



# Temporary Faculty Handbook: Lecturers/Supervisors

**COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES**

Updated August 2021

***DISCLAIMER:*** In the case of an inconsistency between this document and the Collective Bargaining Agreement (CBA) or the University Manual, the collective bargaining agreement takes first precedence, and the University Manual takes precedence over this document. Article 15 of the CBA contract and Section 305.15 of the University Manual cover the evaluation of temporary faculty.

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# WELCOME!

Whether you are new or returning, this packet is designed to assist you with university, college, and department policies. Your colleagues are here to support you in being a successful instructor in the College of Education and Integrative Studies, chief among them is your department chair.

This handbook is also important information about the evaluation process at the center of determining your effectiveness in the classroom. Every faculty member engages in the evaluation process each year through student evaluations of instruction and peer observations. Additional sources of data to evaluate the effectiveness of instruction are provided through peer evaluations, examination of syllabi, etc. It is important that you read this information carefully.

You may see a variety of terms used to describe your position at the university. The Collective Bargaining Agreement (CBA) with the California Faculty Association (CFA) refers to faculty members who are not tenured or on the tenure track as “Temporary Faculty.” Interchangeable with that term is “adjunct faculty,” “part-time faculty,” or lecturers.

In any case, your role in the university and in our program is invaluable to our effectiveness as a university and as a college. Your colleagues and students look forward to the unique experiences and expertise you bring to our teaching and learning community.

## INTRODUCTIONS

<b>CEIS Administration</b>	<b>Role</b>	<b>BroncoName</b>	<b>Phone</b>
Dr. Hend Gilli-Elewy	Interim Dean	hgillieelewy	X4512
Dr. Joanne Van Boxtel	Interim Associate Dean	jmvanboxtel	X5576
Stephanie Rascon	Assistant to the Dean	srascon	X2307
Zeida Garcia	Budget Analyst Faculty Contracts	zmgarcia	X2305

### **Department Administrative Support Coordinator**

Every department has an Administrative Support Coordinator (ASC). Meet the ASC for your department. That individual will be key to connecting you with university resources and facilitating your work with students and meeting the expectations of the department.

Marina Zapien	Education Department Coordinator, Bldg. 6-220	mizapien@cpp.edu	X5408
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The department ASC is in charge of most administrative duties such as scheduling classes and rooms, providing faculty with needed material for instruction, access to classrooms, reporting classroom facilities issues, creating lecturer contracts, faculty printing needs related to instruction, among others.

## Department Leadership

The department chairperson is an important colleague in support of your success. You have already been contacted by the department chair in the hiring process for your position. Be sure to note places in this handbook where *the department chair is the first person*, in addition to the ASC, to contact in case of questions and issues you are not able to resolve.

Jann Pataray-Ching	Chairperson, Education Department	<a href="mailto:patarayching@cpp.edu">patarayching@cpp.edu</a>
Heather Taylor	Coordinator, Education Specialist Program	<a href="mailto:hewizikowski@cpp.edu">hewizikowski@cpp.edu</a>
Dave Neumann	Coordinator, Single Subject Program	<a href="mailto:djneumann@cpp.edu">djneumann@cpp.edu</a>
Amy Gimino	Coordinator, Multiple Subject Program	<a href="mailto:agimino@cpp.edu">agimino@cpp.edu</a>
Mary Maupin	Coordinator, Intern Program	<a href="mailto:mmmaupin@cpp.edu">mmaupin@cpp.edu</a>
Myriam Casimir	Coordinator, Bilingual Added Authorization	<a href="mailto:mcasimir@cpp.edu">mcasimir@cpp.edu</a>

The department website has a list of the faculty members and contact information for the department. A paper copy of that list can be obtained from your ASC.

## Department Websites

Education	<a href="http://www.cpp.edu/~ceis/education">www.cpp.edu/~ceis/education</a>
Early Childhood Studies (ECS)	<a href="http://www.cpp.edu/~ceis/early-childhood-studies/">www.cpp.edu/~ceis/early-childhood-studies/</a>
Educational Leadership (EDL)	<a href="http://www.cpp.edu/~ceis/edleadership.shtml">www.cpp.edu/~ceis/edleadership.shtml</a>
Ethnic and Women's Studies (EWS)	<a href="http://www.cpp.edu/~ceis/ethnic-womens-studies">www.cpp.edu/~ceis/ethnic-womens-studies</a>
Interdisciplinary General Education (IGE)	<a href="http://www.cpp.edu/~ceis/interdisciplinary-general-education">www.cpp.edu/~ceis/interdisciplinary-general-education</a>
Liberal Studies (LS)	<a href="http://www.cpp.edu/~ceis/liberal-studies/index.shtml">www.cpp.edu/~ceis/liberal-studies/index.shtml</a>

## SOME PRELIMINARIES

### Initial Appointment of Temporary Faculty

Only individuals who are members of the Education Department's Temporary Faculty Pool are eligible for assignment as need arises. To be included in this pool, applicants must submit a completed [application](#), at least three letters of recommendation, and an official transcript showing the highest degree earned.

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

1. Educational training in the credential, authorization, and/or subject area/s to be taught. The minimum qualification for teaching in the Education Department is a Master's degree in the appropriate field of study.
2. Quantity and quality of teaching experience, especially in the subject area(s) to be taught.
3. Professional recommendations.
4. Evidence of continuing professional development in the discipline.

### Appointment Guidelines for Newly Hired Lecturers/Supervisors

- Individuals holding an MA will normally be hired at Range A; individuals holding a Ph.D. or terminal degree for their discipline will normally be hired at Range B.

- It is expected that all new hires will require mentoring into our department’s mission, goals, and teaching philosophy. The ASC and department chair are primary resources. The university also provides new lecturer orientation prior to the first week of classes. Contact Victoria Bhavsar, Ph.D. Director, Faculty Center for Professional Development and the eLearning team by phone 909-869-4640 or email [vbhavsar@cpp.edu](mailto:vbhavsar@cpp.edu) for more information about this event or others like it.
- Classes that you have the potential to teach/supervise will be provided in writing by the department chair at the time of initial hire. This list will be based on the degrees earned, demonstrated areas of scholarly expertise, teaching experience, and the need of the department. This list will be kept in the Education department and your PAF.
- Through additional education and teaching experience, you may become qualified to teach other courses or supervise in other content areas. The Chair, in consultation with the faculty, will determine if and when other courses may be added to the list.
- For lecturers, you will be assigned an office for you to work on courses, meet with students or others regarding classes or instruction. Cal Poly Pomona has a shortage of space and is working to manage it. Your office is likely to be shared with other lecturers, where you will need to coordinate use of the space for office hours or student meetings. To be courteous of others, minimize your use of the office as storage of student work or other material or equipment. Contact the ASC if you have facilities issues or other matters involving office space.

## Registering at the Office of Human Resources

Before the first day of class you must report to the Office of Human Resources and complete the appropriate documentation.

