**Department of Philosophy**

**California State Polytechnic University, Pomona**

**Criteria for Appointment and Evaluation of Temporary Faculty**

**Effective Fall 2022**

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.

The following sets of criteria address four basic departmental functions: (1) appointment of new temporary faculty members from the list of active pool members; (2) evaluation of temporary faculty, including by peer and student reviews; (3) re-appointment of temporary faculty; and (4) movement on the salary schedule by range change and/or Salary Step Increase (SSI). The criteria reflect the department’s conviction that, as teaching performance is the primary function of any temporary faculty member, it must be weighted most heavily, but also that evidence of efforts to remain current in the areas of one’s teaching should count in the appointment, reappointment, and evaluation of temporary faculty members.

Department criteria should be consistent with department and College mission, vision, goals, and accreditation standards. The philosophy departmentis committed to facing, taking responsibility for, and repairing the injustice internal to our institutions and communities. We collectively acknowledge the white supremacy, misogyny, classism, ethnocentrism, homophobia, ableism, and further intersectional dimensions of oppression in our society at large, as well as in our structures of higher education, the academic field of philosophy, and our department in particular. In alignment with these commitments, we invite temporary faculty to document (for example, in a syllabus) and discuss (for example, in a cover letter summary accompanying an evaluation package) their use of equity-minded pedagogy(broadly construed to include course design, assessment, etc.) and to work to empower students from underserved groups.

**Criteria for admission to the temporary faculty pool**

The minimal requirements for admission to the temporary faculty pool are:

1. All but Dissertation (ABD) in Philosophy, or PhD in Philosophy.

2. Completion of the application process.

These requirements supplement the CLASS Guidelines for the Appointment of Temporary Faculty, which are available from the Dean’s Office.

**Criteria For Evaluation of Temporary Faculty**

**New Applicants:**

Prior Relevant Teaching Experience

**Review and Re-Appointment of Temporary Faculty:**

Teaching Performance (as measured by II (A) and II (C) below)

**I. Weighting of Evaluation Criteria.**

(A) *Hiring of* ***New Applicants*** *from the Temporary Faculty Pool*

Previous Teaching Performance: 50%

Academic Preparation and Qualifications (as measured by II(B)): 30%

Ability to Stay Current in the Field as Demonstrated

in Teaching (as measured by II(C)): 20%

(B) *Review and* ***Re-Appointment*** *of Temporary Faculty*

Teaching Performance (as measured in II(A) below): 80%

Ability to Stay Current in the Field as Demonstrated in Teaching

(as measured in II(C) below): 20%

**II.** **Measures for evaluation criteria**

(A) Measures of Teaching Performance

1. Effectively facilitating student learning
2. Providing timely feedback on student work
3. Providing informative feedback on student work
4. Offering well-organized in-class and online activities
5. Being accessible to students in office hours
6. Clearly communicating goals and expectations to students
7. Improving specific student skills such as writing, critical thinking, and logical reasoning
8. Fairly and consistently evaluating student work
9. Showing a willingness to consider divergent points of view
10. Approaching teaching with commitment
11. Stimulating students’ interest in further study in the discipline
12. Overall command of subject matter
13. Versatility with regard to the range of courses the instructor can teach

(B) Measures of Academic Preparation and Qualifications

At least ABD in Philosophy

Relevance of graduate coursework to course(s) to be taught

(C) Efforts to Improve Teaching as Indicated by:

1. Content Mastery – maintaining currency in the area(s) in which the instructor teaches; examples include but are not limited to:

* Continuing progress toward a doctorate in philosophy
* Attendance at professional conferences and other academic gatherings related to the instructor’s area of teaching, or other content-related involvement in professional societies related to the instructor’s area of teaching
* Professional presentations related to the instructor’s area of teaching on campus, or at other universities or schools or to community organizations
* Writing and publication of scholarly articles in areas related to courses taught
* Writing and publication of scholarly articles in areas related to equity-minded pedagogy.

AND

1. Pedagogy – examples include but are not limited to:

* Demonstrated efforts to improve teaching (for example, through use of programs offered by the Center for the Advancement of Faculty Excellence)
* Familiarity with and use of Canvas, Cal Poly Pomona’s basic e-learning environment, including teaching of hybrid or online courses
* Use of web-based teaching technologies, including but not limited to streaming technologies.
* Demonstrated efforts to foster an inclusive classroom, including through the use of equity-minded pedagogy, and to empower students from underserved groups.

Annual periodic reviews of temporary faculty will be conducted by the philosophy department each spring semester, according to the timeline published by the Faculty Affairs office. It is the lecturer’s responsibility to be aware of applicable deadlines and to submit all required documentation by the appropriate deadline. If a lecturer has not submitted a complete evaluation packet by the deadline, the department cannot apply performance evaluation criteria and will not be able to give the lecturer careful consideration with regard to future course assignments. A complete evaluation packet consists of at least the following elements:

1. A cover letter summarizing the efforts made during the period of review to update courses, improve teaching methods, or keep current in the course content.
2. All Student Course Evaluations during the period of review (these are sent by email shortly after each term)
3. A course syllabus for each course (but not each section of each course) taught in the department during the period of the review.
4. Any peer evaluations conducted by members of the department during the period of review.

