

PSYCHOLOGY DEPARTMENT

Guidelines for the Appointment, Evaluation, and Re-Appointment of Temporary Faculty Effective Fall of 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."

Appointment of Temporary Faculty Members

The appointment of temporary faculty members will be based on the following criteria: Candidates who hold a PhD or ABD in Psychology or related fields are preferred. Teaching experience and area of expertise must match the courses being taught. Scholarly and professional development in the area of expertise is preferred.

Only individuals who are members of the department's Temporary Faculty Pool are eligible for assignment. To be included in the Temporary Faculty pool, applicants must submit an application, at least three letters of recommendation, an Academic Employment Form, and an official transcript showing the highest degree earned.

Temporary faculty will be drawn initially from the approved temporary faculty member pool to staff specific courses based on their preparation and experience in the subject matter to be taught and their availability. Information concerning preparation and experience is derived from material submitted to qualify for inclusion in the pool, or subsequently, through the interview process.

Careful Consideration:

In assigning courses available to temporary faculty members, the department follows the guidelines of the current CBA. The department begins by reviewing the annual evaluations conducted during the preceding terms and reviewing application materials of all prospective new temporary faculty members. Official Personnel Action Files (PAFs) will be reviewed and the PAF log signed (located in the CLASS Dean's Office). The Order of Assignment for offering work per the CBA will be followed (<http://www.calstate.edu/hr/employee-relations/bargaining-agreements/contracts/cfa/index.shtml>). Careful consideration occurs on the basis of many factors, including starting date, strength of student and peer evaluations, sample course materials, and depth of experience (i.e., accumulated WTUs).

Evaluation of Temporary Faculty Members

Periodic evaluation of temporary faculty will be conducted by the Psychology Department annually by a Temporary Faculty Evaluation Committee (TFEC), which will include the department chair. The TFEC, consisting of at least two tenured faculty members, will be elected by the tenured/tenure track faculty. The annual periodic evaluations are due in the Dean's Office during the Spring Semester of each academic year.

The period of the annual review is one calendar year (January to December), with reviews submitted during the Spring Semester for the preceding calendar year. **The deadline for submission of review materials is posted by the university on the faculty affairs website each year** (for more information, see <https://www.cpp.edu/faculty-affairs/index.shtml>). Materials must be submitted as specified by Policy 1336.

All temporary faculty will receive at least one peer review by a full-time faculty member using the department-approved form during the year. This review will include a class visit (or analogous review of the online course environment for fully asynchronous courses) following at least a five (5) day advance notice and consultation with the temporary faculty member under review. Temporary faculty are responsible for retaining the copy of this evaluation they receive at the time, or for later obtaining copies of these evaluations from their PAF, if necessary, and including them in the package of materials they submit.

Temporary faculty must conduct student evaluations for **all their courses** using the standard department form. Student course evaluations will be conducted according to university policy. Reports of the outcomes of student evaluations will be placed into the PAFs of all temporary faculty by the Dean's office when they become available. Temporary faculty are responsible for obtaining copies of peer and student evaluations (from their PAF, if necessary) and including them in the package of materials they submit.

Evaluation of temporary faculty will be based on instructional competence and professional development related to instructional competence. For initial 3-year appointments, evaluations will include the qualifying prior six (6) consecutive years. For subsequent 3-year appointments, the preceding 3-year appointment will be included. All temporary faculty members will be provided with a copy of this policy.

Each temporary faculty member must submit a package with the following according to the procedure specified by university policy by the deadline posted on the faculty affairs website. Temporary faculty who fail to submit the entire package on time will be evaluated as "unsatisfactory". This package must include the following:

Materials to be Included for Annual Review

Please note: Annual reviews cover a single calendar year, so they will typically include spring of the previous academic year and fall of the current academic year.