**You must present valid identification including your Social Security card, a valid Driver’s License, and current green card if you are not a U.S citizen.**

## Parking

A parking pass may be purchased at Parking and Transportation Services at <https://csupomona.t2hosted.com/Account/Portal>

## ADMINISTRATIVE – POLICIES AND PROCEDURES

### Canvas

The university’s learning management system is Canvas. Course readings and other materials should be made available to students through Canvas. Canvas is accessed through the front page of the university website from a button on the upper right corner of the splash page or link to: <https://canvas.cpp.edu/>. It can also be accessed through the Cal Poly Pomona Mobile app. It is expected that you will familiarize yourself with this online environment before teaching. Use the [online tutorials](#) or contact eLearning or the Faculty Center for assistance. Many of your department faculty members are able to mentor you in

the use of Bb. Please contact the department chair for further information.

## Bronco Direct

- Make sure you understand how to use the Bronco Direct for accessing information about your appointment, personnel information, and absences as well as for class rosters, permission numbers and grades.
- Make sure you understand how to enter your final grades using Bronco Direct. Check the calendar for final grades due dates. You may submit grades prior to the final due date as soon as you are notified via email that the online grading system has been activated for faculty access.
- If you don't get your grades in on time, you will have to manually complete a change of grade form for each student in your class—a laborious process. You will also need a memo signed by the department chair and the dean providing a rationale as to why your grades are late. *Please do not be late with your grades.* Timeliness in grading is a serious matter to the university; tardiness in fulfilling this responsibility often results in extensive administrative time and student complaints.
- Please see the department Administrative Support Coordinator for help with questions related to the use of BroncoDirect.

## Checkout Process

When your teaching assignment with the Department ends, please see the Department Administrative Support Coordinator about the checkout process. You will not be able to obtain your final check until you have completed the checkout process.

## Class Cancelations

Refer to the **DAYS NOT TEACHING** section.

## Class Field Trips

- Class field trips must be approved by the Department Chair at least one (1) week before the trip.
- An "Authorization to Travel" form must be completed and submitted to the department office five (5) working days prior to the trip. (Review the travel information online at the HR website)
- There are additional policies and procedure related to field trips that are required by the university. For the most current guidelines and checklist, consult [www.cpp.edu/~rms/travel-risk-management/field-trips](http://www.cpp.edu/~rms/travel-risk-management/field-trips) well in advance of your field trip.

## Communication

- Email is the official form of communication at the university. Faculty members are expected to respond in a timely manner to all CPP email communications, including those from students. It is expected that all communications with students, staff, faculty and administrators will be politely and professionally. It is expected that you will be afforded the same courtesy by others.
- Your Cal Poly Pomona email address is the university's primary and official form of communication with faculty, staff, and students. You are expected to receive and send email through your "...@cpp.edu" address, which may be forwarded, if desired, to a personal email account. No department, college, or other university communication will be sent to other email accounts. Faculty members are also expected to monitor voicemail at their assigned telephone number, if provided.
- Mailboxes for each faculty member are in the department office or designated location. Check with your ASC if you need a mailbox. Each faculty member will be issued a key to the location of your mailbox in order to check mail, use the copier, etc.

## Days Not Teaching

### CAMPUS HOLIDAYS

Here is a [list of campus holidays](#) for the current academic year located on the Academic Affairs section of CPP's web site. A hard copy may be obtained from the Office of Human Resources.

### SICK DAYS/EMERGENCIES

- If you are ill, the department prefers that you make arrangements for another faculty member to cover your class. If you are unable to do this and need to cancel your class at the last minute, you must call the department office and Department Chairperson **immediately**, so students can be notified in the classroom or through the administrative coordinator, even if you have announced the cancellation to students through Blackboard.
- An Absence and Additional Time Worked Form must be turned in to the Department Office prior to or immediately after returning to campus. The form can be obtained through the department office. Send an email to [ceisabsences@cpp.edu](mailto:ceisabsences@cpp.edu) to report your absence, cc'ing your department chair and department ASC.
- If you will miss class, the Administrative Support Coordinator (ASC) will place a notice on the door/wall outside of your classroom to notify students that class has been cancelled. It is also highly advisable that you use your class email list to notify the students. Those that drive a long distance to school will appreciate any advance notice.

- In all cases, the Chairperson must be notified when you are not conducting class or having office hours, and you must report the day as an absence on the employee absence site accessed through Bronco Direct's Employee Center.

### **JURY DUTY**

If you have been called to jury duty, you must notify the Department Chairperson and the ASC ASAP. Jury duty is an excused absence.

### **DISCIPLINE AND OTHER IN-CLASS PROBLEMS**

If you have any problems with student behavior, there are resources on campus to assist you. As your first step, please see the *Department Chair* immediately. The department chair will be able to assist you as well as recommend campus resources that may be relevant to the situation.

For emergency assistance, you should contact the University Police located at building 109. The office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. However, officers are on patrol 24/7.

- ✓ **Main Police Office Number / Non-emergency:** (909) 869-3070.
- ✓ **Emergencies:** Dial 911 (24 hours / 7 days a week). Cell phone users should program the University Police main office number into your phone for one touch emergency use. 911 calls from cell phones are routed to the CHP, delaying response time.
- ✓ **Anonymous Tip Line:** (909) 869-3399
- ✓ **Email:** [police@cpp.edu](mailto:police@cpp.edu)

Reminder: All numbers can be reached on campus using the four-digit extension listed for each contact.

### **EQUIPMENT**

Most of the university classrooms are "Smart Classrooms" with at least a computer and projection equipment.

- If you bring your own laptop, the standard projection connector is provided; PC computers generally do not require an adapter. If you are bringing your own Mac, remember to bring the appropriate adaptor for your machine.
- If your class is held in a classroom without computer or video equipment and you require the equipment for a specific day/project or for the entire quarter, you must complete a "Media Request Form." The form is available online at [https://ehelp.wiki.cpp.edu/File:Media\\_request\\_form.pdf](https://ehelp.wiki.cpp.edu/File:Media_request_form.pdf). The ASC can assist with this request.
- If your media needs are for a special situation, the Media Request Form must be



submitted to the Media Services as soon as possible in order to make arrangements. Please consult your department Administrative Support Coordinator for assistance.

- Technology assistance is available to faculty from the **Help Desk (909) 869-6776**. Additional assistance can be obtained by using the eHelp service on the CPP website.

## EXAM WEEK

- Mid-term examinations are optional. However, in-class final exams must be held during finals week of *each* semester.
- Faculty members may reschedule final exams only with permission of the Chair.
- The University prefers that “no Final,” or take-home Final Exams, be given for upper division courses only. Lower division courses should have in-class exams.
- In all cases, faculty members must be either in the classroom or in their office to receive take-home exams during the time frame set for the final exam. Instructors who are not on campus in the classroom or office on the day of the final are required to contact the Administrative Support Coordinator about taking a sick day, personal day, or forfeit pay for that day.
- Time modules for [final examinations](#) are to be strictly adhered to according to the current semester class schedule. Final exam schedules are available online.

