered by the Center for the Advancement of Faculty Excellence (CAFE) or other programs?

#### **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**

- 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 Center for Faculty Excellence (CAFE) 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 Center for Faculty Excellence (CAFE) 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 Center for Faculty Excellence (CAFE) 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 Center for Faculty Excellence (CAFE) 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 Center for Faculty Excellence (CAFE) 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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