- A. A one-page self-evaluation addressing:
 - i. Your teaching philosophy
 - ii. Professional development related to one's teaching assignment or the specific content area in which the individual teaches
 - iii. Response to prior suggestions for improvement (if relevant); this would include explanations of poor scores on specific items on any student evaluations during the evaluation period or reactions to negative peer evaluation(s) if a formal response was not submitted

- B. Course materials including syllabi, handouts, exams, writing assignments, etc. for **all courses** taught during the review period. (If multiple sections of the same course were taught during the review period, and the same materials were used in each section, only one set of materials needs to be submitted). These course materials should be accompanied by a brief but inclusive index summarizing what documents have been included. (Please note that the online submission system may not explicitly prompt you to upload these materials.)
- C. Copies of all student evaluations and peer observations of teaching during the period of review. (Please note that the online submission system may not explicitly prompt you to upload a complete set of student evaluations and peer observations.)
- D. An updated curriculum vitae
- E. Any responses to written student input, as defined by Policy #1336, received by the department during the evaluation period

Materials to be Included for Multi-Year Reviews

Please note: Multi-year reviews cover several academic years. You will be uploading materials from the entire period under review and the on-line submission system may not explicitly prompt you to upload the correct number, as this will vary across faculty.

- A. A one-page self-evaluation addressing:
 - i. Your teaching philosophy
 - ii. Professional development related to one's teaching assignment or the specific content area in which the individual teaches
 - iii. Response to prior suggestions for improvement (if relevant); this would include explanations of poor scores on specific items on any student evaluations during the evaluation period or reactions to negative peer evaluation(s) if a formal response was not submitted
- B. Course materials including syllabi, handouts, exams, writing assignments, etc. for **all courses** taught during the multi-year review period. (If multiple sections of the same course were taught during the review period, and the same materials were used in each section, only one set of materials needs to be submitted). These course materials should be accompanied by a brief but inclusive index summarizing what documents have been included. (Please note that the online submission system may not explicitly prompt you to upload these materials.)
- C. Copies of **all** student evaluations and peer observations of teaching during the multi-year period of review. (You will be uploading several years of student evaluations and peer observations. Please note that

the online submission system may not explicitly prompt you to upload a complete set of student evaluations and peer observations.)

- D. An updated curriculum vitae
- E. Any responses to written student input, as defined by Policy #1336, received by the department during the evaluation period

The evaluation of instructional competence will include, in addition to the peer review(s), and consideration of student evaluations of instruction, the consonance between course syllabi and the expanded course outlines, the appropriateness of the level of challenge of the courses, reading assignments, testing materials, writing assignments, grading practices including grading distributions, and instructional innovations in teaching. The department wants to give students the best training we can, and we will therefore judge holistically a faculty member's performance. The committee will conduct an evaluation of all of the above materials and write a recommendation based on that evaluation; all materials will be submitted to the Dean's Office and written feedback will be provided to the temporary faculty member being evaluated by the committee.

For full-time temporary faculty members (1.0) only, in addition to evaluating instructional competence, the committee will also evaluate professional productivity and service related to teaching.

At every level of evaluation, the temporary faculty member will receive a copy of the evaluation and will have 10 calendar days to respond in writing. If there is a response, a copy of the response must accompany the evaluation to the next level and eventually to the PAF. All temporary faculty members receiving favorable evaluations will be recommended for rehire as appropriate given staffing needs and budget constraints.

Criteria for the periodic evaluation of temporary faculty:

Assessment of teaching-related materials:

- The syllabus should conform to the expanded course outline and the current university catalog description of the course.
- The syllabus should be clear and unambiguous.
- The syllabus should be sufficiently thorough and detailed.
- The syllabus should be professionally presented.
- The syllabus content should reflect the current state of the discipline.
- The exams/assignments should be appropriately constructed.
- The exams/assignments should be valid measures of learning.
- The level of rigor and challenge should be appropriate for the specific course.
- Grading practices and grading distributions should be appropriate for the course.
- Instructional innovations in teaching should be appropriate for the course.
- Student evaluation of instruction ratings should not be substantially worse than the department mean on a consistent basis.