## INCOMPLETE GRADES

You are not required to offer students the option of an “Incomplete” in a course. A grade of Incomplete (I) can be offered when *the student has satisfactorily completed at least 50% of the course and there are compelling reasons why the student will not be able to complete the coursework within the allotted quarter*. You must set a contract online in Bronco Direct Faculty roster, which is to be agreed to by the student.

- If you choose to offer an Incomplete (I), you are agreeing to evaluate the material after the quarter has ended (and possibly when you are not being paid by Cal Poly Pomona).
- There is an official form (in the department office) that must be signed by the student and instructor whenever an Incomplete is requested and approved. A copy of this form must be given to the Department Office.
- Your online contract with the student for changing the Incomplete (I) to a letter grade must specify the assignments to be completed, the timeframe, and the manner in which the assignments are to be given to you if you are no longer on campus. The maximum time allowable to complete the work is one year.
- Students can extend the date for an incomplete, in consultation with the faculty member, by completing a [General Academic Petition](#), which is sent to the Registrar. The

administrative support coordinator or department chair can assist with this task.

- If the student fails to complete the work within the allotted time without submitting a [General Academic Petition](#), the grade will revert to an (IC). After a year from when the course ended, the IC will convert to an 'F'.

## KEYS

- Once your contract is signed and submitted, appropriate keys will be ordered for you. All keys must be picked up and returned to Human Resources during regular business hours.
- When the keys are ready, go to Human Resources between 8 a.m. and 5 p.m. for pickup.
- You must present a valid I.D. in order to receive your keys.
- If you are issued a classroom key, it must be returned at the end of each semester.
- All Faculty members are solely responsible for the keys that are issued to them.

## OFFICE HOURS AND DEPARTMENT MEETINGS

Adjunct faculty/lecturers must refer to the [university's office-hour policy](#):

- In general, you are to hold 20 minutes per 1 wtu that you teach.
- Please select office hours that are convenient for your students. Adjunct faculty members often select hours that are either before or after the course they teach as students can more often meet those hours than hours set on another day. Be mindful that this approach may not work as students many times "stack" class on two days a week to manage their schedules.
- You must submit your designated office hour(s) to the Administrative Support Coordinator before the end of the first week of each semester. It is preferable to have hours determined and posted before the first day of class.
- A notice will be posted on the bulletin board outside of your office noting your class and office hours.
- If you are going to miss your scheduled office hours, please notify your Academic Support Coordinator and arrange for a make-up session, if possible. A note must be posted outside your door if you are going to miss office hours. Your ASC will help you with the posting if the sign, if notified with enough time to do so.
- Adjunct faculty/lecturers are welcomed and encouraged, but not required, to attend department and program meetings. However, if you do attend, you will

have a bigger picture of the program and the important role you play in the program. You will also have an opportunity to provide input about the direction of the program.

## PHOTOCOPYING

- In order to support the campus-wide Green Initiative, the department works to keep copying to a minimum. This is why an understanding of the capabilities of Blackboard is so essential to insure students have access to class materials online.
- If you find you need to copy a relatively large amount of material for your class, please do not use the department copier, as copies are too expensive for large projects. Instead, place a work order with [Graphics](#). Graphics requires a 10-working-day turn-around time; this means that some planning on your part is required. For smaller tasks, *quick print* requires 3 days submission before the date you wish to use them. Please give the materials you need copied with a Graphics work order to the department ASC, but be sure to leave enough advance time.
- NOTE – Please adhere to the university copyright policy. The Library website contains information on copyright restrictions.

## TEXTBOOK REQUISITIONS

All textbooks are ordered online through the [Bronco Bookstore requisitions system](#). The Bronco bookstore requires that all departments submit the textbook orders many weeks in advance. *Deadlines from the bookstore to meet the federal regulations on providing learning materials to students with disabilities on the first day of class. Faculty who do not provide these can be held responsible for not meeting the federal regulations.*

To meet the bookstore deadlines, our Administrative Support Coordinator will send an e-mail reminder. Our Administrative Support Coordinator will assist you in setting up your password to order books online. If no book is required or if you plan to develop a course reader, you will also need to notify the bookstore so that they will not continue to expect an order from you.

## TEACHING

### STUDENT ENROLLMENT

Under normal circumstances, students will enroll in your course during the enrollment period, which takes place in the prior semester. You will be able to access your course roster through Blackboard prior to the beginning of the semester (See Blackboard section).

However, there are special circumstance that arise:

### **FIRST-NIGHT NO-SHOWS**

If a student is a no-show for the first class session (and has not contacted you to request keeping the student in the course, you have the right to drop the student from the course. This can be done through Bronco Direct.

### **ADDING STUDENTS**

Classroom enrollments are generally determined by classroom size. You are not required to exceed your department's specified enrollment cap. Adding students to a class can be done as long as enrollments stay within Fire Marshall room requirements. Before adding any students, check with the Administrative Support Coordinator in the department office if you are unsure of the Fire Marshall room capacity.

### **DIFFICULTY ENROLLING**

Please see Department Chairperson or Administrative Support Coordinator to solve problems related to student enrollment. There are many issues that may cause a student difficulty in enrolling in your class.

An example of the type of problem you might encounter might be with a graduate student who cannot enroll in your class. Graduate students are not allowed to enroll in undergraduate classes without permission. If you agree to add a graduate student to your class, you will need to direct them to the Administrative Support Coordinator to obtain a permission number.

### **OPEN UNIVERSITY STUDENTS**

Open University (OU) students are not matriculated into the university and, therefore, will not appear on your regular class roll; they appear in a parallel system that includes the letter E before the section number. OU students are allowed to enroll if there is space available. You should expect that the OU students meet the same prerequisites as matriculated students. You do not have to accept an Open University student into your class if you are already at the contracted class size or if the Open University student would cause you to go over the Fire Marshall's room capacity. If there is space and the student is qualified to be in the class, please make every attempt to accommodate the student.

## **STUDENT LEARNING OUTCOMES**

As a WASC accredited institution, all courses and programs have identified student learning outcomes (SLOs). As you craft your course, *please be aware that it must address the student learning outcomes to ensure that there is consistency in all sections of the same course and that all courses support meeting the program outcomes.* As you borrow or develop assessments, keep in mind that all assessments should be consistent with your course expectations. If you use rubrics or other assessment tools, an examination of the assessment tools should reveal that there is alignment between the identified course objectives, expected student learning outcomes, course activities, and assessment measures.

If you need assistance, please contact your department chair. Also note that the campus

Faculty Center has many workshops and support for faculty to improve instruction and assessment.