Optional materials include a current CV listing professional development activities, for example, conference papers and participation, publications, workshops attended, and progress toward a degree, that are related to the instructor’s areas of teaching, as well as professional development activities in areas related to equity-minded pedagogy. In addition, optional materials include any course materials, such as paper assignments, exams, handouts, that the instructor would like the department to include in the review.

Student Course Evaluations (SCE) are administered for all classes taught in a given period of evaluation, and all of these evaluations must be included in the evaluation packet for a given periodic review (unless, due to confounding circumstances such as a pandemic, an overriding policy modifies this requirement). SCE are currently emailed to students. However, low response rates for student evaluations do not provide a reliable indicator of the quality of teaching. To help avoid low response rates, Senate Policy 1329, Student Evaluation of Teaching states that for face-to-face and synchronous online classes: “faculty shall set aside at least 15 minutes for students to complete the evaluations during class. During the survey time, faculty shall leave the virtual/on-campus environment.”

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 qualifying period of 6-years (for a first-time 3-year appointment) or 3-years (for a 3-year re-appointment). 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. Please refer to the appropriate University Academic Policy, and Articles 12.12, 12.13, 15.28 and 15.29 of the Collective Bargaining Agreement for further information.

The department has determined that scores on the SCE form which are below 1.5 indicate areas of outstanding teaching and that scores above 2.5 indicate areas of concern that must be addressed by the temporary faculty member. A majority of the scores on the SCE above 2.5 during the period of review indicate unsatisfactory performance. The department recognizes that the SCE is but one measure teaching performance, which is widely documented to be subject to biases, implicit and otherwise. Thus, temporary faculty will also be peer reviewed. The department’s expectation is that there will be peer evaluations of most courses taught during the initial semesters of a lecturer’s appointment. The necessity of peer evaluations subsequent to the first year of teaching will be determined by the Temporary Faculty Evaluation Committee. In addition, the department considers efforts to stay current in the areas in which one teaches, faculty development, as it pertains to teaching, efforts to incorporate appropriate technology in the classroom, and efforts to respond to previous periodic reviews in assessing the overall performance of temporary faculty.

**III Careful Consideration**

Official Personnel Action Files (PAF) must be reviewed and the PAF Log signed and the Order of Assignment for offering work per the CBA will be followed. Careful consideration will be exercised on the basis of a number of factors as described in Sections I and II, along with breadth of teaching experience in the department and elsewhere, and consequent preparedness to teach a variety of the department’s lower and upper division teaching needs, availability, and depth of experience (i.e., total number of accumulated WTU’s).

**IV. Movement on the Salary Schedule and/or Salary Step Increase (SSI)**

Range changes may occur when a temporary faculty member is not eligible for more SSIs in their current range and will have been employed in their current range for at least five years by the end of the academic year. Range elevation eligibility is monitored by the Faculty Affairs office, and lecturers are contacted by that office via email usually by December 1st of each year.

Movement on the salary schedule from the A range to the B range may be based upon the following: 1) an earned degree, or 2) teaching performance and other elements of professional development. These points are further described below.

The philosophy department will recommend that a lecturer be moved from the A to the B salary range upon demonstrated completion of the relevant terminal degree, usually the Ph.D.

To qualify for a change from range A to range B or from range B to range C when a newly earned degree is not a factor, 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. Excellence in teaching and professional activity in support of the teaching assignment must be demonstrated using the evaluation criteria and standards listed above in sections I and II. With respect to SCE scores, the department requires an overall average SCE score of 2.0 or below during the period under review [and demonstrated efforts to respond to concerns raised in periodic evaluations].

In addition to the requirements mentioned above, the College of Letters, Arts and Social Sciences requires that a Range Elevation Package include at least the following:

1. Application

2. Committee Recommendation

3. Chair Recommendation (if the Chair is not part of the Committee)

4. Course Evaluations (minimum of 10)

5. Peer Evaluations

6. CV

Temporary faculty may request consideration for a Service-based Salary Increase (SSI), if available, after they have taught 36 Weighted Teaching Units (WTUs) at Cal Poly Pomona. The 36 WTUs must have been taught in the philosophy department or an equivalent unit at Cal Poly Pomona, without a break in service, and since the initial appointment or since the last step increase. The temporary faculty member must have satisfied the criteria for retention in the philosophy department at Cal Poly Pomona. SSI availability is determined by union contract negotiations with the CSU administration.

Furthermore, with respect to departmental tenure-track faculty searches, CBA 12.28 says that the search committee should interview qualified temporary faculty who apply for the position: when the search committee “find[s] a temporary faculty unit employee who has applied for a tenure track position on their campus to be qualified, that employee should be interviewed.”