Peer evaluation of teaching performance:

- The instructor should be knowledgeable about the subject matter.

- The level of rigor and challenge should be appropriate for the specific course.
- The instructor should be abreast of current trends in the discipline.
- The instructor should encourage diverse points of view.
- The students should have the opportunity to demonstrate understanding of course ideas, concepts, examples, etc.
- The instructor should be responsive to student questions and comments, both in synchronous and asynchronous formats.
- The instructor should treat students with respect and dignity.
- The instructor should have an organized presentation and or/ organized virtual course environment.
- The instructor should provide a professional model to the students.
- Students should be attentive to the task at hand.
- The instructor should use class time effectively.

Range Elevation: Movements from A to B; or from B to C; or from C to D Ranges

Temporary faculty members may be considered for movement on the salary schedule from the A range to B, B to C, and C to D when they are 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 who have completed a terminal degree since initial appointment in the College may request a one-step increase and change to the B range. Range elevations will consider all periodic evaluations during the review period, which includes all of the criteria listed above for the periodic evaluation of temporary faculty, all student evaluations, all peer evaluations, and all previous self-evaluations. Incomplete files will not be considered.

Temporary faculty members may 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.

A pattern of effective teaching will be judged by the faculty member's

- teaching-related course materials, including innovative use of various teaching tools adapted to both the specific nature of the course and the students' different learning styles, that address course/program learning outcomes,
- support of student scholarship and professional development,
- student course assessments,
- grading standards and grading distributions, and
- currency in the field(s) taught—examples of which include, but are not limited to, such activities as continuing education and training relating to one's discipline; professional presentations relating to one's area(s) of teaching; presentation of scholarly papers related to one's area(s) of teaching at academic or professional conferences; publication of scholarly articles, books, or book reviews; or creative work related to one's area(s) of teaching.

Temporary faculty members who wish to be considered for a range elevation should submit a letter of request (email is fine) to the department chair summarizing the reasons why they believe they should receive a range elevation. Faculty must also submit a self-evaluation portfolio, including: 1) a syllabus from each course taught during the review period (if a course is taught several times, submit at least one syllabus from each calendar year in which the 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 the 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 or explanations of strengths and weaknesses suggested by the evaluations; 5) a description of professional development activities related to teaching and/or the discipline (such as further education, attendance at programs designed to improve teaching, research activities, professional reading in journals, participation in professional organizations, activities or other practical work in the fields covered by the discipline); 6) any other information that will support the requested action. Materials must be submitted according to university policy.

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

- Application
- Committee Recommendation (since the Chair is part of the Committee)
- Course Evaluations (minimum of 10)
- Peer Evaluations (depending on department procedure)
- CV

Criteria for the evaluation of temporary faculty seeking range elevation:

To qualify for a range elevation, a temporary faculty member shall provide evidence of excellence in teaching, and shall also demonstrate a continuous record of professional activity in support of the teaching assignment. Range changes under these circumstances will be granted only upon positive documentation of:

1. Consistent excellence in teaching as demonstrated by positive student evaluations of instruction. Student evaluations of instruction in the annual evaluations must clearly demonstrate that the instructor's performance was of high quality in the four years preceding the request for range elevation.
2. Consistent excellence in teaching as demonstrated by positive peer evaluations. Peer evaluations of teaching as expressed in the annual evaluations must clearly state that the overall impression of the instructor's performance was of high quality in the four years preceding the request for range elevation.
3. Consistent professional development activities in support of teaching assignments. The portfolio submitted by the faculty member must include evidence of 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

over the three years preceding the request for a range elevation that is likely to persist.

Evaluation of full-time temporary faculty members for this action will include a review of their performance in the areas of service and professional productivity related to teaching, as well as instructional competence.

Denial of range elevation

Denial of range elevations shall be subject to the peer review process (CBA 12.20).

Adopted: August 2021