## SYLLABUS

The syllabus is your contract with students. Your syllabus must be based on the Extended Course Outline (ECO) approved by the Academic Senate for each class you teach. Other faculty members have likely taught the class and embellished the syllabus to provide clear and specific information on class expectations and learning outcomes. If certain course elements are important to you and not listed in the syllabus, then in the eyes of the university and the students, they do not exist and cannot be used as an expectation of students. Be as specific as possible in your syllabus.

The Academic Senate has approved minimum expectations for the contents of a syllabus. See <https://connect.cpp.edu/syllabuspolicies/>. Departments may have additional policy statements and requirements keyed to the pedagogy or department program. Consult your department chair or faculty mentor for additional specific items. Below is the general list of required items.

At the top of the first page:

- You must use the department's syllabus template (Appendix A). It will ensure that your syllabus is ATI compliant.
- Class number, course number and course name
- Note the semester taught (e.g.: Spring 2019)
- Your name
- Day and time of class
- Your office number (e.g.: 94-363), office telephone number and your e-mail address
- Your office Hour(s) – day and time(s)
- Catalog course description
- Student Learning Outcomes
- Required Text(s)
- Recommended texts on subject matter
- Course requirements and/or expectations (include attendance and prompt arrival if you plan to penalize students for missing class or late attendance)
- Modes of evaluation – Please include the relative weights of all assignments to ensure that students understand how grades will be determined.
- Penalties for tardy submissions
- Plagiarism statement
- Grading scale Assignments – in chronological order
- Schedule of topics and readings
- Mid-term (if any) and Final examination (mention date(s))

Additionally, a template is provided for you to use to complete your syllabus in Appendix A. You must use this template as it has been approved by the department faculty and is ATI accessible.

## **FACULTY EVALUATION**

### **Personnel Action File (PAF)**

[Article 11 --- Personnel Files of the Collective Bargaining Agreement (CBA)]. As a Cal Poly Pomona employee, your Personnel Action File (PAF) is kept in the Dean's Office. This file contains all information provided during your hiring process as well as any information that may be relevant to personnel recommendations or personnel actions. Only the official Personnel Action File may be used as the basis of personnel actions.

- You have the right to submit material to your PAF. Be aware that departments may ask you to submit documents to your PAF as part of the evaluation process.
- You have the right to submit a written rebuttal to any material in your PAF, or scheduled to be placed in your PAF after notification.
- Any material identified by source may be placed in the Personnel Action File. Identification must include the author, the committee, the campus office, or the name of the officially authorized body generating the material.
- You must be notified of the placement of any material in your Personnel Action File that your Department Chairperson or the Dean considers to be accurate and relevant. You will be provided a copy of the material at least five (5) days prior to it being placed in your PAF.
- If you object to any material being placed in your file, you will have the opportunity to meet with the department chair or dean regarding that material upon request. Your request to meet, if any, must be made within five (5) days of the receipt of the notification. If no meeting is requested, the material will be placed in your file. If a meeting is requested, it must take place within ten (10) days of your request.
- You have the right of access to all material in your Personnel Action File, exclusive of pre-employment materials. You may have access to pre-employment materials in instances in which the materials are used in subsequent personnel actions other than appointments. You may request an appointment for the purpose of reviewing your PAF.

During the time of periodic evaluation and performance review a Working Personnel Action File (WPAF), which includes all information, materials, recommendations, responses and rebuttals, will be incorporated by reference into the Personnel Action File.

Personnel recommendations or decisions relating to retention or termination based upon work performance, or any other personnel action, must be based on the evidence in Personnel Action File.

## **STUDENT EVALUATIONS FOR LECTURERS**

Every department has the opportunity to develop its own questions to for students to evaluate faculty instruction based on their program design. Because the questions change from time to time, be sure to obtain a copy of the department's current student evaluation form along with a copy of the procedure to administering them. (Remember --- all student evaluations of instruction become part of your PAF.) At the end of each semester, student evaluation forms are distributed. As stated in the Collective Bargaining Agreement, you are

required to evaluate **all** of your classes each term.

- An evaluation packet for each course you teach will be placed in your mailbox in the department office approximately two weeks prior to final exam week.
- The evaluation packet includes student instructional assessment forms and blank paper for those students wanting to submit additional comments. These comments must be signed, dated, and have a Bronco Identification number.
- DO NOT OPEN THE PACKET!**
- Take the packet to class on an appropriate day. Most faculty members allow 15-20 minutes at the end of a class period for this activity.
- Write on the white/black board the following
  1. Class CRN#
  2. Term (e.g.: Spring 2019)
  3. Subject (e.g.: IGE 1100) include section number
  4. Course Title
  5. Instructor's Name
- Ask a student volunteer to distribute and collect the evaluations.
- You must not handle the evaluation envelope after turning the process over to the student volunteer.
- You **MUST** leave the classroom while students are completing the evaluations.
- After the student volunteer collects the evaluations, he/she must place the documents in the provided manila envelope and **seal it**.
- The student volunteer must then proceed directly and immediately to the department office and hand them to the Academic Support Coordinator or the Department Chair. If the office is closed, e.g. for lunch or after normal working hours, the instruction sheet will direct the student where to deposit the envelope of evaluations. The student **should not** take the envelope home as there must be an unbroken chain of custody of the evaluation packet.
- Again, after the students have completed the evaluations, **you must not handle the evaluation packet**.

## **PROCESS FOR DEPARTMENT REVIEWS**

### **REAPPOINTMENT OF TEMPORARY FACULTY**

New temporary faculty will have each course they teach peer-reviewed during the first semester of employment. Thereafter, temporary faculty will have their courses peer-reviewed in both the Fall and Spring semesters per university policy.

The Temporary Faculty Evaluation Committee will *annually* evaluate all temporary faculty during Spring semester, using the Annual Periodic Evaluation of Temporary Faculty form per calendar year. This written evaluation will be submitted to Interfolio and signed by the Lecturer Evaluation Committee Chair and/or Supervisor Evaluation Committee Chair, the Department Chair, and the temporary faculty member and is due to the Dean's office of the College by the published deadline as determined by Faculty Affairs. Temporary faculty must submit their Assessment Portfolio, which addresses the six criteria below by the published deadline as determined by Faculty Affairs. The Lecturer Evaluation Committee's written evaluation will be given to the temporary faculty member no later than the end of the 14<sup>th</sup> week of classes of Spring semester. Temporary faculty must sign and return their evaluations by the end of Finals Week or the week after.

#### Lecturers

The Lecturer Evaluation Committee's written evaluation will assess the temporary faculty member based on the peer-observations, examination of course documents, and student evaluations.

Peer-observers will evaluate the temporary faculty member's teaching through peer-observations based on the following criteria:

1. Planning & Instruction: Understanding & Organizing Subject Matter for Student Learning
2. Equity & Engagement: Engaging and Supporting All Students in Learning
3. Environment: Creating and Maintaining Effective Environments for Student Learning.

In addition, peer-observers will confirm that the following have been met:

4. Syllabus follows the department syllabus template
5. Syllabus is ATI compliant
6. All course objectives are met according to Extended Course Outlines
7. All TPE's and anchor assignments are met (if teaching in the credential program)

The Chair will also review student evaluations during careful consideration, initial 3-year contracts, and contract renewals.

#### Supervisors

The Supervisor Evaluation Committee will assess the temporary faculty member's supervision based on the following criteria:

1. completion and submission by the end of the 17<sup>th</sup> week (or the end of clinical practice) of all University-supervisor forms provided by the Clinical Practice office,
  - a. Orientation verification
  - b. Clinical Practice scheduling sheet
  - c. Mid-term evaluation
  - d. Final evaluation
  - e. Individual Development Plan
  - f. Menu of activities
2. submission of grades to the instructor-of-record by the end of Finals Week (instructor-of-record must upload grades by the deadline),
3. completion of the 6 required number of observations per teacher candidate (or required number for interns)
4. use of the Education Department's video platform for hybrid supervision (up to 4 video observations under normal circumstances)
5. compliance with all University policies as outlined in CBA Article 20.1.
6. compliance with all policies and requirements for the position.
7. satisfactory feedback on [Clinical Practice Exit Surveys](#) from assigned teacher candidates
8. submission on Interfolio of the [University Supervisor self-evaluation](#) teacher-candidate feedback from exit surveys (if faculty had 5 or more candidates for the calendar year).

The Chair of the Education Department will serve as a member of the Lecturer Evaluation Committee and the Supervisor Evaluation Committee for evaluation of the temporary faculty member.



## REHIRING & RAISES

### CAREFUL CONSIDERATION

In assigning courses available to temporary faculty members, the Education Department follows the guidelines of the current CBA. The Department begins by reviewing the annual evaluations conducted during the preceding semesters and reviewing application materials of all prospective new temporary faculty members. Official Personnel Action Files are reviewed and the PAF Log signed (located in the Dean's Office of the College). The Order of Assignment for offering work per the CBA will be followed. Careful consideration will be exercised on the basis of several factors, including the evaluation criteria listed above under **Reappointment of Temporary Faculty**, as well as the Temporary Faculty member's starting date and depth of experience (i.e., accumulated WTUs).

Temporary faculty 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 temporary faculty member has performed satisfactorily before an initial or subsequent 3-year appointment may be issued. For further information, please refer to the appropriate [University Academic Policy](#), and the CBA, [Articles](#) 12.12, 15.28 and 15.29.

### SALARY RANGE ELEVATIONS

The College of Education and Integrative Studies requires a Range Elevation Package that minimally includes:

- Candidate's Application
- Candidate's recent Curriculum Vitae
- Copies of Peer Evaluations conducted
- Copies of Course Evaluations (minimum of 10)
- Lecturer Evaluation Committee's Recommendation
- Department Chair's Recommendation (if Chair is not part of the Committee)

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

Temporary faculty who do not initially meet the criteria for B range appointment will be considered for movement on the salary schedule from the A range to B range when the temporary faculty member is not eligible for more SSIs in the A range and will have been employed in their current range for at least five years by the end of the academic year. They will merit movement from the A range to B range if they have exhibited a *pattern of outstanding teaching*, as evidenced by their annual periodic evaluations. A *pattern of outstanding teaching* refers to *consistently* strong annual evaluations and supporting materials, as opposed to outstanding teaching achieved sporadically or confined to a single evaluation period.

*Outstanding teaching* will be judged by the temporary 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
- student engagement in and outside the classroom
- student course assessments
- peer reviews
- grading standards
- addressing required Student Learning Objectives as outlined in the Extended Course Outline for the course.

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

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 their 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 they have exhibited a *pattern of outstanding teaching*, as evidenced by their annual periodic evaluations. A *pattern of outstanding teaching* refers to *consistently* strong annual evaluations and supporting materials, as opposed to outstanding teaching achieved sporadically or confined to a single evaluation period.

*Outstanding teaching* will be judged by temporary 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
- student engagement in and outside the classroom
- student course assessments
- peer reviews
- grading standards
- addressing required Student Learning Objectives as outlined in the Extended Course Outline for the course.

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

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 range when the temporary faculty member is not eligible for more SSIs in the C range and will have been employed in their 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 they have exhibited a *pattern of outstanding teaching*, as evidenced by their annual periodic evaluations. A *pattern of outstanding teaching* refers to *consistently* strong annual evaluations and supporting materials, as opposed to outstanding teaching achieved sporadically or confined to a single evaluation period.

*Outstanding teaching* will be judged by the temporary 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
- student engagement in and outside the classroom
- student course assessments
- peer reviews
- grading standards
- addressing required Student Learning Objectives as outlined in the Extended Course Outline for the course.

## APPENDIX A

### SYLLABUS TEMPLATE

Please build your syllabus using the Word version of the Syllabus template that was given to you in an attachment with your Letter of Intent. It is ATI acceptable. You may adopt/adapt the following template for your use.

# Syllabus – [course title]

## Instructor Information

Name:

Office Location:

Office Hours:

Phone:

Email:

*(Consider adding a statement about your research interests; update your Blackboard course site with this same information)* Department of Education (CEIS) Mission Statement

**The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.**

**Learner Outcomes [LEAD] [graduate programs only; other programs may delete]**

Key elements shared by the college/department/program mission are reflected in the overall Learning Outcomes common to all the graduate sub-plans in the Master of Arts Program in the Department of Education. Students are expected to display the SLOs of Leadership, Expertise, Application of Knowledge, and Diversity and Global Awareness that enable them to **LEAD** as professional educators who demonstrate:

**LEADERSHIP** by effectively communicating, collaborating and setting an example of advocacy that influences people to come together in promoting transformative educational policies, pedagogies, and practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.

**EXPERTISE** by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.

**APPLICATION OF KNOWLEDGE** by integrating theory, research and reflective practice to render professional judgments and choices in contexts that result in decisions and actions that promote the viability of classrooms of schools and learning and by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution

to educational scholarship.

**DIVERSITY, TECHNOLOGY & GLOBAL AWARENESS** by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

**Program Strands [for Credential Programs Only; other programs may delete]**

In addition to the topic-specific nature of coursework and fieldwork, teacher candidates must continuously consider:

Meeting Student Needs - Learn how person, family, school, community, and environmental factors impact students' academic, emotional, and social well-being with a special emphasis on communication with parents and the use of school and community resources to support the needs of each student. (Supporting Program \_\_\_\_)

Second Language Learners - Be able to utilize principles and practices in English Language Development to support English language learners' acquisition of academic content language, comprehension skills, knowledge and understanding of the subject area. (Related to Program Standard \_\_\_\_)

Students with Disabilities - Use basic knowledge, skills, and strategies for effectively meeting the needs of students with disabilities, behavior plans, and other challenges within the regular classroom by differentiating instruction to the degree possible in order to provide access to the curriculum in a positive inclusive classroom climate. (Related to Program Standard \_\_\_\_)

Reading and Writing Across the Disciplines - Demonstrate that every teacher is a reading and writing teacher with specific emphasis on the type of reading and writing that provides access to the curriculum and builds communication skills in writing. (Related to Program Standards \_\_\_\_)

Teaching with Technology - How to use a variety of technologies to support effective teaching, assessment, and student learning in the classroom while being mindful of the legal, ethical, and safety issues that are continuously changing as students use technology more extensively in learning and as part of lifelong needs. (Related to Program Standard \_\_\_\_)

**CAEP Standards [for Educational Leadership and Agriculture Specialist Programs Only; other programs may delete]**

In addition to the topic-specific nature of coursework and fieldwork, \_\_\_\_\_ candidates must continuously consider:

Select from [CAEP Standards](#) as appropriate.

## Course Information

### Catalog Description

[Insert the course catalog description.]

### Prerequisites

[List the prerequisites for this course.]

### Course Learning Objectives

[Insert a list measurable course learning objectives or competencies that clearly describe what students will learn and be able to do upon successful completion of the course.]

## Course Materials

### Required Materials

[List the materials that are required for the course including textbooks, guidebooks, and additional software.]

### Optional Materials

[List optional course materials that might prove useful to students, if any.]

Note: For enhanced accessibility, be sure to advise students to open and save to their computer before opening and viewing PDF documents and Powerpoints as they may not be accessible if viewed directly from the internet

browser.

## Technical Requirements

### Hardware

- PC/Mac
- Monitor with minimum resolution of 1024x768
- Speakers or headphones

### Software

- [Adobe Acrobat Reader](https://get.adobe.com/reader/) - download at: <https://get.adobe.com/reader/>
- Internet Browser to access Canvas <https://canvas.cpp.edu>

## Students' Obligations

### Minimum Technical Skills

You are expected to have basic computer knowledge including, but not limited to:

- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software

### Getting Help

If you are having trouble understanding concepts, it is your responsibility to seek help by contacting the instructor.

If you are having difficulties with using Canvas—specific tools or features, refer to the Help link in Canvas or contact [Canvas Help](#) 24/7.

## Assignments

**[Anchor Assignments are for Credential Programs Only; Other programs may delete]**

### What is an Anchor Assignment?

An Anchor Assignment is an assignment that is completed in all sections of a course, regardless of the instructor. Anchor assignments help ensure candidates are prepared to meet the Teacher Performance Expectations (TPEs) and the program meets the Program Standards for the **credential**.

### Anchor Assignment

[INSERT COURSE ANCHOR ASSIGNMENT; keep this section in green to distinguish it Reference the Extended Course Outline [ECO] which can be obtained from the program coordinator]

### Other Assignments

[INSERT OTHER ASSIGNMENTS FOR THIS COURSE]

## Grading

[Explain the breakdown of points for all graded components. Include information on percentages and weights and their relationship to letter grades. Explain the criterion that is used to evaluate student work and participation. Are assignments graded with a rubric, on effort, minimum word count, or some other criteria? Will the type of exams be Scantron, essay, multiple choice, or some other method?]

### Late Submissions

[Explain your late submission policy. How late will activities be accepted and how many points will be awarded?]

### Evaluation of Outcomes/Assignments Overview

Assignment	Points Possible	Weight	Aligned Outcomes & TPEs
<b>TOTAL</b>		100%	

#### GRADING SCALE\*

Score (%)	Letter Grade	<i>As your instructor, this means... (examples provided in green; consult the <a href="#">university catalog</a> for detail)</i>
94 – 100	A	<i>Superior work</i>
90 – 93	A-	
88 – 89	B+	<i>Very good work</i>
84 – 87	B	
80 – 83	B-	
78 – 79	C+	<i>Adequate work</i>
74 – 77	C	<i>Minimally acceptable work</i>
70 – 73	C-	<i>Unacceptable work</i>
69-60	D range	
≤59	F	

\*You must earn a C to pass this course.

#### **[TPA section below is for credential programs only; other programs may delete]**

#### **Teacher Performance Assessment (Multiple and Single Subject Programs Only)**

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. The California Commission on Teacher Credentialing (CCTC), in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). The CA TPA measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. The TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple, Single Subject, or Educational Specialist Teaching Credential. While Educational Specialist Credential candidates are responsible for TPEs, they are not at this time required to complete TPAs. This course is designed to support your development in meeting designated TPEs that are required to successfully complete the TPA. For additional information on the TPA, visit the CTC website.

### **Course Policies**

#### **Academic Integrity**

All of the work completed in this course is expected to be your own. Plagiarism or cheating will not be tolerated in this course.

Unauthorized recording, dissemination, or publication of academic presentations or materials for any purpose is forbidden.

Any violation of any published University policy, rule, regulation or presidential order will result in student discipline action.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offence that can diminish the quality of scholarship, the academic environment, your academic reputation, and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not

limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.\ [INSERT YOUR OWN ACADEMIC DISHONESTY POLICY HERE; SAMPLE IS PROVIDED BELOW IN GREEN]

**Consequences for academic dishonesty will include a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to the Office of Student Conduct and Integrity where they may face additional consequences. Students may also receive a possible F in the course and/or removal from the credential program.**

**Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 6 (Developing as Professional Educators) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.**

For more information, visit the [Academic Integrity Policies](http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml) page: <http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml>.

### **Plagiarism**

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010).

For additional support on plagiarism, please reference the [CPP Library Tutorials](#). Also see Princeton's [Plagiarism Examples](#).

### **Netiquette**

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to your instructor, include the class name and section, along with a description, in the subject line. For example: COM 206.01 RE: Design Project.
- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your "academic" voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Do not send angry messages known as "flaming."
- Do not use offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.

- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

### Response Time and Feedback

[Explain how quickly students can expect to receive feedback or responses on such things as exams, assignments, discussion board posts, and emails. Consider using warm language vs. cold language for your expectations. See table below for examples.]

Sample Phrases from Cold Syllabus	Sample Phrases from Warm Syllabus
“Come prepared to actively participate in this course. This is the best way to engage you in learning.”	“I hope you actively participate in this course . . . because I have found it is the best way to engage you in learning.”
“Traumatic events . . . are no excuse for not contacting me within 24 h.”	“Traumatic events . . . are unwelcome and because I understand how difficult these times are, if you contact me within 24 h of the event and provide documentation, I will be happy to give you a make-up exam.”

## University Resources

### Accessibility

Cal Poly Pomona, as a learning-centered university, is committed to student success. Students with disabilities are encouraged to contact the instructor or to visit the [Disability Resource Center](#) (DRC) to coordinate course accommodations.

### Learning Resource Center

The [Learning Resource Center](#) (LRC) is a service designed to develop student success. Learn about opportunities available for tutoring, workshops, test preparation, and study skills.

### Student Services

[Student Services](#) provides information about the various student services offered at Cal Poly Pomona such as advising, library resources, and health services.

### Aligned Teacher Performance Expectations [TPES] [credential programs only; other programs may delete]

Teacher Performance Expectations (TPEs) to Which This Course Responds

[FOR EACH TPE BELOW, ADD THE SPECIFIC SUB-TPEs TO WHICH YOUR COURSE RESPONDS]

TPE 1: Engaging and supporting all students in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students



TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educators

The full text of the Teaching Performance Expectations (TPEs), Adopted June 2016 can be found at:

<http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

<b>Weekly Topics &amp; Assignments</b>				
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>

## **APPENDIX B**

### **Teaching Observations Pre-Conference Meeting**

Before a peer observation takes place, the faculty member conducting the observation should set up a meeting (virtually or in person) with the individual being observed. The observer should ensure that following topics are addressed and that the individual being observed understands all elements of the observation rubric.

#### **Course Information**

- **Class**
  - days, time, and location
  - class size
  - class type: face-to-face, hybrid, online
- **Students**
  - where students are in the program
  - pertinent information about the backgrounds, prior knowledge, and assets and needs of the class or individual students
- **Syllabus**
  - alignment with extended course outline
  - which class meeting will be observed, relevant course objectives, and/or assignments the meeting will address
  - pertinent information about the prior class session(s) leading to this observation
  - use of department syllabus template
  - ATI compliant
  - Objectives are consistent with ECO
  - TPE's and anchor assignments addressed (credential program)
- **Technology use relevant to the observation**
  - Blackboard, Google Classroom, websites, software programs, etc.
- **Other**
  - any additional information the individual being observed believes would help the observer

#### **Lesson Information**

- **Lesson overview**
  - lesson objectives
  - description of class activities during that class meeting
  - explanation of how the plan aligns with the syllabus and program curricular goals
- **Relevant materials**
  - PowerPoint
  - handouts
  - assignments and rubrics, if relevant
  - resources
- **Desired "Look For"**
  - any special requests you would like the observer to look for.

**Appendix B**  
SUMMARY OBSERVATION REPORT

**Name**

**Position**

**Date(s) of Pre-Observation Conference**

**Date(s) of Observation**

**Commendations**

**1. Planning & Instruction: Understanding & Organizing Subject Matter for Student Learning**

Commendation	Evidence

**2. Equity & Engagement: Engaging and Supporting All Students in Learning**

Commendation	Evidence

**3. Environment: Creating and Maintaining Effective Environments for Student Learning**

Commendation	Evidence

**Recommendations**

**1. Planning & Instruction: Understanding & Organizing Subject Matter for Student Learning**

Recommendation	Evidence

**2. Equity & Engagement: Engaging and Supporting All Students in Learning**

Recommendation	Evidence

**3. Environment: Creating and Maintaining Effective Environments for Student Learning**

Recommendation	Evidence

**Date/Time of Post-Observation Conference**

**Instructor's Signature**

**Observer's Signature**

### Scoring Rubric

<b>1. Planning &amp; Instruction: Understanding &amp; Organizing Subject Matter for Student Learning</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>
<p><i>Exhibits in-depth working knowledge of subject matter and course goals.</i></p> <p><i>Organizes curriculum to facilitate student understanding of the subject matter.</i></p> <p><i>Utilizes lesson elements that are appropriate to the subject matter and adult learners.</i></p> <p><i>Monitors student learning and provides clarification.</i></p>	<p>Demonstrates expert knowledge of the subject.</p> <p>Has a clear, detailed plan for course instruction tightly aligned to course outline, program curricular goals, and departmental values to facilitate deep student understanding.</p> <p>Teaches using theory to practice, big ideas, essential questions, knowledge, skills, and learning transfer appropriate to the subject and adult learners.</p> <p>Uses a variety of effective methods to check for understanding; immediately addresses confusion and clarifies.</p>	<p>Demonstrates strong knowledge of the subject.</p> <p>Plans instruction generally aligned with the course outline, program’s goals, and departmental values to facilitate student understanding.</p> <p>Teaches using theory to practice, big ideas, essential questions, knowledge, and/or skills appropriate to the subject and adult learners.</p> <p>Frequently and/or appropriately checks for understanding and gives students helpful information if they seem confused.</p>	<p>Is familiar with the subject.</p> <p>Demonstrates some thinking about how to address curricular goals and facilitate student understanding.</p> <p>Teaches with some thought to larger goals and objectives, theory to practice, and/or skills appropriate to the subject and adult learners.</p> <p>Rarely checks for understanding during instruction or uses inappropriate strategies.</p>	<p>Has little familiarity with the subject.</p> <p>Plans lesson by lesson and has little familiarity with curricular goals, and does little to prepare students for learning.</p> <p>Teaches on an <i>ad hoc</i> basis with little consideration for long-range curricular goals appropriate to the subject and adult learners.</p> <p>Does not check for understanding.</p>

Scoring Rubric

<b>2. Equity &amp; Engagement: Engaging and Supporting All Students in Learning</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>
<p><i>Connects learning to student backgrounds and prior knowledge, and to meaningful, real-life educational contexts.</i></p> <p><i>Uses a variety of instructional strategies and resources, including technology, to meet the diverse learning needs of students.</i></p> <p><i>Promotes critical thinking through inquiry, problem solving, and reflection.</i></p>	<p>Purposefully and frequently connects learning to student backgrounds, and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Thoughtfully and appropriately uses a variety of instructional strategies and resources, including technology, to support equity and engagement for all students throughout the lesson.</p> <p>Purposefully promotes critical thinking through problem solving, inquiry, and reflection to drive instruction.</p>	<p>Often connects learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Uses several instructional strategies and resources, including technology, to support equity and engagement for most students throughout the lesson.</p> <p>Promotes problem solving, inquiry, and reflection.</p>	<p>Superficial or little effort to connect learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Includes few strategies to support equity or engagement.</p> <p>Occasionally addresses problem-solving, inquiry, and reflection.</p>	<p>Does not connect learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Does not include strategies to support student equity; students are disengaged.</p> <p>Provides little or no evidence of problem-solving, inquiry, or reflection.</p>

Scoring Rubric

<b>3. Environment: Creating and Maintaining Effective Environments for Student Learning</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>
<p><i>Promotes a caring community where all students are treated fairly and respectfully.</i></p> <p><i>Creates a physical and/or or virtual learning environment that respects diverse perspectives and encourages constructive interactions.</i></p> <p><i>Develops, communicates, and maintains high standards for professional individual and group conduct.</i></p>	<p>Shows warmth, caring, respect, and fairness for all students and builds strong relationships.</p> <p>Creates a learning environment that routinely promotes diverse perspectives and constructive interactions.</p> <p>Directly, specifically, and consistently communicates, models, and enforces professional conduct.</p>	<p>Is fair and respectful toward students and builds positive relationships.</p> <p>Creates a learning environment that promotes some diverse perspectives and constructive interactions.</p> <p>Clearly communicates, models, and consistently enforces high standards for professional conduct.</p>	<p>Is fair and respectful toward most students and builds positive relationships with some.</p> <p>Does not consistently foster positive interactions.</p> <p>Does not consistently communicate, model, or enforce high standards for professional conduct.</p>	<p>Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.</p> <p>Does not foster interactions.</p> <p>Does not communicate, model, or enforce standards for professional conduct.</p>

## Appendix C

### **BACKGROUND INFORMATION ABOUT PERIODIC EVALUATIONS**

The information provided in this document is drawn from university policy and the collective bargaining agreement (CBA). This document aims to simplify the contents of the aforementioned sources. University policies, including the Temporary Faculty Evaluation Calendar and the appropriate forms for lecturer evaluations, can be found at: <https://www.cpp.edu/faculty-affairs/temporary-faculty/periodic-evaluation.shtml> . The full CBA can be found at: <https://www2.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Pages/unit3-cfa.aspx>.

In addition to the above sources, individual department policies may contain more specific requirements (including specific deadlines), and these policies are contained in Temporary Faculty Evaluation Criteria Documents listed by department at: <https://www.cpp.edu/faculty-affairs/temporary-faculty/lecturer-evaluation-criteria.shtml>. Each department should keep its own Temporary Faculty Evaluation Criteria Document up to date, and any changes to this document must be preceded by a department discussion about modifying the policy, followed by a vote.

The CBA states, “Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term.” Given that some of the lecturers in your department may *begin teaching* in an academic year *either in the first or second term*, it is good practice to email your lecturers your department’s Temporary Faculty Evaluation Criteria Document within the first 14 calendar days of the fall term AND within the first 14 calendar days of the spring term. For those teaching both terms, a little redundancy is not a bad thing.

All departmental lecturer evaluations must use the TFEC Evaluation Form available on the [Faculty Affairs website](#). After completing this form for each lecturer evaluated, the forms should be uploaded to Interfolio by the date indicated in the Temporary Faculty Evaluation Calendar. Lecturers then have 10 calendar days to respond to the department’s evaluation if they wish. Periodic evaluations of lecturers should adhere to the criteria listed in the department’s Temporary Faculty Evaluation Criteria Document. Periodic evaluations of lecturers fall into two general categories, “Annual Periodic Evaluations” and “Cumulative Periodic Evaluations.” These are addressed separately in the following sections:

#### Annual Periodic Evaluations:

At a minimum, the CBA requires annual periodic evaluations of full-time or part-time lecturers appointed for two semesters. However, in CEIS, all lecturers are evaluated every year, with the exception of those who are in year 1 or year 2 of a three-year contract. Annual evaluations include only information from the prior calendar year (Spring and Fall semesters).

#### Cumulative Periodic Evaluations:

There are two possible types of cumulative evaluations:

1) Lecturers without a current 3-year contract who have been working for six or more years undergo a 6-calendar-year period of review (Summer terms excluded) for an initial 3-year contract beginning in the Fall,

and



2) Lecturers who are working in the third year of their current 3-year contract may undergo a 3-calendar-year period of review (Summer terms excluded) for reappointment to another 3-year contract beginning in the Fall.

The next section will describe the process by which these evaluations occur:

## **THE PROCESS FOR PERIODIC EVALUATIONS OF LECTURERS/SUPERVISORS**

### **Step 1: Getting Ready for Evaluations**

#### **1A. Before Spring, establish a department Temporary Faculty Evaluation Committee (TFEC)**

The TFEC may be elected by the Department, appointed by the Chair, or chosen by some other means. The choice of how to select the TFEC must be approved by majority vote of the probationary and tenured faculty members in each department. The TFEC shall include only full-time tenured faculty members and there shall be a minimum of two on the committee. FERP faculty are also eligible to serve on the TFEC if they are actively employed during spring term.

#### **1B. Early in Spring, post a list of all lecturers who will be eligible for cumulative review**

CBA Section 12.15: “No later than June 30 of each year, the Administration shall post in each department a list of temporary faculty who it believes will be eligible for a three-year appointment pursuant to provision 12.12 effective with the first appointment of the next academic year. Any temporary faculty who are omitted from the list, but who believe they are eligible for a three-year appointment, shall come forward and identify themselves to the appropriate department chair within thirty (30) days of the posting. The faculty member should provide any documentation in her/his possession which will assist in verifying eligibility.” Although this states June 30<sup>th</sup>, the list should be posted early in Spring term.

### **Step 2: Department Lecturer Review and Evaluation**

#### **2A. The format**

Periodic evaluation of temporary faculty members is now being conducted using Interfolio. A Temporary Faculty Evaluation Form is completed by the Temporary Faculty Evaluation Committee (and the department chair if that is a separate level of review). There are two different forms on the FA website - a Temporary Faculty Evaluation Form for the Temporary Faculty Evaluation Committee and a Temporary Faculty Evaluation Form for the department chair.

#### **2B. The scope of the review**

Evaluation of lecturers shall only include an assessment of teaching performance and/or other

assigned duties specifically defined in the letter of appointment (most lecturers are hired strictly to teach and have no assigned duties). Either the Department Chair or the Chair of the TFEC should check the PAF of each lecturer for any communications that may have occurred outside of the regular evaluation process. The evaluation criteria and procedure shall include, at a minimum, the departmental criteria and expectations in the following areas:

- 1) Self-assessment and teaching philosophy statement
- 2) Evaluation of teaching performance: Survey questions, procedures, and minimum scores in student evaluations of teaching.
- 3) Evaluation of syllabi, outlines, handouts, other course materials
- 4) Peer observation procedures, criteria, and rubric
- 5) Minimum syllabus and other class requirements
- 6) A statement at the end of the review stating that the evaluation of the lecturer is either “satisfactory” or “unsatisfactory” and a recommendation
- 7) In the case of full-time lecturers (full-time teaching load for two semesters during the academic year) a statement prepared by the dean/director
- 8) See department criteria for lecturers/supervisors above

### **Step 3: Lecturer Response to Department Review (must allow 10 days)**

At all levels of review, before a recommendation is forwarded to a subsequent level, the lecturer being evaluated is given a copy of the recommendation on Interfolio, which shall state in writing the reasons for the recommendation. The lecturer has the right to respond or submit a rebuttal statement in writing no later than ten calendar days following receipt of the recommendation. A copy of the response or rebuttal statement is included in the evaluation file moving forward, and is sent to all previous levels of review. Upon request, the lecturer being evaluated is entitled to a meeting to discuss the recommendations with the recommending party. The evaluation timeline must include provisions for the meeting between the faculty member and the recommending party at each review level.

All members of the TFEC must sign the evaluation before uploading it to Interfolio. If chairs are NOT a separate level of review, they should also sign along with others who are on the TFEC. If chairs are a separate level of review, they should not sign the evaluation of the lecturer review committee – only their own evaluation.

The rest of the process takes place on Interfolio per the Temporary Faculty Evaluation Calendar.